

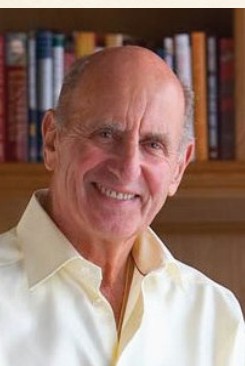


The DECLARATION

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

Winter 2015

CHAIRMAN'S MESSAGE



From Fundraiser to Steward

By Jack Miller

About a year and a half ago, in the midst of planning a major fundraising campaign to raise an endowment fund of \$100 million to make sure the Center continues well into the future, one of our board members made a comment that completely changed our approach to donors. The comment had to do with the idea that people would give money if they were confident that we would make sure that their money is used as they intended on campus.

That comment shifted our perspective, which then shifted our whole approach to how we could fund our efforts to enrich college curricula and other efforts for the teaching of our nation's founding principles and history. It made us realize that we weren't in the fundraising business, that we were in the business of stewarding other people's money—helping them make sure that it was used effectively and economically to achieve their goals.

In 2014, philanthropists gave \$37.45 billion to higher education, and the question is whether they received what they wanted for that kind of investment. For those who feel that

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Impressive Start to the Kinder Forum at the University of Missouri

Launched August 2014, the *Kinder Forum on Constitutional Democracy* at the University of Missouri has already developed into an impressive campus program dedicated to excellence in teaching and scholarship about the American constitutional and democratic traditions. It seeks to establish a foundation for excellence in this education by providing resources and innovative programs that will engage faculty and students.

The *Kinder Forum*, a JMC partner program, is made possible by a generous grant from the Kinder Foundation, a family foundation established by Rich and Nancy Kinder of Houston, Texas. Mr. Kinder earned his B.A. and J.D. at the University of Missouri. He is chairman of the board and CEO of Kinder Morgan Inc., the largest midstream and the third largest energy company (based on enterprise value) in North America. Mrs. Kinder is president of the Kinder Foundation and a focused philanthropist, who serves on several boards for the advancement of Houston, the arts and the health and protection of children.

During the 2014-15 academic year, the Forum developed or revised 16 courses, including American Political Thought, Constitutional Rights, Democracy in America, History of American Law and The American Constitution.

In its first full semester, the Forum also hosted 12



academic events for students and Mizzou faculty. Guest lecturers included Pulitzer Prize-winning author Jon Meacham, who discussed his book, *Thomas Jefferson and the Art of Power*, and University of Notre Dame's Michael Zuckert, who led a discussion on "Completing the Constitution."

"We are grateful for the opportunity to assist the Kinder Foundation in the launch of this exciting program," said

Continued on page 13

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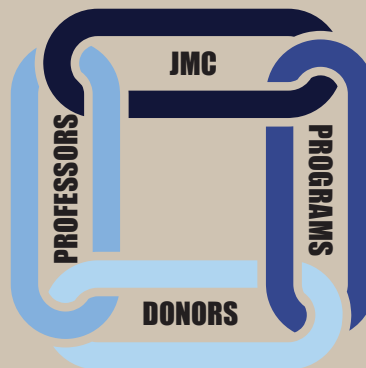
"Educate and inform the whole mass of the people. They are the only sure reliance for the preservation of our liberty."

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.



Moving Forward



As we begin our 11th year, I am heartened by the outcomes achieved during our first decade. Much of what we have accomplished is captured in the article "JMC's Second Decade" on page four of this newsletter.

- Thousands of new or revised courses taught to hundreds of thousands of students by the dedicated professors in our national community
- Partner programs growing in number and stature that provide a home for this education in the decades to come (see the articles on pages 7 and 14)
- Exciting national programs, such as our annual summit (page 6) and the academic journal, *American Political Thought*, that are becoming fixtures in American higher education

All made possible by the generosity of a growing number of donors who have stepped forward to partner with Jack Miller.

We have built a team of remarkable professionals, and we have evidence that our approach works. We take pride in these accomplishments. Far from simply taking satisfaction in what has been achieved in the past decade, however, we are moving forward.

Our goal is transformative change in higher education that ensures students have access to a quality, profound education in who we are as a people and the constitutional order that sustains American life.

If you would like to learn more about our programs or mission, please contact me. I can be reached at 484-436-2065 or mratliff@gojmc.org.

Very respectfully,

Mike Ratliff
Rear Admiral, U.S. Navy, ret.
President



Mike Ratliff

"... we have evidence that our approach works."



JMC's Second Decade:

Significant Progress, Much Work Ahead

“Since 2007, JMC fellows have already taught more than 700,000 students and will teach many more over the course of their careers.”

