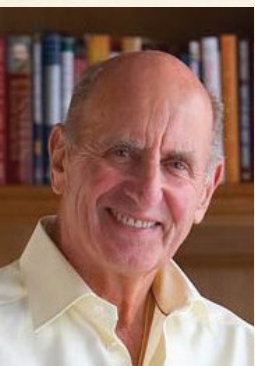




The DECLARATION

Fall 2016

CHAIRMAN'S MESSAGE



E PLURIBUS UNUM: WHAT MAKES US AMERICANS?

By Jack Miller

We just witnessed one of the most surprising elections in our country's history. The whole cycle revolved around what divides us rather than what unites us as Americans.

Since the Founding, American culture has been defined by a set of shared values. Our commitment to self-reliance, hard work, personal responsibility, ethical practices, the rule of law, the right to private property, and the dignity of the individual, has provided the framework for so many Americans to enjoy the highest standard of living in the world.

Ours is a culture that has attracted and is attracting millions of people to come here to become Americans and to enjoy the benefits of a life of freedom, a life where they can work to realize their dreams.

Our mission as a nation set forth in the Declaration of Independence says that "All men are created equal and are endowed by their creator

Continued on page 13

New High School Teacher Program Makes Headway in Chicago

The Harvey L. Miller ("HLM") Founding Civics Initiative, JMC's newest project supporting high school education in Chicago, began programming summer 2016 thanks to a generous lead gift from the Harvey L. Miller Family Foundation.

Working with Chicago-area faculty partners and institutions of higher learning, the initiative offers innovative professional development and graduate programs for high school government, history and civics teachers.

Each of the HLM Founding Civics programs provide teachers with resources they can use in the classroom while enriching their own education in the



*Founding Civics ...
Founding Principles*

intellectual and historical framework of the American Founding.

"HLM Founding Civics programs allow teachers to examine the ideas at the heart of American politics with an eye to contemporary issues facing citizens," said Tom Kelly, JMC director of civic education outreach.

"In its first year, we're already seeing renewed interest in civic learning through the study of America's founding documents and fundamental political questions."

Partnering Chicago-area institutions include Lake Forest College, Roosevelt University, University of Chicago, and the Newberry Library along with the University of Wisconsin-Madison (UW) and the National Constitution Center in Philadelphia.

Continued on page 4

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.

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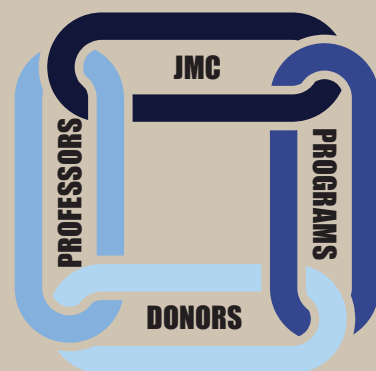
"Educate and inform the whole mass of the people. They are the only sure reliance for the preservation of our liberty."

THOMAS JEFFERSON

JMC STRATEGY

BUILD A COMMUNITY OF PROFESSORS

who share our mission. These dedicated professors will be the primary engines for change, expanding student access to courses and other opportunities to learn. Programs including JMC Summer Institutes, regional seminars, postdoctoral and research fellowships, as well as reunions and panels at national professional conferences, allow us to deepen our relationships with these professors and help support their career advancement.



DEVELOP A NETWORK OF PARTNER PROGRAMS that strengthen and sustain this education on campuses. These programs will provide a center for new course offerings, student and faculty events, fellowships and activities, outreach efforts for high schools and the local community, and will create models that can be followed by other campuses.

CONDUCT NATIONAL PROGRAMS

that reach beyond the scope of any individual professor or campus. These include the Annual National Summit that provides a unique occasion for partner program directors and professors from around the country to learn from one another and work together; the academic journal, *American Political Thought*, that makes available research to a national scholarly audience; and the Constitution Day Initiative to deepen student and public understanding of the Constitution.

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.



2016 Election: A Teachable Moment

Just before the election, I participated in the 13th Annual Miller National Summit on Higher Education here in Philadelphia. I had the opportunity to talk with many of the most dedicated and creative professors from across our nation working to educate our future leaders to be engaged citizens.

Since then, America had one of its most consequential elections in its history, bringing Americans what *The Wall Street Journal* called in bold letters, "A New Political Order."

