



The DECLARATION

Fall 2015



In the Great Tradition of the Founders

Education in defense of republican values and institutions

The Chairman's Message, which normally appears here, can be found on page 8 of this issue of *The Declaration*. It is a powerful message, and I am struck by how it approximates our Founders' understanding of higher education in the new nation.

Jack's essay on "Defending Western Civilization: A Call to Education" is written in the great tradition of the Founders themselves, who appreciated the need for citizens of the newly established republic to understand, strengthen and defend a revolutionary new form of government; one in which those who govern do so only with the consent of the governed.

Upon ratification of the Constitution in 1789, there was anxiety among many of the new citizens of the United States, including some of the Founders, regarding this new experiment in a republican form of government. How could a nation move forward without the stability and continuity provided by a monarch? There were calls for some kind of "nobility" that would fill what some of the Founders regarded as a central role in society.

Continued on page 3

Uihlein Opportunity Fund Impacts Campuses Nationwide

In its first two years, the Uihlein Opportunity Fund is having a significant impact on education in America's founding principles and history on college campuses, allowing for new campus partnerships, new courses, new postdoctoral fellowships and expanded regional efforts.

Thanks to a generous lead gift from Dick Uihlein, JMC established the Opportunity Fund in 2014. Mr. Uihlein is CEO of Uline, a leading distributor of packaging materials with headquarters in Wisconsin.

Mr. Uihlein's visionary investment in the Opportunity Fund has allowed JMC to forge new partnerships and to support the growth of the most promising campus programs into major hubs for the study of the Founding era.

"Dick Uihlein's lead gift has been a game-changer for our project," said Admiral Mike Ratliff, JMC president. "His investment is already making an impact on today's students through new course development, more course offerings, and expanded campus programming, ensuring students are receiving an important education in the constitutional order that sustains American life."

Through research and analysis, JMC's academic staff works to identify programs for focused investments that have dedicated faculty, support from the university administration, and significant donor interest.



A few highlights of the progress made possible by the Uihlein Opportunity Fund:

- The Fund allowed JMC to match a commitment from John Lillard to sustain and expand the University of Virginia's *Program on Constitutionalism and Democracy* for the next ten years (see page 7).
- With generous support from Roger Hertog and the Bodman Foundation, further Uihlein Opportunity Fund investments in CUNY's Macaulay Honors College and Columbia University are building towards a New York City Initiative, which will

Continued on page 14

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 in 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.

IN THIS ISSUE:

President's Message	1
Regional Initiatives	4
Summer Institutes	5
UCLA High School Outreach	6
Partner Profile: University of Virginia	7
Chairman's Message	8
Miami University President Interview	10
Kinder Institute	12
Constitution Day Initiative 2015	13
Planned Giving	14
Supporting Core National Programs	15

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

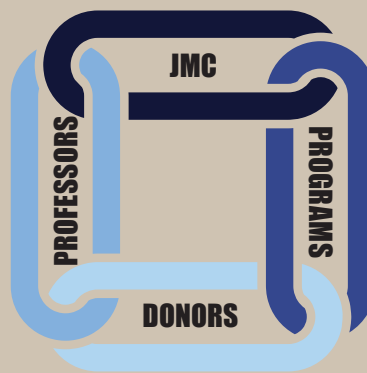
THOMAS JEFFERSON

JMC STRATEGY

BUILD A COMMUNITY OF

PROFESSORS dedicated to providing and fostering this education on campuses nationwide. These professors will be the primary engines for change, expanding student access to courses and other opportunities to learn. Programs including Miller Summer Institutes, regional seminars, postdoctoral and research library fellowships, as well as reunions and panels at national professional conferences allow us to expand and deepen our relationships with these professors.

DEVELOP A NETWORK OF PARTNER PROGRAMS on individual campuses that will strengthen, promote and sustain this education. These programs make possible the development of new courses, support postdoctoral fellows, conduct events and programs that engage faculty, students and the public, and create models that can be followed by other campuses.



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 teach American political thought and history; and our annual National Summit that provides the unique opportunity for directors of our partner programs and professors from around the country to learn from one another and work together.

tors of our partner programs and professors from around the country to learn from one another and work together.

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



In the Great Tradition of the Founders

“Like the first citizens of the American Republic, Americans again are called upon to learn to be thoughtful and articulate defenders of freedom in a world that increasingly challenges republican arrangements.”

Continued from page 1

While some were anxious about the new nation's future, most of the Founders—notably John Dickinson, Thomas Jefferson and Benjamin Franklin—were optimistic that the first citizens of the United States would realize they were at liberty to not only shape their lives as free individuals, but also the public life of the new nation.