MIKE RATLIFF

The beginning of the new year marks the beginning of JMC’s second decade in pursuit of its mission to help faculty, administrators and donors reinvigorate the teaching of America’s founding principles and history on college campuses.

Ten years of hard work by our staff, along with our growing community of committed professors and the support of visionary donors, has resulted in growing impact on campuses across the nation.

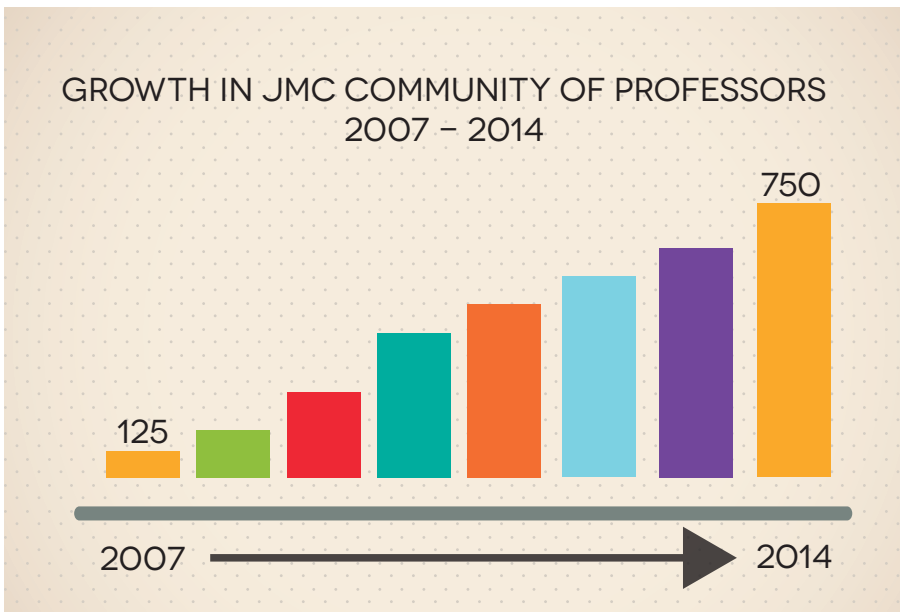
The Miller project began in 2004, and when JMC incorporated as a nonprofit charity in 2007, it had 125 faculty partners and eight partner programs on campuses.

Today, JMC has a nationwide community of 750 professors on more than 200 campuses and has helped to launch or grow partner programs at 55 universities and colleges, including elite institutions, flagship state universities and leading liberal arts colleges.

In 2015, JMC’s operating budget totals \$9.3 million, a 33 percent increase compared to 2014; 90 percent of our budget will be invested in academic programs.

COMMUNITY OF PROFESSORS

JMC’s growing community of professors has already made a difference in the lives of thousands of students who have taken their courses and attended their lectures over the past decade. In the process, they are laying the foundation for millions of students, today and in the future, to be informed, thoughtful citizens prepared to be leaders in their communities, states and our nation.



33%

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90%

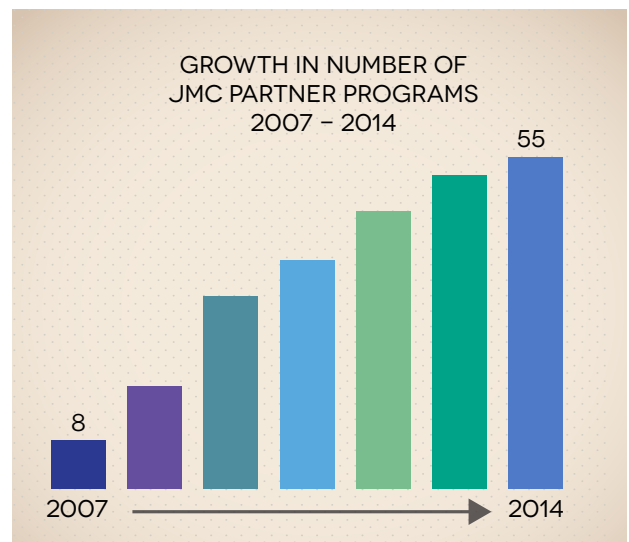
Ninety percent of our budget will be invested in academic programs.

JMC supports and fosters growth and collaboration of this scholarly community through Jeffersonian seminars and other academic events, the academic journal, *American Political Thought*, and participation in professional associations dedicated to education on American political thought and history.

Two core programs, JMC Summer Institutes and postdoctoral fellowships, are often the gateway into JMC's community of professors. Important to JMC's mission, one goal is to help bright new scholars dedicated to teaching this vital education secure academic jobs, and they can begin the process through these core programs.