My email and Facebook postings have been full of notes from our partner professors describing students' heightened interest in learning about the American Founding and our constitutional framework.



Students are engaged and excited—and learning—in a way that will change their lives.

I am inspired. More importantly, the 850 plus professors in the Miller community are inspired to seize this "teachable moment." For the first time in their lives, many students witnessed and participated in the American experiment in liberty.

Whether happy or disappointed with the outcome, the right to vote and to have a say in the future was real to them, and learning about our political and economic institutions, exciting and memorable.

Our republic cannot survive if it doesn't educate its young people to understand and embrace their rights and responsibilities as citizens. We must ensure they understand what it means to be free and why we should cherish and defend our freedoms and free institutions, not take them for granted.

You and all of us at the JMC must redouble our commitment to advancing education in America's founding principles and history by helping the committed professors and teachers in the Miller community.

In this edition of *The Declaration*, we highlight some of the many developments on campuses around the country. Please take a few minutes to read about the important work of our partner professors and teachers.

Thank you for supporting the education of our young people. As I look to the future of our great republic, I can see no better way to ensure its success.

Very respectfully,



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

The Harvey L. Miller Founding Civics Initiative

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John Zumbrennen, JMC faculty partner and professor of political theory at UW, directs the *American Democracy Educators' Forum*, a graduate program for teachers supported by HLM Founding Civics. He spoke on a panel on “The Constitution in the Classroom” at the National Constitution Center as part of JMC’s 2016 National Summit on Higher Education.

“I’ve come to have a tremendous amount of respect for teachers,” said Professor Zumbrennen. “They face an incredibly challenging professional environment—one that sees fewer and fewer resources, less prep time, and more demands on their teaching preparation ...”

“They’re hungry for the kind of intellectual engagement their work life seldom permits them. But they’re also coming because they’re busy, hard-pressed professionals that are looking for ways to enrich the work they’re doing in their classrooms.”

Teachers rarely have opportunities to think more deeply about content in their American history, government and civics courses and are finding HLM Founding Civics programs immediately useful.



Pictured: Teachers participating in HLM Founding Civics programs at Lake Forest and the Newberry

One participating Chicago teacher wrote to us after a University of Chicago seminar: “I was able to use information that I learned from the symposium right away on Monday. It was a great opportunity to hear first-rate scholars posit arguments on the Founders in such a way that helped me feel like a true academic. Thank you again for an amazing experience.”

As the HLM Founding Civics Initiative moves forward, JMC is working to expand programs and partnerships with Chicago institutions.

“These partnerships are the foundation for changing the landscape of civic life in Chicago,” said Mike Andrews, JMC executive officer and vice president of academic programs.

“By opening the door to more—and more effective—teacher education programs, high school students will be better prepared to deepen their knowledge in college and engage thoughtfully in civic life.”

After the Initiative grows and develops in Chicago, JMC will use the model to expand to other cities around the country.



LAKE FOREST
COLLEGE



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON



ROOSEVELT
UNIVERSITY



THE NEWBERRY

NATIONAL CONSTITUTION CENTER

Lake Forest College

Lake Forest launched the *Civics and the American Founding Program* August 2016, offering blended graduate courses designed for high school teachers through its Master of Liberal Studies degree program.

Its fall 2016 inaugural course, “The American Founding: Principles, Practices, Controversies,” is exploring selections of key texts and how different generations of Americans have interpreted or reinterpreted the meaning of those texts. The program will offer a course on “Liberty” spring 2017.

University of Wisconsin-Madison

The *American Democracy Educators' Forum* (ADEF) at UW offers a year-long graduate program available to Wisconsin and Chicagoland teachers. This year, the Forum is focusing on the Bill of Rights and the place of individual liberties in American political life.

The ADEF works to build a “community of practice,” a professional learning community that will inform and enhance current educational methods through the ongoing collaboration of professors and teachers.

University of Chicago

The Graham School at the University of Chicago held its first symposium for teachers in partnership with JMC October 2016 on selections from the *Federalist Papers*. Led by UChicago faculty, participants discussed the successes and failures of the framers, admiring their achievements and considering their missteps.

Roosevelt University and the Newberry Library

In partnership with the *Montesquieu Forum* at Roosevelt, the Newberry Library is hosting a series of intensive week-long summer seminars for teachers. The inaugural 2016 seminar focused on “The Drama of the American Political Experience: Historical, Philosophical and Contemporary Perspectives.”