THE IMPORTANCE OF KNOWLEDGE

The Founders understood that these new Americans needed to grasp the ideas and values that were the foundation of the new constitutional framework. Americans had to recognize that it was they, not a distant and remote monarch, who bore the primary responsibility for sustaining and defending the new institutions, and therefore the personal liberties that these free institutions were to guarantee.

During the period of the American Revolution, at least fifteen new colleges were established. Most of the Founders in one way or another agreed with Benjamin Rush, who established Dickinson College, who wrote, “to conform the principles, morals and manners of our citizens to our republican forms of government, it is absolutely necessary that knowledge of every kind should be disseminated through every part of the United States.”

Joyce Appleby, eminent historian and JMC Fellow, wrote in her book *The First Americans* about the remarkable transformation that occurred in that first generation of Americans born after 1776. Professor Appleby explores how their new freedoms shaped the citizens of the new

American Republic, as they came to fully understand that they were no longer subjects of a monarch; that they now were free to determine both their personal and national future themselves. And to do so in the context of a fundamental revolution in thinking that had emerged from the Enlightenment.

When we began in 2004, our goal was to find a way to ensure student access to an education that will allow them to be informed and thoughtful citizens. Specifically, we focused on the four areas that Derek Bok, former president of Harvard University, described in *Our Underachieving Colleges* as central to higher education's contribution to its public mission of educating students to be participants in the public life in our republic.

As President Bok advised, the first area of focus should be on our history as a people; the second is the study of our political ideas and institutions. Along with our many faculty partners and universities and colleges across the nation, JMC has made significant progress in improving students' access to education in these areas.

JMC'S NEW CURRICULAR INITIATIVES

Now, our center has reached another landmark with the launch of two new curricular initiatives: political economy and national security.

Political economy is the study of the relations between markets and the state, and between individuals and society. As America emerged, statist, mercantilist ideas re-

treated and were replaced by new economic arrangements consistent with the new personal liberties and free institutions.

Like the Founders, we take the final category, national security, to mean not simply the military and diplomatic 'defense.' The real security of our republic depends upon our citizens' capability to grasp the great ideas and values that underlie our institutions, and in making the effort necessary to defend them. As Jack describes in his Chairman's Message, today we are again in the midst of a clash of civilizations in which the ideas and values that sustain our free institutions are called into question.

A CALL TO DO MORE

Like the first citizens of the American Republic, Americans again are called upon to learn to be thoughtful and articulate defenders of freedom in a world that increasingly challenges republican arrangements.

Mr. Miller decided to write on this subject after a discussion of how the founding generation understood the role of the new colleges and universities they established. I hope you appreciate Jack's call to do more to ensure that today's students' are given new opportunities to deepen their knowledge about the values upon which our nation was founded—values that are worthy of a robust intellectual defense.

Mike Ratliff
Rear Admiral, USN (ret.)
President



REGIONAL INITIATIVES

The Ohio Initiative

New Curricular Initiative Focused on Education In Political Economy



Working in partnership with Ohio faculty and administrators, JMC is introducing the Ohio Initiative, a new initiative to develop innovative curricular models to transform education in the Buckeye State.

Made possible by a lead gift from the Thomas W. Smith Foundation, the project aims to provide students new opportunities to deepen their knowledge of political economy—the interplay between politics and economics.

Our goal is for students to learn how our nation’s free institutions drive innovation and progress, adding value for students in the humanities as well as students preparing for lives in business, law and other endeavors.

“As citizens, students should have a basic understanding of the ideas that shape our economic and political life,” said Dr. Randal Hendrickson, JMC director of

faculty development. “Such an understanding will help them to realize their personal potential and to participate in local, state and national political discussions as informed members of society.”

The project will build a statewide community of faculty who will teach courses that examine political economy’s most pressing questions. It will support the development of new courses and resources, as well as innovative approaches to teaching.

JMC is working with faculty and administrators at Miami University, Ashland University and Ohio University to establish a collaborative leadership group to advance the initiative.

The Ohio Initiative’s first formal program, a Jeffersonian Seminar, is slated for March 2016.

The Chicago Initiative

Jeffersonian Seminar on Security and Strategic Challenges from the Founding to Today

JMC’s Chicago Jeffersonian Seminar, held this September, brought together scholars to examine how our nation’s founding principles are connected to contemporary issues of foreign policy and national security.