PARTNER PROGRAMS

JMC's 55 partner programs help sustain this education on college and university campuses. JMC strategically invests in programs that show the greatest potential for transformational impact on campus, and conducts in-depth research to identify and support new programs that have faculty, campus administration and donor interest. Efforts that bring together program directors, such as JMC's Annual Summit on Higher Education and collaborative regional initiatives in Chicago and New York, create opportunities to accelerate curricular innovation nationwide.



DONOR SUPPORT

Nearly 200 individuals and foundations have joined Jack Miller in generously supporting our efforts. Mr. Miller continues to fund most of our operating costs. Since 2007, \$53 million has been donated or pledged to JMC with almost all of it committed to faculty development and campus programs.

It is through the financial commitment of many additional donors who have recognized the importance of this essential education that we have been able to support educators who have dedicated their careers to educating students on America's founding principles and history.

Pledged or
Donated
Since 2007

\$53 Million



JMC's 11th Annual Miller National Summit on Higher Education

Professors from 32 colleges and universities across the country met in Chicago in October at the 11th Annual Miller National Summit on Higher Education to focus on practical steps that will strengthen education on America's founding principles and history on college campuses.

The Summit provides the rare opportunity for professors from different campuses to network, share ideas, identify opportunities to collaborate, and to address the challenges involved in starting and developing programs that sustain this education on campuses.

"I'm always invigorated after these meetings, not just because of their content and focus, but thinking as an educator, thinking about pedagogy more broadly. There aren't many opportunities to do that," said Professor Christena Nippert-Eng, director of the *Benjamin Franklin Project* at the Illinois Institute of Technology.



Professors Michael McShane (Carthage College) and Stuart Warner (Roosevelt University) at the 2014 Summit

Program directors discussed their efforts to advance the study of constitutionalism on campus, and shared best practices for engaging students and driving interest in constitutional issues.

Among leading figures in higher education participating in the Summit were Professor Rogers Smith, associate

dean for arts and sciences at the University of Pennsylvania; Dr. Norman Bier, director of the Carnegie Mellon Digital Education Initiative; Mr. Chris Talley, president of the Liberty Fund; and Dr. David Spadafora, president of the Newberry Library.



(Center) Professor Thomas Pangle (University of Texas at Austin), recipient of the 2014 Chairman's Award for Academic Excellence, with Professor Christopher Kelly (Boston College) and JMC Chairman Jack Miller

Of particular interest was a panel of JMC fellows representing each of the seven universities participating in JMC's Commercial Republic Initiative, a three-year national interdisciplinary project made possible by the John Templeton Foundation.

The project helps schools work collaboratively to broaden and enrich the education of business, science, law and engineering students to include an understanding of the sources and ideas that have shaped the American constitutional order. Fellows discussed the progress made through the project and the importance of collaboration to its success.

The final panel focused on efforts to broaden civic education to reach new audiences beyond the campus. Panelists discussed their work to reach high school teachers and students, and their communities more broadly.

"I think it is crucial to enliven and invigorate our sense of what the Founding was all about. I think we've got a lot of work to do, and the Jack Miller Center is enabling us to do this," said Professor Peter Onuf, University of Virginia.



PARTNER PROGRAMS

JMC Partners with University of Pennsylvania

JMC has a new partnership with the *Penn Program on Democracy, Citizenship and Constitutionalism* (DCC) at the University of Pennsylvania.

Directed by Rogers Smith, professor of political science and associate dean for social sciences, DCC has fostered interdisciplinary scholarship on the related and globally pressing topics of democratic participation, the rights of citizens, and formal frameworks of governance.

Support from JMC's Opportunity Fund over the next five years will allow the DCC to add a postdoctoral fellow to teach new courses and enrich programming that will advance this education for UPenn students.

"The partnership with the Jack Miller Center has already been a tremendous spur to the education of Penn graduate students interested in American constitutionalism and American democracy," said Professor Smith.

"With JMC's aid, the creation of a new postdoctoral fellow in the DCC program will enable us to ensure that Penn undergraduates regularly receive outstanding instruction in the American traditions of constitutional democracy even as they explore constitutional democracy around the world."

The Opportunity Fund was established last year thanks to a generous lead gift from Dick Uihlein. Mr. Uihlein is the CEO of Uline, the leading distributor of packaging and shipping materials in North America, and a long-time donor partner of JMC.



Penn
UNIVERSITY of PENNSYLVANIA

The Fund supports JMC's efforts to strengthen programs on college campuses that have the greatest potential to transform education in American political thought and history.