Sessions explored topics such as religious freedom, the Second Amendment, property and the pursuit of happiness, America’s place in global politics, and new curriculum development.

National Constitution Center (NCC)

In partnership with the National Constitution Center, HLM Founding Civics graduate programs show teachers how to make use of the NCC’s *Interactive Constitution*, an innovative online tool containing a wealth of information on the Constitution for use in the classroom. The tool allows students to explore the making of the Constitution, examine amendments, read different interpretations of various provisions, and compare the Constitution to others around the world.

THE HARVEY L. MILLER FOUNDING CIVICS INITIATIVE IS MADE POSSIBLE BY A LEAD GRANT FROM THE HARVEY L. MILLER FAMILY FOUNDATION AND A GENEROUS GIFT FROM THE JACK MILLER FAMILY FOUNDATION. ADDITIONAL SUPPORT PROVIDED BY THE CROWN FAMILY, NORTHERN TRUST CHARITABLE TRUST, AND OTHER DONORS.

JMC-Newberry Library Seminar Series

Inaugural Lecture on Hamilton Draws Students, Faculty, and the Public



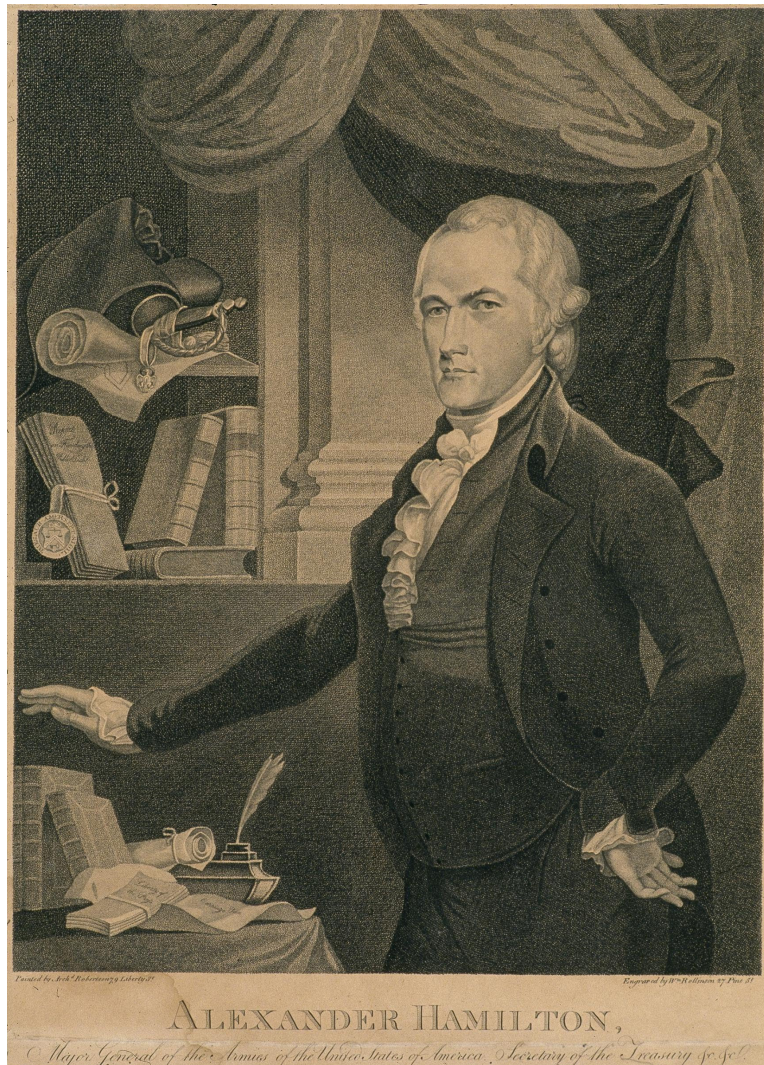
Professor Joanne Freeman (Yale) delivered the first lecture October 20 in JMC's 2016-17 American Political Thought Seminar Series at Chicago's eminent Newberry Library.

Made possible by a gift from the Brinson Foundation, the series theme is "Hamilton and His World." The seminar series is open to the public and draws together members of JMC's community of scholars in Chicago for important discussions on our nation's history.