Generously supported by Ms. Diane Hendricks through the Bradley Impact Fund, the seminar was part of a larger effort to address a critical curricular gap in higher education by expanding the study of our founding principles to students of American Government and Comparative Politics.

Participants explored key questions of religious toleration and the rule of law from the 18th century and considered their applicability for 21st century international security concerns.

The seminar concluded with a discussion of how to advance and develop curricula for college sophomores that would help them understand the significance of the challenges that faced the founding generation in a global and contemporary context.

“Jeffersonian Seminars help to strengthen and develop our na-

tional network at the regional level,” said Dr. Pamela Edwards, JMC director of academic programs. “Not only do they foster collaborations involving our growing community of regional partners, they are crucial in developing new scholarly and curricular initiatives.”



Dr. Pamela Edwards

This event was the ninth in an ongoing series of regionally and thematically specific meetings intended to develop regional academic communities, facilitate the development of courses, and to solidify our partnerships with dedicated faculty.



Promising Young Scholars Attend JMC 2015 Summer Institutes

Promising young scholars from campuses around the country gathered this summer for one of two intensive 12-day seminars focused on the deep contexts and core ideas that influenced the American Founding.

One of JMC’s core programs, Summer Institutes serve as the primary vehicle for developing JMC’s national community of professors; expanding new directions in research and new developments in curriculum for scholars and students across the country.

Morning sessions offered in-depth discussion of the central texts and ideas underpinning the American experiment in free government. Teaching faculty included some of the nation’s leading professors in American political thought and history.

Afternoon workshops focused on course development, publishing, securing tenure and near- and long-term career advancement.

Since the Miller project began in 2004, we have conducted 21 Summer Institutes in partnership with many of the nation’s leading colleges and universities. More than 400 young scholars have participated to date.



Christopher Hallenbrook (UC-Davis) and other participants at the Graduate Student Summer Institute in Philadelphia

Summer Institute in Pasadena

Thanks to a grant from the John Templeton Foundation, JMC held its 20th Summer Institute in Pasadena, California June 15-26 in partnership with UCLA and the Huntington Library. The theme was “Creativity, Innovation and Free Institutions in the Making of the Modern Commercial Republic.” Speakers and participants discussed developing ideas of law, politics, economics and society through a variety of texts including works from Tocqueville, Jefferson and Lincoln, among others.

Summer Institute in Philadelphia

Made possible by the Kinder Foundation, JMC held its Graduate Student Summer Institute in Philadelphia July 29-August 26 in partnership with the University of Missouri and the University of Pennsylvania. This year’s theme was “Property, Power and the Rise of Atlantic Constitutions.” Advanced graduate students were given the opportunity to develop relationships with other doctoral candidates and leading scholars in the field, hone their own research projects, and prepare for the academic job market.



“I benefited greatly from the presentations and discussions led by senior scholars, the diverse perspectives of fellow participants, and the afternoon sessions devoted to professionalization. The Summer Institute has renewed my interest in teaching a course specifically devoted to American political thought.”

PROFESSOR JEREMY JANOW
AMERICAN UNIVERSITY
SUMMER INSTITUTE PARTICIPANT, 2015



New High School Outreach Program at UCLA

JMC Partner Program Prepares High School Students for College Learning

JMC's partner program at UCLA, the *Center for Liberal Arts and Free Institutions*, launched a new high school outreach fellowship program this fall for high school juniors and seniors.

In partnership with JMC and through a generous grant from the John Templeton Foundation, the "Future of Education Fellowship" introduces first-generation college-bound students to a broad spectrum of liberal arts—philosophy, ethics, art, literature and history—as well as college-level reading, writing and seminar-style participation.

The year-long program aims to prepare high school students for college life and college learning. Currently, 16 high school students are enrolled from the UCLA Community School, a K-12 pilot school serving Los Angeles public school students.

"The UCLA Community School is trying to interrupt the cycle of concentrated disadvantage in central Los Angeles by providing ... students with access to rigorous learning contexts and the support to ensure that they are successful," said Dr. Karen Quartz, director of the UCLA Community School.

"I'm confident that this program will help UCLA and the school advance their shared vision of engaged scholarship in ways that will inform public schools throughout the nation."

Co-directed by Prof. Daniel Lowenstein and Dr. Steven Bilakovics, this year's program will explore related topics that address the relationship between the liberal arts and STEM learning—science, technology, engineering, math—and how they can be brought together to the benefit of both.

Seminars are led by Dr. Bilakovics or speakers from other colleges and universities. Prof. George Thomas of Claremont McKenna College will lead the program's upcoming seminar on "How the Founders understood and promoted civic education and how it relates today."