"We are thrilled to be working with a scholar of Rogers Smith's caliber and very much look forward to building upon his great work in advancing the study and teaching of constitutionalism and American political thought," said Dr. Michael Andrews, JMC executive officer and vice president of academic programs.

Opportunity Fund Supports Program at Columbia



Through the Opportunity Fund, JMC is providing support for the *Center for American Studies* (CAS) at Columbia University. The funding will help them sustain American Studies as part of Columbia's core curriculum, add a postdoctoral fellow to teach courses, and support programming for *The Freedom and Citizenship Program* administered through the CAS for promising college-bound New York area high school seniors from disadvantaged backgrounds.



David L. Boren, former Oklahoma governor and U.S. senator, became the 13th president of the University of Oklahoma in 1994. In 2009, Boren established the Institute for the American Constitutional Heritage at OU, a center dedicated to the interdisciplinary study of American constitutionalism.

“For many years now, I have made a practice of posing this question to them: ‘How long do you believe the United States will remain the predominant power in the world?’”

Don’t Blame It on the Constitution

The following essay was written by University of Oklahoma President David Boren in observance of Constitution Day, September 2014.

The United States has sunk into a state of uncharacteristic pessimism. In one poll, 72 percent of Americans expressed the opinion that our country is in decline. There are many causes for this pessimism. Near the top of the list is the growth of a pervasive distrust of our fundamental institutions of government. This pessimism threatens to undermine the health of the constitutional system of government that has made this nation great.

Our predicament has accelerated with disturbing rapidity in recent years. I see it in the political skepticism of our very best students at colleges and universities. This generation of college students is as public spirited as any in our history; they are idealistic and want to make a positive difference in the world. But fewer and fewer of them see politics as a venue for their talents and goals. And they are less and less optimistic about the future of the United States. For many years now, I have made a practice of posing this question to them: “How long do you believe the United States will remain the predominant power in the world?” Until recently, they seemed unable to conceive that such an exalted status could ever come to an end.

Then, a few years ago I asked my freshman honors seminar, a bright, energetic, idealistic group including many National Merit Scholars, the same question. Their answers were startlingly different. “Ten years,” said one. Another thought, perhaps fifty years. Most thought thirty years at best. None thought that the nation’s preeminence would survive the 21st century.

A WAKE-UP CALL

For me, this change was more than a wake-up call. It was a fire-bell in the night. Some observers are proposing that our Constitutional system itself is the source of our problems. They argue that it was designed for an eighteenth-century world that no longer exists. Critics say that its elaborate system of checks and balances, which so artfully divides and diffuses power, is the source of the partisan gridlock and executive inertia with which we are currently saddled.

Of course, our Constitution is not perfect. Amendments are needed to stop the tidal



wave of special interest money pouring into our system. The drawing of congressional and legislative districts make bi-partisan cooperation even more difficult. The monopoly given to parties to hold closed primaries shuts out independents and moderates from having a real voice in the selection of our public officials.

CONSTITUTION IS NOT THE PROBLEM

However, the Constitution is not the source of our problems. We should look to ourselves to find where blame should fall. George Washington served a second term as President mainly to shift the loyalty of the people from him to faith in the Constitution itself. It is the Constitution that holds our diverse and pluralistic nation together. The fault in today’s world is not in our constitutional stars, but in ourselves.

No constitution, no system of government can succeed in its task without a sufficient reservoir of civic virtue in the people and a willingness to take up the burdens of civic responsibility.

Right now we are failing in the most fundamental task of citizenship. We have allowed ourselves to become more and more ignorant of our own history and are therefore becoming less able to protect our liberties or preserve the health of our great institutions.

Bruce Cole, as chairman of the National Endowment for the Humanities, said wisely twelve years ago “A nation that does not know why it exists or what it stands for cannot be expected to long endure.”

OUR TURN TO MAKE THE CONSTITUTION WORK

We must resolve now to insist that we must make the education of young people for American citizenship a top priority. We have tried to do our part in this regard at the University of Oklahoma, by creating our Institute for the American Constitutional Heritage along with a rigorous undergraduate program in Constitutional Studies.

Thankfully, too, there are energetic nonpartisan organizations springing up around the country, such as the Jack Miller Center for Teaching America’s Founding Principles and History, Justice O’Connor’s iCivics, the Bill of Rights Foundation, the Center for Civic Education, and the National Constitution Center, among others, all of which are seeking to address our civic deficit.

It will take more. It will take a recognition that the future depends largely on ourselves. The Constitution cannot implement itself. Many generations have made it work. Now, it is our turn.