Professor Freeman's lecture, "Hunting for Hamilton: A User's Guide to Understanding a Confounding Founder," attracted an audience of more than 200 people and built off the excitement surrounding the musical *Hamilton* that had opened in Chicago the day before.

As a specialist in the politics and political culture of the revolutionary and early national periods of American history, Professor Freeman offered listeners a nuanced perspective on a complex figure in our nation's history. She has written extensively on the Founding era, and recently appeared in the PBS American Experience documentary "The Duel," exploring the fatal 1804 clash between Aaron Burr and Hamilton.

Among audience members were more than 50 students from Northwestern University, who attended the lecture as part of a course, "Law and Society" taught by JMC faculty partner, Professor Laura Beth Nielsen.



Northwestern students at the Newberry Hamilton lecture accompanied by Prof. Laura Beth Nielsen and JMC postdoctoral fellow, Dr. Susan Gaunt Stearns (right)

'Hamilton: Bullets, Banks and Broadway'

Northwestern's New Course on Hamilton Excites Students Across the University

Thanks to a generous gift from the YOT Full Circle Foundation, JMC supports the work of the Center, including a postdoctoral fellowship to teach new courses and conduct research. The Center offers undergraduate and graduate courses, public lectures, reading groups and more, inviting students in a variety of majors, particularly in legal studies, to engage with legal questions from the perspective of the social sciences and the humanities.

Already waitlisted, the new interdisciplinary course "Hamilton: Bullets, Banks and Broadway" offered by the *Center for Legal Studies*, JMC's partner program at Northwestern University, will begin this winter quarter.

Picking up on the excitement of the hit musical *Hamilton* that opened in Chicago this fall, the course builds on students' interest by addressing topics from the writing of the Constitution and Hamilton's role in building the American economy, to the role of honor and reputation in early America. Students will learn about and discuss what Hamilton, Jefferson, Madison and Washington might think if they were alive today.

Professor Laura Beth Nielsen, the Center's director, and Professor Joanna Grisinger are teaching the course, with help from faculty in history, theater, sociology, and political science. Seats are reserved for students from these departments, ensuring interdisciplinary engagement in the classroom.

"We're trying to find ways to get students excited about digging into the central documents and ideas of the Founding era," said Professor Nielsen. "I'm getting about ten emails per day from students asking if they can take the course, which shows the significant role current trends can play in engaging students in what they might have ignored before."

All students enrolled in the course will attend the acclaimed Broadway musical *Hamilton* in Chicago as a culminating event for the course.

As part of a year-long theme, Nielsen is weaving Hamilton into other courses she is teaching this year. For her fall course on "Law and Society," she shuttled some 50 students to the 2016 JMC-Newberry Library inaugural lecture on Hamilton.

The *Center for Legal Studies* provides the Northwestern student community a forum where students learn about topics that provide perspective in their lives as citizens.

IN CONGRESS, JULY 4, 1776. A DECLARATION

A Declaration of Independence and Unity

By Gordon S. Wood

The following was published in the Philadelphia Inquirer October 30, 2016. Professor Wood was a featured speaker at JMC's 13th Annual National Summit on Higher Education in Philadelphia on November 3.

The Declaration of Independence is the most important document in American history, bar none. Not only did it legally create the United States, but it infused into our culture nearly all of our important ideals and values — our “inalienable rights,” including “life, liberty and the pursuit of happiness,” and especially our belief that “all men are created equal.”

Of course, no one in 1776 realized how important the Declaration would become. Much to his later regret, John Adams thought the important decision had been taken on July 2, 1776, when the Congress voted for independence. “The Second Day of July,” he told Abigail on that day, “will be the most memorable Epocha in the History of America.” He believed that it “would be celebrated, by succeeding Generations, as the great Anniversary Festival. It ought to be solemnized with Pomp and Parade, with Shews, Games, Sports, Guns, Bells, Bonfires and Illuminations from one End of this Continent to the other from this Time forward forever more.”

Adams was so busy at this time, serving on two dozen committees of the Continental Congress, that he was probably relieved that Thomas Jefferson was assigned the task of drafting the declaration. Jefferson never made any claim of originality. The object of the Declaration, he later recalled, was “not to find out new principles, or new arguments, never before thought of, not merely to say things which had never been said before; but to place before mankind the common sense of the subject, in terms so plain and firm as to their assent, and to justify ourselves in the independent stand we are compelled to take.” It was, he said, simply meant “to be an expression of the American mind.”