Students also go on field trips to support what they are learning in the program. Select students will participate in the year-end academic conference at UCLA on education in commercial society.

"While we are just getting started, the reaction from the students and high school administration has been overwhelmingly positive," said Dr. Bilakovics. "We hope to build the program into an L.A.-wide, summer residency and scholarship program that will set students on the path to life-long learning."



"While we are just getting started, the reaction from the students and high school administration has been overwhelmingly positive. We hope to build the program into an L.A.-wide, summer residency and scholarship program that will set students on the path to life-long learning."

DR. STEVEN BILAKOVICS
CO-DIRECTOR, FUTURE OF EDUCATION FELLOWSHIP
JMC FELLOW



PARTNER PROGRAMS

Major Investment to Expand Partner Program at UVA



As one of JMC's first partner programs, the *Program on Constitutionalism and Democracy* (PCD) at the University of Virginia has been a leader in the effort to reinvigorate education in American constitutionalism since its inception in 2006.

Thanks to a lead gift of \$2 million from John Lillard, member of JMC's Board of Directors and former chairman of Wintrust Financial Corporation, JMC has committed ten years of financial support to sustain and grow the program.

"This investment at UVA is a major step toward the realization of Jack Miller's earliest aspirations for our project," said Mike Ratliff, JMC president. "We are grateful for John's generosity, which is making available more courses in which students gain a real education in our founding principles. That is where lives are changed."

The PCD is directed by Professor James Ceaser, chairman of JMC's Academic Council and member of JMC's Board of Directors. This investment will support the hire of a new faculty member dedicated to the program, who will assist Professor Ceaser in expanding PCD course offerings.

Since its inception, PCD has made a significant effort to disseminate the courses it has developed. Versions of the program's American Political Tradition course have been taught at a colleges and universities across the country, including Emory University, Middlebury College, Boise State University, University of Montana, University of Dallas and City University of New York.

"This investment at UVA is a major step toward the realization of Jack Miller's earliest aspirations for our project."

MIKE RATLIFF



University of Virginia campus

PCD PRIMARY PROGRAM ELEMENTS:

UNDERGRADUATE COURSES: Approximately 1,100 to 1,200 students have enrolled in the program's landmark American Political Tradition course since it was first offered in 2006. Launched in the spring of 2014, PCD's American Political Economy course has expanded the program's curriculum.

LECTURE SERIES: PCD sponsors a series of 10-12 guest lectures each year from leading experts in American political thought and history. Speakers address topics that are part of regular syllabi.

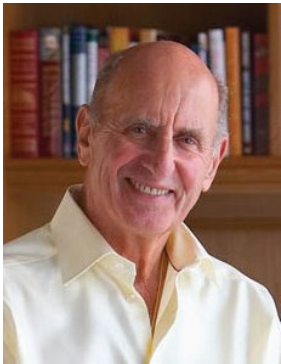
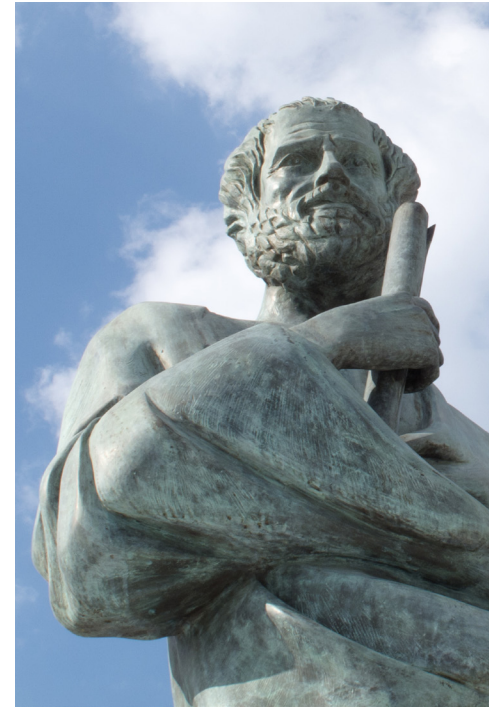
TEACHING FELLOWSHIPS: The program supports up to three residential pre- and postdoctoral fellows each year who serve as instructors in PCD's undergraduate program, further their research, and offer advanced seminars.



CHAIRMAN'S MESSAGE

DEFENDING WESTERN CIVILIZATION

A Call to Education By Jack Miller



Jack Miller
JMC Chairman

“The result is a current generation in the West that has only vague notions about the principles their civilization is based on ...”