“We must resolve now to insist that we must make the education of young people for American citizenship a top priority.”

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.



INTERVIEW

Q&A

Carthage President on the Importance of Education in the Western Intellectual Tradition

*Dr. Gregory Woodward is president of Carthage College, a private, liberal arts college in Kenosha, WI. Since taking office in 2012, Dr. Woodward has worked to strengthen campus-wide engagement. He shares his thoughts on the **Western Heritage Program**, a JMC partner program, on how their program supports student engagement at Carthage, and why this education is important for their future as citizens.*



Dr. Gregory Woodward

JMC: JMC has been an enthusiastic supporter of the *Western Heritage Program*, in no small part because Carthage is the only college or university in the Midwest where every freshman takes a full-year sequence grounded in the foundational texts of the Western intellectual tradition. Please tell us more about this unique program.

GW: The *Western Heritage Program* is the major foundational component of our entire core curriculum. We're not talking about some students taking this or we think it's good for a few kids—virtually every single freshman takes these courses their first year. They follow that up in their sophomore year with courses which build upon the foundations of the two Western Heritage courses.

We analyze positions of the authors and the characters. We study the links between great thinking, great ideas and the great writers of the Western intellectual tradition. It's taught by people who are truly dedicated to the topic. They believe in what they're teaching, and it's just a complete success from every possible angle.

Some of the students love the course the minute they're in it, some aren't quite so sure, and some of them don't like it. But I will tell you one interesting fact. We surveyed the students later when they were seniors, and almost every single student said that looking back on it, it might have been the single most important experience of their college career.

JMC: The *Western Heritage Program's* Hannibal Lecture Series draws students, without mandate or extra credit, to hear about topics related to books they read in the classroom. How do you think the series and the program more generally help to create an intellectual community on campus?



CARTHAGE
COLLEGE

GW: It's quite amazing. I have never experienced this before. You could bring Albert Einstein to a campus and have 20 kids who kind of wander in with their headphones on. But every single one of these lectures that I've attended were standing room only.

There's a presentation and then questions from the audience. And the kids step up. They step up to the level of discord, to the intellectual quality of the presentation. They know their readings. They understand some of the deeper thoughts. They're able to suggest ideas from their own work in the Western Heritage course sequence. It's even stronger evidence of how successful the program is.

JMC: Why do you think this education is important for all students, particularly those whose majors are outside the humanities?

GW: If you realize that all the freshman learn about these same things, then every course after that can draw upon that knowledge and that experience. But especially outside the humanities, the program ensures that students are going to have a core understanding, a core grounding of the Western tradition and what that means either for themselves, or perhaps more importantly, across the entire student body.

JMC: As a liberal arts college, Carthage's core curriculum is designed to produce well-rounded individuals. How do you think this type of education prepares students for their future?

GW: There is data across the higher-ed spectrum that demonstrates the rewards of a liberal arts education. If they have a basic understanding of government, of economics, literature and art, philosophy and language, we think they'll be able to address any problem, in their personal lives and careers, in more informed and broader ways.

The world is a dangerous place because of narrow thinking. We're trying to get away from that narrowness. We want them to be good thinkers, to develop broad-thinking young people who will be great citizens.

JMC: How does the *Western Heritage Program* prepare students for their responsibilities as citizens?

GW: We profess in our mission statement that our end goal is to create a curiosity for lifelong learning in students who will then find their true vocation, their true selves and build skills and use them to the betterment of others. They will be better neighbors, better voters, better activists in their community.

They will be people who will understand the way government works, the reason why the American people and politics are shaped the way they are, the way we think, the way we act. They'll understand the principles upon which the Western tradition and mainly the American tradition progressed. And I believe the country will be better for it.



Carthage College
Kenosha, WI

“They’ll understand the principles upon which the Western tradition and mainly the American tradition progressed. And I believe the country will be better for it.”

“... no matter how large or small your gift, we will make sure it does make a difference.”

Continued from page 1

the teaching of our founding principles and American history is a critical part of what should be taught on our college campuses and who want to support that effort, our job is to make sure that they receive the highest possible return on their investments.

PRESERVE THE SYSTEM THAT PROVIDES THE GREATEST INDIVIDUAL FREEDOM

Many of us believe that our founders developed a unique political system that provides for the greatest freedom for the individual. It also provides the support for a truly free market economic system that has made America the world's most successful economy, which, in turn, has provided the most opportunities for individuals to become the best they are capable of being. And we want to preserve that system for future generations, for our children, our grandchildren, for all the future generations to come.