What was most important to people in 1776 was not the preamble but the end of the document that declared the United States to be an equal nation in the world of nations, free to wage war, make treaties, and do all the other things that independent states could do.

Today we take this declaration of nationhood for granted and thus it is no longer relevant for us. But the ideas and values concerning rights and equality contained in the preamble are very much alive and relevant for us. Indeed, they are the ideas and values that hold our diverse society together.

The person in our history who first saw the significance of the Declaration as the main adhesive for a diverse people was Abraham Lincoln. When Lincoln said “all honor to Jefferson,” he paid homage to the one Founder who he knew could explain why the American Revolution was important and why Americans were a single people. Drawing on Jefferson, Lincoln saw the United States as a republican nation in a hostile world of monarchies, a grand experiment in self-government, conceived in liberty and dedicated to the proposition that all men are created equal.

And that proposition was what linked Americans to the Revolution and made them a single people. Half the American people, said Lincoln in 1858, had no direct blood connection to the Founders of the nation. These German, Irish, French, and Scandinavian citizens had either come from Europe themselves or their ancestors had, and “finding themselves our equals in all things,” had settled in America.

Although these diverse ethnicities may have had no connection in blood with the revolutionary generation, they had, said Lincoln, “that old Declaration of Independence,” with its expression of the moral principle of equality to draw upon.

This moral principle, which was “applicable to all men and all times,” made all these different peoples one with the founders, “as though they were blood of the blood and flesh of the flesh of the men who wrote that Declaration.” This emphasis on liberty and equality, he said, was “the electric cord ... that links the hearts of patriotic and liberty-loving men together, that will link those patriotic hearts as long as the love of freedom exists in the minds of men throughout the world.”

Lincoln knew better than anyone why the Declaration of Independence had become the most important document in American history.

“... the ideas and values concerning rights and equality contained in the preamble are very much alive and relevant for us. Indeed, they are the ideas and values that hold our diverse society together.”



Gordon S. Wood is the Alva O. Way university professor and professor of history emeritus at Brown University, and a member of JMC's Academic Council.

Professor Wood is one of the nation's foremost scholars in early American history. He has published extensively and has won numerous awards including the Pulitzer Prize for History in 1993 for his book, *The Radicalism of the American Revolution*, and the National Humanities Medal in 2010.



From High School through College

Partner Program at UCLA Expands its Impact

The *Center for Liberal Arts and Free Institutions* (CLAFI), JMC's partner program at the University of California-Los Angeles, expands its impact through both undergraduate and high school programs.

CLAFI offers undergraduate students a variety of courses, seminars, lectures and conferences in addition to the CLAFI Student Club: students meeting together for discussion of CLAFI courses and events, and to encourage other students around the university to get involved.

Directed by Professor Daniel Lowenstein, the Center works to promote the study of great works of Western and other civilizations. The curriculum emphasizes the foundations of free institutions with the goal to guide students in their understanding of the institutions they live in "so they can become better citizens of a free and democratic society."

This year in addition to course offerings, CLAFI is conducting an engaging series of lectures and follow-up seminars to give students opportunities for direct conversations with guest speakers. Open to the public, the next lecture January 12 will feature Civil War expert and award-winning author, Professor Allen Guelzo (Gettysburg College), to speak on "Reconstruction: The Last Bourgeois Revolution." Professor Guelzo will lead a seminar for further discussion with students January 14.

For high school students, the *American Dream in Los Angeles* (ADLA) housed under CLAFI began its second year-long program in October, offering LA high school students college-preparatory liberal arts learning and civic education.

The unique bridge program gives underserved and first-generation college-bound high school students the opportunity to enrich their education in history and the arts and to develop the skills needed to succeed in college.