The clash of civilizations, which has been heating up for some time, is now coming to a boil. Hundreds of thousands of displaced persons from war-torn countries in the Middle East and Africa are fleeing into Western Europe.

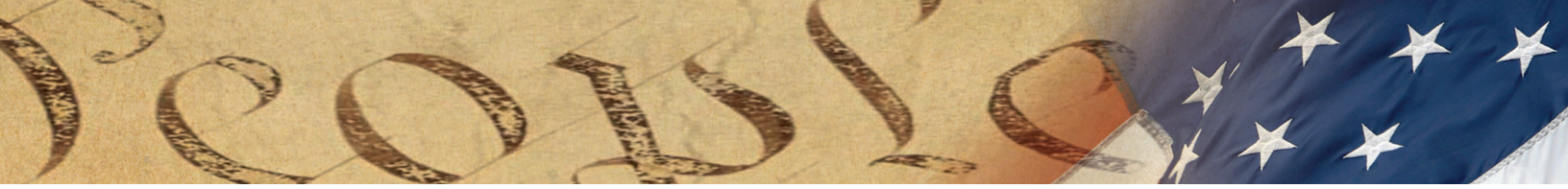
It is natural that many Europeans are moved to help, but the question must be asked: Is it possible for the Germans, Swedes, French, etc. to assimilate so many people who might hold values that conflict with those of Western civilization?

If assimilation is not possible, is it inevitable that this clash of civilizations will transform Europe in a way that puts it on an irreversible path that is contrary to the principles of “Equality, Liberty and Fraternity!” proclaimed in the French Revolution of 1789?

The roots of this clash go back thousands of years. Western civilization has its roots in the Hebrew Bible followed by the rise of Christianity throughout Europe. Western civilization as we know it today began to evolve with the Enlightenment and eventually had its finest expression in America’s Declaration of Independence.

Islam took hold in Arabia in the Seventh Century and quickly spread across North Africa, the Middle East and parts of Asia. Periodically, relations between the Islamic world and the West have been difficult—the Christian Crusades between 1095 and 1291, the battle of Vienna that stopped the Ottomans march into Europe in 1683, and more recently the rise of militant Islam.

The current situation may seem like an uneven battle, with one side armed with a strong belief in their ideals and multiple daily expressions of devotion to those ide-



als, while the other side intellectually disarmed themselves many years ago by taking the teaching of their ideals out of their school curricula as well as their conversations. The result is a current generation in the West that has only vague notions about what the principles of their civilization are based on, the principles of a free people, where, in the United States, all are entitled to “life, liberty

and the pursuit of happiness.” It doesn’t seem like a fair fight.

We may take some solace in a speech that Patrick Henry gave about 240 years ago when he urged his fellow colonists in America to stand up for their liberty. “The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave,” he declared. A stirring call to action then as it is today.

In this current clash of civilizations, there is still time to become “vigilant, active and brave.” But it must start by learning and understanding the founding principles of Western civilization. They must once again become a part of our national conversations. And, most importantly, they must once again be taught in America’s universities and colleges where for decades now this essential education has been greatly diminished.

I have no argument with those who say that college students should be educated to understand a closer global world; or that higher education should focus much of its efforts on preparing young people for the labor market. In fact, I agree with them. However, a focus on global studies and preparation for a specific career should not come at the cost of failing to help students become knowledgeable about our country’s founding principles and constitutional traditions—knowledge that will help them to be good citizens prepared to make their community, state and nation better places.

I am proud to tell you that the Jack Miller Center is a leader in the effort to revitalize this essential education. Today we have 800 professors in our network on some 300 college campuses across the United States who share our mission. They are transforming students’ access to the education they need to defend the principles upon which our great nation was founded. Also, some of our partner professors are reaching out to high schools in their area to strengthen this essential education.

“The battle, sir,is to the vigilant, the active, the brave.” Let’s hope that we can be so soon, for the battle has already begun.

“... a focus on global studies and preparation for a specific career should not come at the cost of failing to help students become knowledgeable about our country’s founding principles and constitutional traditions ...”



Miami University, A Leader in Preparing Students for Citizenship



Dr. David Hodge

David Hodge is president of Miami University in Oxford, Ohio. Since taking office in 2006, Dr. Hodge has brought an intense focus on the University's core mission and strengths, establishing five-year strategic goals and initiating broad-based curricular innovations. He shares his thoughts on Miami's commitment to providing a well-rounded, liberal arts undergraduate education and how it helps students contribute to society as citizens.