Following Thomas Jefferson's idea that "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be," we look to our universities and colleges to educate our future generations so they can protect that freedom.

USING PHILANTHROPIC DOLLARS WISELY

But, for individuals, most of whom are very smart and very successful in their own fields, using their philanthropic dollars wisely to make this happen is an almost impossible task. Some don't have enough philanthropic dollars to make a big impact. Others, who can give millions, get caught up in a system they don't understand and often their donations can get redirected. They never realize their goals and become very frustrated and disillusioned.

On the other hand, over the past 11 years, we have developed an expertise

in working with professors and administrators on university campuses, which now changes that situation. We have learned how to negotiate with universities and how to draw up agreements that assure the donor that "donor intent" will be respected, and that the vast bulk of their donation goes toward the program and not university overhead.

Furthermore, we don't just help set up programs, we then monitor them to make sure they are being effective and that the donor intent is being followed.

WE TAKE OUR RESPONSIBILITY TO DONORS VERY SERIOUSLY

As a result, many donors have been turning to us to help them invest their philanthropic dollars in this area more wisely and to monitor that investment for them in the years ahead. They are trusting us to be the steward of their investments in higher education, and we take that responsibility very seriously, making sure to continue to build our strength and capability so as to continue to deserve that trust.

So, yes we are in the business of being a steward of other people's money to help them get the most out of their philanthropic investment in higher education—if they are interested in the area of America's founding principles and history. In that arena, we are the absolute best game in town.

In this edition of *The Declaration*, you can read about how we are helping donors Rich and Nancy Kinder realize their dream of making the study of "Constitutional Democracy" a reality, big time, at the University of Missouri. We also highlight how Dick Uihlein's support has opened the door to a new partnership with the University of Pennsylvania.

And just as we are helping the Kinders and Dick Uihlein realize their goals, we are helping others, large and small do-

nors, to play a big role in making the teaching of our principles and history a major component of a good college education.

To do all of this, we don't charge a certain percentage of the donation for overhead as is typical. Each program is different and requires a different effort on our part, so we charge simply the out of pocket cost for setting up and monitoring the program. Our overhead is covered by unrestricted gifts for that purpose.

GIVE DONORS THE BEST RETURN ON THEIR INVESTMENTS

This is a very simple and very fair business model that gives the donor the best return on his/her philanthropic dollar and that also provides for the support and growth of the Miller Center needed to make sure that we continue to be able to do a first class job.

From 11 years ago when fewer than 5% of the colleges and universities had programs on American political thought to today, it is becoming a major subject on many campuses across the country. We have come a long way.

We invite you to contact us to see how we can help you realize your goals at your alma mater or in otherwise helping spread this teaching to schools across the country. It can be done and we can help you make it happen! And no matter how large or small your gift, we will make sure it does make a difference.

Regards,



Jack Miller
Chairman

Kinder Forum on Constitutional Democracy

Continued from page 1

JMC president, Mike Ratliff. “It has the potential to transform education at Mizzou, benefitting thousands of students for many years to come.”

Justin Dyer, associate professor of political science, and Jeff Pasley, professor of history and journalism, are director and associate director, respectively, of the Forum.



Justin Dyer

“One of the missions of state universities is to educate students about our political system and the founding principles of our country,” said Dyer. “As Missouri’s flagship university, MU is well-positioned to be a national leader in teaching and scholarship centered around American constitutional democracy.”

Central to the project is a new interdisciplinary minor in American constitutional democracy. The minor is awarded to students who pursue an integrated course of study on the U.S. Constitution’s historical and philosophical antecedents and the American experience in constitutional government.

The Forum’s competitive Kinder Scholars Program offers University of Missouri undergraduate students the unique opportunity to combine coursework on American constitutional democracy with a ten-week internship in Washington, D.C.

Additionally, the Kinder Forum’s Society of Fellows provides a select group of students a yearlong program to explore the historical and philosophical foundations of American constitutional democracy on campus. Students participated in a four-day intensive seminar at the beginning of the 2014 academic year and continue their exploration through a series of

discussions with faculty and other special events.

Students have responded enthusiastically to both programs.



Jeff Pasley

“There has never been a greater need for constitutional studies and civic education more generally, than there is right now. Young people today have little practical knowledge of the American political

system or its underlying values, and even less feeling for it,” said Pasley.

“The Jack Miller Center is playing a crucial role addressing these problems. I believe we’re not only witnessing a reinvigoration of civic education, but also ensuring the disciplines that support it have a place in the future of higher education.”

To learn more about the *Kinder Forum on Constitutional Democracy*, please visit, democracy.missouri.edu.