High school students speaking at a CLAFI conference spring 2016

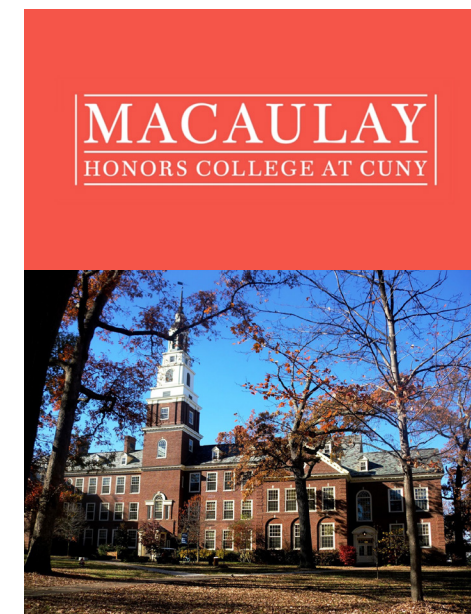
"In my experience, students hunger for this sort of opportunity to think through their lives with the breadth of critical perspective and depth of ethical insight afforded by the liberal arts," said Professor Steven Bilakovics, director of the ADLA.

"We aim to engage those who are the primary addressees of the promise of the American dream, that one can transform and elevate oneself through work and education."



Hertog Scholars Program

Two-Year Program Immerses NYC Students in the Study of Great Books



The *Hertog Scholars Program*, JMC's partner program at Macaulay Honors College (City University of New York), offers a unique two-year interdisciplinary great books program focused on American political principles and institutions.

Highly-motivated students from a variety of majors and across the various CUNY campuses are admitted to the program and brought together as a close cohort for courses, field trips, guest lectures and events.

"It is a pleasure working with these students," said Darren Staloff, professor of history and director of the *Hertog Scholars Program*. "Many of them are first-generation college students looking to be challenged. It is an opportunity to guide them in examining perennial questions essential to their understanding not only their position in the world, but their prospects going forward."

The interdisciplinary program immerses students in the great texts, great ideas and great debates that have moved the western world over the last several centuries and have shaped the American experiment.

Hertog Scholars take courses on political theory, history of political economy, and comparative literature. In the final year of the program, students take "The American Idea," a seminar that focuses in depth on fundamental moments in America's history.

Over the course of the two years, students read close to a book a week. Readings include Plato's *Republic*, Aristotle's *Politics*, Dickinson's letters, The Declaration of Independence, the debates of the Constitution and the Constitution itself, the *Federalist Papers*, Jefferson's Inaugural, Hamilton's Reports on Public Credit, Jefferson's responses, Lincoln's debates and writings, and many more.

The program also puts a key focus on strengthening students' communication and writing skills.

"From the beginning, we spend a lot of time helping students improve their communication and writing skills," said Professor Staloff. "In a rapidly changing technological world, if they can express themselves clearly, they can think clearly. If they have that skill, they can learn anything."

The goal of the *Hertog Scholars Program* is to help students develop their full intellectual and academic potential and gain the knowledge necessary for thoughtful participation in American civic life.

Roger Hertog is a prominent New York City businessman and philanthropist and is the founding donor of the Hertog Scholars Program.

The goal of the Hertog Scholars Program is to help students develop their full intellectual and academic potential and gain the knowledge necessary for thoughtful participation in American civic life.

The 2016 Miller Annual National Summit Conducted in Partnership with the National Constitution Center

In partnership with the National Constitution Center (NCC), professors from across the country gathered in Philadelphia November 2016 for the 13th Annual Miller National Summit on Higher Education.

ideas and institutions and make it a key focus for 21st century education,” said Mike Andrews, JMC executive officer and vice president of academic programs.

JMC partner program leaders and professors participated in a variety of panels and discussions focused on advancing constitutional studies, research and new initiatives, and civic education outreach.

This year’s event culminated with a symposium at the NCC on “A Declaration of Life and Liberty,” opening panels and discussions to the public and live-streaming the event.

Professor Gordon Wood (Brown) gave the plenary lecture, “In Pursuit of an Enlightened Liberty: The Significance of the Declaration of Independence.”

“Thanks to the NCC, engaged members of the community joined our faculty to weigh in on discussions of high school outreach efforts and on panels such as ‘The Constitution in the Classroom,’ galvanizing the discussion and lending important outside perspective,” said Andrews.

One of JMC’s flagship programs, the Summit is key to strengthening our network of partner program directors and professors and to focus on practical steps to advance education in America’s founding principles and history.