JMC: Miami University emphasizes its commitment to undergraduate education and providing a strong foundation in the traditional liberal arts. Why is this important to Miami's mission?

Qualities employers often look for in a prospective employee are the ability to think critically, communicate effectively, solve complex problems collaboratively, and above all, to be creative. That's what a liberal arts foundation provides for our undergraduate students. Whether they go to a professional school or not, that foundation is critical for all of them.

And part of our mission is to produce educated citizens. That has been a core mission of higher education for a very long time. Our mission statement says that we want to empower our students, faculty and staff to become engaged citizens who use their knowledge and skills to improve the future of our society. Miami was founded on the belief that a liberal education provides the best possible framework for life in a changing world.

JMC: What are your thoughts about colleges moving away from a liberal arts education in favor of more career-oriented curriculum?

Well, I think there are lots of problems with it. This shouldn't be an either/or question. Clearly we have an obligation to our students to prepare them professionally. But what does that mean to be prepared professionally? It's not sufficient to provide only the technical skills that someone might need in a particular field.

If you want people to have the opportunity to grow and evolve and to take on increasing responsibilities, then a broad educational foundation provides the capabilities—critical thinking and problem solving skills—for moving forward.

JMC: The Janus Forum at Miami provides a venue for students and members of community to engage in rigorous discussion of public affairs. Please tell us more about this program.

The Janus Forum is modeled after the program at Brown University. Speakers with very different perspectives are brought in around a key issue and engage each other and the students in open discussion. Recent events include "The Proper Size and Role of Government" with Eugene Robinson [*Washington Post* columnist] and Jonah Goldberg [*National Review* senior editor]



Thomas W. Smith is the managing partner of Prescott Investors, a private investment firm he founded in 1973. Much of Mr. Smith's philanthropy focuses on higher education, including Miami University, his alma mater.

and “America’s Role in the World” with Bill Richardson [former New Mexico governor] and William Kristol [*Weekly Standard* founder and editor].

Students are at the forefront, acting as moderators and helping to plan events. We hold events once per semester, and each event has been filled to capacity—about 500 people. Mr. Tom Smith has helped us a great deal with the Janus Forum from the beginning.

JMC: How has Mr. Smith helped with the Janus Forum?

The Janus Forum goes along with Tom’s deep commitment to having meaningful discourse around real issues. He’s been such an advocate for getting all these different perspectives on the table. The Janus Forum has been a student led effort with Tom’s encouragement. He helped to facilitate our ability to launch the program and then provided funding that allowed us to bring in speakers. Not only did he help us with the Janus Forum, but he has had a

huge impact on the university as well. Tom is one of the most extraordinary people I’ve ever met. He truly believes that ideas can change the world.

JMC: Our goal is to ensure students have the opportunity to learn about America’s founding principles and history. Why do you think it is important for students to learn about the history and ideas that formed our nation?



Democracy is in many regards a fragile thing. For all the good impulses about democracy, there is no guarantee that we can be successful without constantly being vigilant and reexamining the way we make democracy work. Coming back to the Founding Fathers provides that foundation of inspiration, insight and motivation that can help us examine democracy with fresh eyes—to know that

it is based on bedrock principles and that these ideas are not lost in the chatter and noise of the modern world.

The Kinder Institute at the University of Missouri

Major Academic Center Established with \$25 Million Gift

In October 2015, the *Kinder Institute on Constitutional Democracy* was established at the University of Missouri, thanks to a gift of \$25 million from the Kinder Foundation, a family foundation established by Rich and Nancy Kinder of Houston, Texas.

This gift will provide permanent support for the Kinder Institute, formerly named the Kinder Forum, which was created in 2014 by a prior \$1.67 million gift from the Kinder Foundation through JMC.

At the launch, Mr. Kinder said, “Future generations should have the opportunity to study and understand the history and importance of how our country and government system was created. I am confident this gift will create a world-class Institute that will focus on constitutional democracy and what makes America the greatest nation on earth.”

Along with JMC partner programs at the University of Notre Dame, University of Virginia, University of Pennsylvania, University of Wisconsin and elsewhere, the Kinder Institute will deepen scholarly interest in the questions at the core of American life.



“Thanks to the Kinder Foundation, Miz-zou students will have broad access to a profound education in our constitutional heritage,” said Mike Ratliff, JMC president. “Under the leadership of exciting, young scholars Justin Dyer and Jeff Pasley, the Kinder Institute will have national impact and will accelerate the national movement to expand education that communicates this learning to future generations.”

To learn more about the Kinder Institute, visit democracy.missouri.edu.