“There has never been a greater need for constitutional studies and civic education more generally, than there is right now. Young people today have little practical knowledge of the American political system or its underlying values, and even less feeling for it.”

JEFF PASLEY



THE UNIVERSITY OF
TEXAS
AT AUSTIN

The Thomas Jefferson Center for the Study of Core Texts and Ideas

Directed by Professors Thomas and Lorraine Pangle, *The Thomas Jefferson Center for the Study of Core Texts and Ideas* at the University of Texas at Austin is a nationally-recognized program that provides opportunities for students to explore major works of Western thought from ancient to modern times.

The aim of the Jefferson Center is to realize Jefferson's vision of educating citizens and leaders to understand the meaning of liberty and to exercise it wisely.

The Jefferson Center programming includes:

- A Certificate in Core Texts and Ideas, open to all UT undergraduates and designed to complement any major;
- An interdisciplinary major in the Great Books in collaboration with the College of Liberal Arts Humanities Program;
- The Jefferson Junior Fellows Program and Summer Scholars Program for UT students;
- An executive seminar series for local professionals and community leaders;
- Symposia for the university and broader community.

“Our most exciting development,” said Professor Lorraine Pangle, “is our new Jefferson Scholars Program, a rigorous Great Books program for freshmen and sophomores in every college and major of the university.”

Over 400 incoming freshmen applied for 80 spaces in the program’s first class in fall 2014. Courses include Classics of Political and Social Thought, Discovery of Freedom, The Bible and Its Interpreters, America’s Constitutional Principles, and American Revolution and Founding of the US, most of which are offered in small sections, allowing for intense discussion.

The Jefferson Center also sponsors teaching assistantships for graduate students, discussion sections for large lecture courses through the Teaching Center’s Supplemental Instruction program, faculty book discussions, and the Jefferson Society of Postdoctoral Fellows, a teaching fellowship program for young scholars committed to the interdisciplinary teaching of the great books.

“The Jefferson Center is an exemplary program, ensuring that students across the university have access to an education that prepares them to be informed and engaged citizens,” said Mike Ratliff, JMC president.

To learn more about *The Thomas Jefferson Center for the Study of Core Texts and Ideas*, please visit utexas.edu/cola/centers/coretexts/.



Professors Lorraine and Thomas Pangle

COMMENTS FROM STUDENTS WHO BEGAN PARTICIPATING IN THE THOMAS JEFFERSON CENTER’S NEW JEFFERSON SCHOLARS PROGRAM LAST FALL:

“Studying core texts has been so helpful in learning how to critically examine what I once took for granted.”



“I’m greatly enjoying the program. In fact, Classics of Social and Political Thought is for sure my favorite class of the semester. It has fundamentally changed how I think about my life.”



“I am beyond thrilled that I get to be a part of this program and have the ability to take these classes even though my major is in the College of Natural Sciences. The discussions are what make the class so phenomenal . . .”



“I’m learning a lot and feel my understanding of the world constantly widening.”

JMC Partner Programs in Chicago Collaborate Through the Galileo/Shakespeare Project

The *Montesquieu Forum for the Study of Civic Life* at Roosevelt University and the *Benjamin Franklin Project* at the Illinois Institute of Technology (IIT) collaborated last fall offering courses and events to students on both campuses through their Galileo-Shakespeare Project.

This interdisciplinary project commemorated the joint 450th birthday of Galileo Galilei and William Shakespeare, two great figures that have inspired generations of thinkers, writers and innovators, including some of our nation's founders.

"Both Jefferson and Franklin recognized that a successful republic rests upon an educated citizenry, both in the sciences, which involves an understanding of nature and man's relationship to it, and the liberal arts, which involves an understanding of being human and the various ways humans might relate to each other," said Professor Stuart Warner, director of the *Montesquieu Forum*.

"To have students study Galileo and Shakespeare together allows them to

place these twin orientations under one lens, and thereby to focus on the cultural presuppositions of the liberal republican order that is America."