Professors Eliga Gould (University of New Hampshire), Michael Zuckert (Notre Dame) and Gordon Wood (Brown)

“The Summit provides a rare occasion for our faculty, institutional and foundation partners to come together over a couple days for real discussion on what needs to be done to put a spotlight on the importance of education in American



Prof. Steven Smith (Yale), Dr. Michael Andrews (JMC vice president) and Mr. Jack Miller (JMC chairman)

The 2016 Chairman’s Award for Academic Excellence was presented to Steven Smith, Alfred Cowles professor of political science at Yale and co-director of the *Yale Center for the Study of Representative Institutions*, a JMC partner program. Professor Smith is a prolific scholar and exceptional teacher, focusing on political philosophy and theories of representative government. His acceptance talk was on “Abraham Lincoln and the Problem of Towering Ambition.”



For millions of immigrants, Ellis Island was the beginning of their journey to achieve the American dream.

continued from page 1

with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.”

“The pursuit of happiness” means that everyone, through their own abilities and efforts, has the freedom to improve their position in life. This “unalienable right” is what has attracted so many to come to this nation of immigrants, this wonderful land of opportunity.

The rights and freedoms in our Declaration and Constitution have melded us together as “Americans.” They are at the foundation of American culture uniting us as a people.

I remember that unity when I was a kid growing up in Chicago back in the ‘40s and ‘50s. The city was divided into neighborhoods—Polish, Italian, Swedish, German, Jewish and so on. Each neighborhood had stores that sold their ethnic foods, clubs that were solidly ethnic and schools that were filled with people like them. At home, many spoke both English and their native language.

But beyond any differences, they had one key thing in common: everyone wanted to become an American, to enjoy the freedoms of American society and American culture.

Those neighborhoods are mostly gone today, as younger generations have integrated.

What remains, however, is that we’re a nation of immigrants, of many ethnicities—diverse people who should be joined together in commitment to principles that

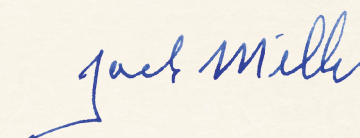
transcend ethnic and cultural divisions: we are all rooted in the principles of the Declaration.

“Multi-culturalism” threatens our unity, our shared commitments to certain “unalienable” truths. We do well to preserve a multi-ethnic nation and for each community to celebrate its heritage. But a multi-cultural society celebrates these differences at the expense of the common American values that have made us so unique and so great.

If we believe that mission statement in our Declaration—that all individuals equally have certain “unalienable” rights—is still valid, then we must work hard to preserve—and celebrate—our American culture.

We must ask ourselves what binds us together as Americans, what makes us *e pluribus unum*, “out of many, one.” It is our rights, our shared commitments, our shared values, enshrined in our Declaration and Constitution that unite us, across differences, as Americans.

After an historically divisive campaign, we must now come together as Americans. That begins with educating all of our young people about those rights and their meaning so they are prepared to fulfill their role as citizens in preserving them for their children and grandchildren. And that is the unwavering mission of The Jack Miller Center.



Isabel Plana

2016 GRADUATE, CHEMICAL ENGINEERING
MASSACHUSETTS INSTITUTE OF TECHNOLOGY



Isabel Plana, a recent graduate of MIT with a degree in chemical engineering, is now a strategy analyst for Accenture. She shares her experience participating in JMC's partner program, the MIT Benjamin Franklin Project.

When I was a freshman at MIT, I was in awe at all the amazing learning opportunities that were suddenly available to me. I was keenly aware that the programs I would choose to be involved in would not only define my time at MIT, but also mold me into the person that I would become.

I explored several opportunities at MIT that I felt could provide me with the tools to tap into these insights, but it wasn't until I took classes offered by MIT's *Benjamin Franklin Project* that I came to realize how important it is to understand the historical figures and ideas that shaped our nation.

I first heard about the *Benjamin Franklin Project* (BFP) when an upperclassman told me about a class she was taking that she felt complimented her engineering studies well because it was discussion based and explored gray areas not commonly found in history courses. I enrolled in the class the following semester, unsure of what it would teach me. It was an incredible learning opportunity from the very beginning. I was exposed to the ideas of brilliant minds and was able to see the legacy that they left.

The most impactful class I took with BFP was an entrepreneurship class during my senior year because I found it to be remarkably empowering. The class allowed me to see philosophy in action, which allowed me to actually internalize how these teachings could help me make and analyze decisions in my life.

Talking about entrepreneurship, innovation, the governance of companies and of our nation has led to me to view today's world as a state that can be continuously improved. The idea of creating value and innovating to build a better future is much more than a utopian idea to me now. My personal and career aspirations definitely shifted as a result, and I couldn't be more thankful for it.