KINDER INSTITUTE LEADERSHIP

Justin Dyer (left), associate professor of political science, is director of the Kinder Institute. Jeff Pasley (right), professor of history and journalism, is associate director.





CONSTITUTION DAY INITIATIVE

CONSTITUTION DAY 2015

Raising Awareness of the Role and Meaning of the U.S. Constitution

With the generous support of the Andrea Waitt Carlton Family Foundation and other donor partners, JMC launched the Constitution Day Initiative (CDI) in 2011 to deepen both student and public understanding of the U.S. Constitution.

In 2004, Congress designated September 17 as “Constitution Day” to commemorate the signing of the U.S. Constitution on September 17, 1787. The legislation requires all schools receiving federal funds “hold an educational program on the United States Constitution” for their students. JMC offers the only national program to help higher education meet the federal mandate.

JMC distributed information packages to leading colleges and universities nationwide that offer recommendations for best practices to enhance programming as well as pocket-sized copies of the Constitution and Declaration of Independence for students. JMC’s Online Resource Center also provides useful information on how to prepare and execute quality programs.

JMC FELLOWS SPEAK OUT

As part of CDI, JMC faculty partners published op-ed essays on constitutional topics in leading regional newspapers and online media such as *The Philadelphia Inquirer*, *The Atlantic Journal-Constitution*, *Huffington Post* and *National Review*.

This year, JMC sponsored campus programs on topics ranging from the historical context of the framing of the Constitution to the role of the Supreme Court in past and present constitutional controversies.

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

“The goal of these events is to engage students by the serious treatment of perennial themes that could as easily be ripped from the headlines: the rule of law; the boundaries of individual liberty



USA Today columnist and author Kirsten Powers speaking at Weber State University

in a system of majority rule; the meaning of equality; and the meaning of the Constitution itself,” said Professor Cullen.

2015 CONSTITUTION DAY SPEAKERS INCLUDED:

SUPREME COURT JUSTICE ANTONIN SCALIA on “Constitutional Interpretation” at Rhodes College;

7TH CIRCUIT COURT OF APPEALS CHIEF JUDGE DIANE WOOD on “The Magna Carta and the Idea of the Rule of Law” at Roosevelt University;

PRIZE-WINNING AUTHOR ANDREW O’SHAUGHNESSY on his book: *The Men Who Lost America: British Leadership, the American Revolution, and the Fate of the Empire* at the University of Oklahoma.

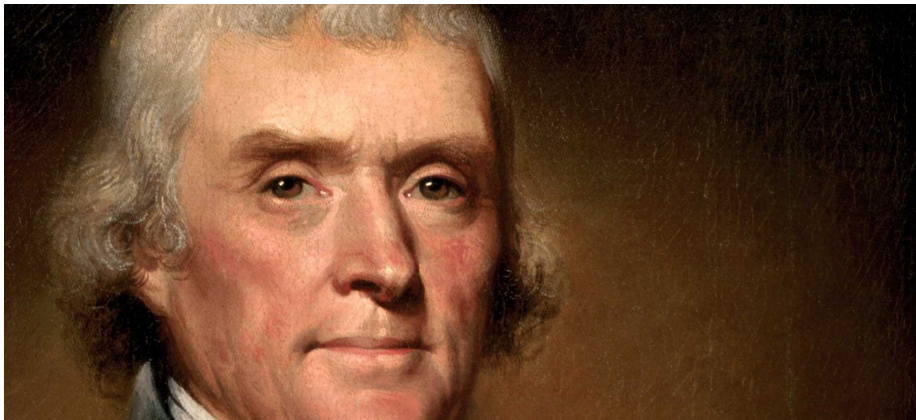
Professor Cullen added, “The value of this initiative lies in the increased awareness that really thinking through the issues that command our immediate attention requires reexamining the design of our polity and its historical experience.”

Impact on Campuses Nationwide

Continued from page 1

- impact education in American constitutionalism around New York.
- At Boston College, the Fund has made possible three years of support for postdoctoral fellowships, which will advance the careers of promising young scholars and increase course offerings in American politics.
- The Ohio Initiative was established with a lead gift from the Thomas W. Smith Foundation and a match from the Uihlein Opportunity Fund. This statewide effort will advance the development of new courses in American political and economic thought (see page 4).
- With support from the Fund, JMC developed a new partnership with the *Penn Program on Democracy, Citizenship, and Constitutionalism* at the University of Pennsylvania and is supporting a new postdoctoral fellowship in the coming academic year.