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PROFESSOR STUART WARNER

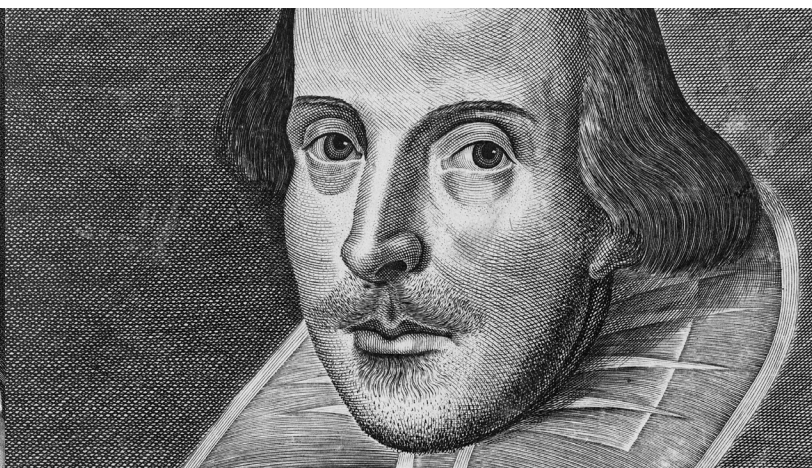
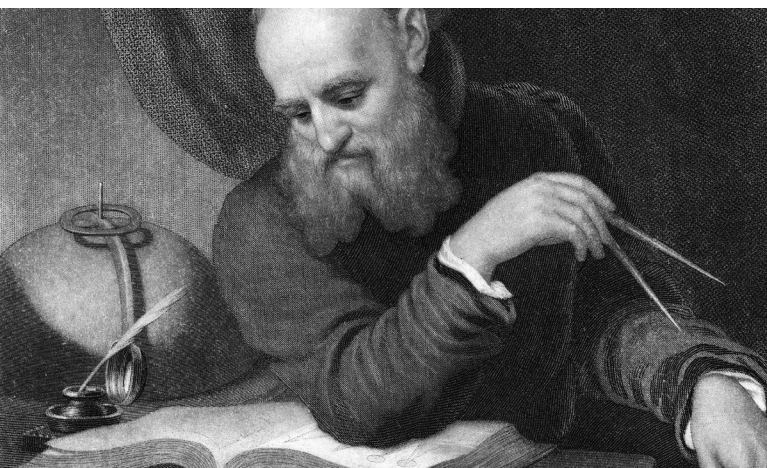
In partnership with JMC and through a generous grant from the John Templeton Foundation, the Galileo-Shakespeare project reached a wide undergraduate audience including pre-professional students in science, engineering, business and law.

Courses offered at Roosevelt were Science, Medicine and Natural Philosophy in Early Modern Europe, taught by history professor, Celeste Chamberland; and Galileo/Shakespeare: The Birth of a New World, taught by Professor Warner.

Last November, the project hosted the "Conference on the Humanities and Sciences in the Early Modern World." The conference began with an event featuring *The New Yorker's* Adam Gopnik speaking on "The Humanities as the Foundation of the Sciences" at Roosevelt University's revered Ganz Hall. It followed with a series of well-attended lectures the following day on IIT's campus.

"This very exciting collaboration between Roosevelt and IIT partners two Chicago-based institutions in a celebration of the twin births of modern science and modern conceptions of human freedom," said Dr. Pamela Edwards, JMC director of academic programs.

"It is a wonderful accompaniment to JMC's national Commercial Republic project as it considers the role of innovation and free institutions in wealth creation and advancement of human flourishing."





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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

- Feb 10:** Lecture, Dr. Stephen Cambone, "Anticipating History: How Well Can China Control Its Destiny?" **Villanova University**, Villanova, PA
- Feb 19-20:** JMC Jeffersonian Seminar; New York City, NY
- Feb 22:** Lecture, Professor Stephen Elkin (University of Maryland), on the Madisonian theory of the commercial republic; **UCLA**, Los Angeles, CA
- Mar 19-20:** JMC Jeffersonian Seminar; Portland, OR
- Mar 21:** Lecture, Professor Robert Paquette (Hamilton College), "Why Western Civilization? The Story of the Rise, Fall, and Rebirth of the Alexander Hamilton Institute;" **Emory University**, Atlanta, GA
- Mar 25-26:** The A.V. Elliot Conference on Great Books and Ideas: "Republics Ancient and Modern;" **Mercer University**, Macon, GA
- Apr 9:** Lecture, Professor Andrea Radasanu (University of Northern Illinois), "Conquest and Empire in Montesquieu's *Spirit of the Laws*;" **Roosevelt University**, Chicago, IL
- Apr 23:** Lecture, Professor Jessica Lepler (University of New Hampshire), on her new book: *The Many Panics of 1837: People, Politics, and the Creation of a Transatlantic Financial Crisis*; **Yale University**, New Haven, CT
- Apr 30-May 1:** Symposium on "Descartes and the Atlantic Enlightenment;" **Massachusetts Institute of Technology**, Cambridge, MA
- May 20-23:** Bradley Conference, "A Century of Progressivism: An Evaluation - A Gathering in Celebration of the Bradley Graduate and Post-Graduate Fellowship Program;" Philadelphia, PA