Support the Education of Our Youngest Voters

The Time is Now

As we emerge from a long campaign season and an historic election, we have an immediate opportunity before us: to capitalize on students' heightened interest in the political process.

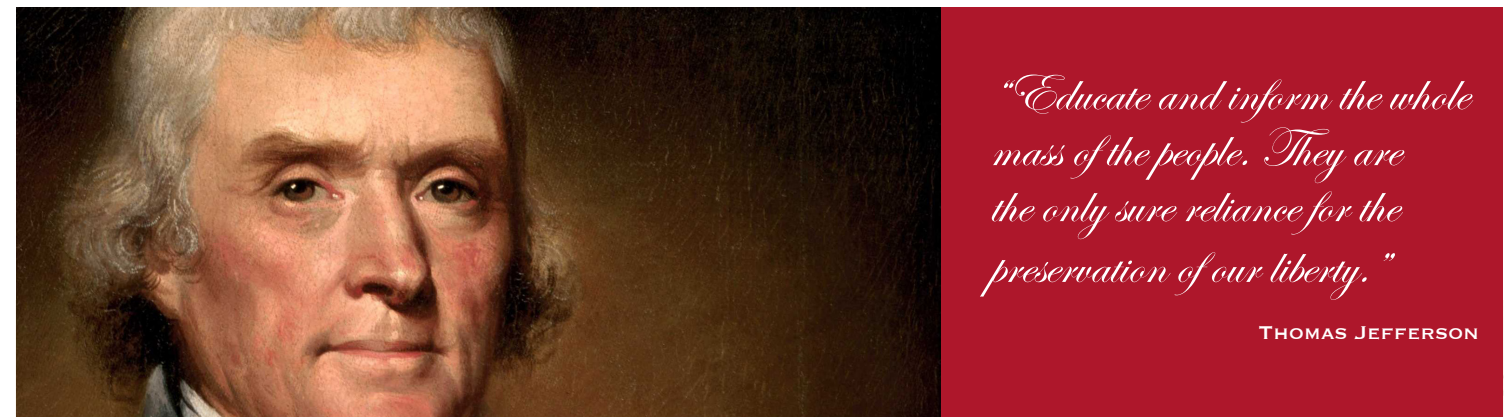
Many students have just voted for the first time. Disappointed by the results or not, many are now attuned to the electoral process. Many wish to learn more about rights, the separation of powers, the Constitution, the rule of law—students are eager to understand the political system our Founders gave to us.

Now is the time to double down. But we need your help.

We have to hit the ground running in 2017 to foster students' newfound curiosity in learning about our nation and its founding principles. With your support, we and our faculty partners can do much more to help students get the education they are hungry for, and that our democracy depends upon.

Please consider a gift to the Jack Miller Center. Support education that will help students across our nation learn what it takes to be thoughtful and responsible citizens. No matter the amount, your support will make a difference.

If you would like to make a donation, please feel free to use the envelope enclosed or visit jackmillercenter.org/support-us.



Create a Legacy

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 Emily Koons Jae at 484-436-2064 or email her at ekoons@gojmc.org.



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.

JMC PARTNER PROGRAM EVENTS

DEC 2: COLUMBIA UNIVERSITY. Conference, "Democracy and Education," Center for American Studies

DEC 2-3: YALE UNIVERSITY. Conference, "Commercial Republicanism," Yale Center for the Study of Representative Institutions

2017 EVENTS

JAN 12: UNIVERSITY OF CALIFORNIA-LOS ANGELES. Lecture, "Reconstruction: The Last Bourgeois Revolution" by Professor Allen Guelzo, Center for Liberal Arts and Free Institutions

JAN 18: UNIVERSITY OF MISSOURI. Lecture, "Hamilton versus Jefferson in the Washington Administration" by Professor Carson Holloway, Kinder Institute on Constitutional Democracy

JAN 25: UNIVERSITY OF PENNSYLVANIA. Graduate Workshop, "Consent, Liberty and the Defense of Democracy," Penn Program on Democracy, Citizenship and Constitutionalism

FEB 1-2: CHRISTOPHER NEWPORT UNIVERSITY. Symposium, "Disaster Resilience in the Digital Age," CNU Center for American Studies

APR 6-8: OHIO UNIVERSITY. Conference, "Freedom of Speech: A History," George Washington Forum

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