The Uihlein Opportunity Fund has also enabled JMC to incorporate the faculty and programs above into our national network, further multiplying the impact of Mr. Uihlein's important lead gift and the generous support of other donors.



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

THOMAS JEFFERSON

Planned Giving

Help Ensure a Future that Preserves the Freedoms Envisioned by our Nation's Founders

A planned gift to the Jack Miller Center will have a lasting impact and make an important contribution to the education of students across the nation. You can create an enduring legacy that will prepare generations of students for informed and engaged citizenship.

Northern Trust, a leading wealth management firm, manages JMC's fund to support our efforts to reinvigorate education in America's founding principles and history. Northern Trust's expertise will help make your philanthropic goals a reality.

To learn more about charitable gift planning through the Jack Miller Center, please call Mike Deshaies at 484-436-2067 or email him at mdeshaies@gojmc.org.



Help Us Sustain Our Core National Programs

After a decade working in higher education, JMC has never had so many opportunities to further our goal of expanding student access to education in American ideas, ideals and institutions—education that will prepare students for their responsibilities as citizens.

Since the start of the Miller project in 2004, our core national programs have been key to our success. These programs are essential to the fulfillment of our mission, and are the foundation from which our community of professors and network of partner programs grow. They expand access to and raise awareness of the importance of an education in American political thought and American political, cultural and intellectual history.

Our core programs also support dedicated professors by offering new channels for publication, new opportunities for curriculum and program enhancement, and avenues for collaboration and networking.

Not only have substantial donations made a difference, but small gifts have been vital to our progress and together have allowed us to help campuses launch new programs and to strengthen many current campus projects.

OUR CHALLENGE NOW IS TO RAISE ENOUGH FUNDS TO PUT OUR CORE NATIONAL PROGRAMS ON A LONG-TERM FOOTING.

As Jack Miller likes to say, we have “moved the needle” a long way in revitalizing the education that will help students become informed and engaged citizens. With 800 professors in our national community that spans more than 300 campuses, we are now positioned to transform this education even further.

The problem of civic illiteracy did not happen overnight, nor will the remedy happen overnight. We are committed to our mission and are working to have the impact necessary for real change in higher education. We ask for your support.

Our Five JMC Core National Programs

SUMMER INSTITUTES

for early career scholars in American political thought and history. These Institutes are the gateway into our nationwide community of professors who share the JMC mission.

POSTDOCTORAL FELLOWSHIPS

which allow fellows to gain valuable teaching experience and time to publish research while offering more courses on campuses.

NATIONAL SUMMIT ON HIGHER EDUCATION

which brings together campus program directors and other faculty from around the country to focus on practical steps to advance education in America’s founding principles and history.

JOURNAL OF AMERICAN POLITICAL THOUGHT

the first academic journal devoted exclusively to American political thought, providing a venue for scholars to publish their research for a national readership.

CONSTITUTION DAY INITIATIVE

which provides support for substantive programs for students on campuses nationwide, featuring US Supreme Court Justices, members of Congress, prominent scholars and leading public intellectuals.



JACK MILLER CENTER

For Teaching America's Founding Principles and History

THREE BALA PLAZA WEST, SUITE 401
BALA CYNWYD, PA 19004

WWW.JACKMILLERCENTER.ORG
484.436.2060

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.

SELECT EVENTS

Nov 4-7: JMC 12th Annual National Summit on Higher Education, Philadelphia, PA

Nov 6: Conference, "Exposed: Privacy, Security and the Smart City;" IIT Chicago-Kent College of Law, Chicago, IL

Nov 19: Debate, Professors Alberto R. Coll (DePaul University) and James Ceaser (University of Virginia) "How Exceptional is the United States? A Debate in Celebration of Constitution Day;" Lake Forest College, Lake Forest, IL

Dec 17: Seminar, Professor Justin Dyer, "Crisis and Constitutionalism," Meeting Three; University of Missouri, Columbia, MO

2016 EVENTS

Jan 8: JMC reception at the 130th Annual American Historical Association Meeting, Atlanta, GA

Jan 28-29: JMC Jeffersonian Seminar, New York City, NY

Mar 17-18: JMC Jeffersonian Seminar, Columbus, OH

Apr 15-16: Symposium, "Taking Stock of the State in Nineteenth-Century America;" Yale University, New Haven, CT

May 5-6: Colloquium, Professors David Wooton (University of York) and John T. Scott (University of California-Davis), "Commerce, Republicanism and Scientific Innovation;" University of Wisconsin-Madison, Madison, WI

For more news and events, please visit www.jackmillercenter.org/news-events.