A Problem and a Solution in Higher Education

By Jack Miller

The business model for higher education is cracking. Constantly rising tuition costs—regardless of the cause—and constantly rising student debt can’t continue. Meanwhile, the demand for a college education is stronger than ever. Compounding the problem is the sharp reduction in financial support from federal and state governments. Clearly, universities and colleges are faced with a serious problem of how to meet the demand and yet cut costs.

As we looked at the situation, we began to feel that the new technology available today held the solution to the problem, or at least a good part of the solution. So for the past several months we have been surveying the field to see what is being done. It turns out that a lot is being done to begin addressing the problem with the use of technology.

Massive Open Online Courses

We found that many colleges and universities are starting to offer MOOC, Massive Open Online Courses, in various subjects. Harvard and MIT announced a new $60 million project in May called “edX”, which...
Making Sure Your Investment has an Impact on Education

By JMC President Mike Ratliff

Our commitment to donors is to find opportunities where their dollars can have a major transformational impact in the teaching of America’s Founding Principles and history. We pledge to respect donor intent in all we do and are highly focused on achieving outstanding results.

How could it be otherwise given that our founder, Jack Miller, also is among the most strategic and thoughtful philanthropists. His involvement with groups, such as the Philanthropy Roundtable, has kept us focused on the principles we believe should be central to every non-profit. These are summarized on the Roundtable’s “Guiding Principles” (see box).

At the JMC’s board of directors recent meeting, we reviewed the remarkable growth of our educational programs, which now include a community of more than 550 professors teaching at over 180 colleges and universities. Altogether, we have invested more than $6.5 million in intensive Summer Institutes, annual higher education summits, and related programs to lay the foundation for a network of educators. And, we have also invested or committed more than $7 million in programs to advance the teaching and study of America’s Founding Principles. These investments have laid the foundation for important improvement in the teaching and study of America’s Founding Principles, which will allow the JMC to provide donors focused support.

But, we can do much more to deliver on our pledge to donors. Indeed, the Uihlein Family Foundation recently made a major commitment that will allow the JMC to provide donors focused support. I believe this may be our most exciting new program for the coming five years! If you want to learn more, call me and I can fill you in (484-436-2065). In addition, new educational programs tailored to donors will become available through our Online Resource Center, the Constitution Day Initiative, and early next year we will launch a series of colloquia that will bring together JMC leaders, partner professors, and donors to explore core texts that underlie America’s experiment with liberty.

All this builds on our approach since we began our project in 2004. We have carefully taken a business-like approach to our development. We defined specific objectives and goals with the help of partner professors and donors to explore core texts that underlie America’s experiment with liberty.

To protect the donors’ intent we sign a letter of agreement detailing the project’s goals and how the faculty partner—will achieve them and how they will measure their efforts. Once the project is agreed to, we maintain cognizance of what is done and accomplished, and we keep the donor informed.

We are very grateful to our many donors who have made it possible for us to greatly expand our programs. If you would like to learn more about our donor relationship strategy, give me a call at 484-436-2065.

Very respectfully,

Mike Ratliff
Rear Admiral, United States Navy (ret.)
President

The Philanthropy Roundtable’s Guiding Principles

Philanthropic freedom is essential to a free society.

Voluntary private action generates the wealth that makes philanthropy possible.

Excellence in philanthropy is measured by results, not by good intentions.

A respect for donor intent is essential for philanthropic integrity.

Respect for Donors: A Core Value of the Jack Miller Center

1. Seek a partnership with donors who share our commitment to education that advances the teaching of America’s Founding Principles and history.

2. Seek to understand the donor’s interests and respect those interests and values in our proposals.

3. Provide occasions for donors to meet with our staff and partner professors.

4. Enhance the donor’s understanding of our mission and programs through informational efforts tailored to donors.

5. Ensure every request for donor support demonstrates our respect for donor intent and our determination to be good stewards of money invested in the programs.

6. Thank donors promptly and report to them on the outcomes of their investment. Be available when they want to learn more.

7. Deepen and sustain the relationship with donors through ongoing educational programs tailored to donors.
American Political Thought Journal Opens New Doors for Scholarly Work

The first issue of American Political Thought: A Journal of Ideas, Institutions, and Culture was widely distributed to professors and libraries across the nation in May after more than a year in development.

The publication is the only journal dedicated exclusively to the study of American political thought and attempts to bridge the intellectual gap between historical, empirical, and theoretical studies.

Published by the University of Chicago Press in association with the Notre Dame Program in Constitutional Studies, and conceived and supported by the Jack Miller Center, the journal features research by political scientists, historians, literary scholars, economists, and philosophers, who study the texts, authors, and ideas at the foundation of the American political tradition. Articles will explore key political concepts such as democracy, constitutionalism, equality, liberty, citizenship, political identity, and the role of the state.

Journal editor Michael Zuckert, the Nancy Reeves Dreux professor of political science at the University of Notre Dame, in his opening editorial for the publication stated, “We are a journal of ideas, institutions, and culture. We are interpreting the idea of American political thought broadly and seek contributions that cover the full range of topics suggested by the journal’s extended name. We seek to be thoroughly interdisciplinary, drawing from history, political science, law, literature, American studies, philosophy, art history, sociology—whatever fields are interested in American political thought, broadly understood.”

Moreover, we are not committed to any school of thought, or approach within those disciplines. We wish to be a venue in which the different schools and approaches can meet and perhaps debate, and not a home for only a narrow range of work. We would like American Political Thought to be the “go-to” place for all scholars working on the American political tradition no matter their discipline or approach.”

The May edition explores American exceptionalism. Contributors include James W. Ceaser, professor of politics at the University of Virginia and director of the Program on Constitutionalism and Democracy; Patrick Deneen, associate professor of political science at the University of Notre Dame; and Ralph Lerner, Benjamin Franklin Professor Emeritus in the Committee on Social Thought at the University of Chicago. Articles are accepted through a double-blind peer-review process. In addition, several books are reviewed by various scholars. American Political Thought will be published twice annually in print and online at www.jstor.org/page/journal/americanphilanthropy/about.html. All articles may be downloaded for free at the Web site.

“A splendid idea for a new journal and one that is much needed as we Americans grope our way into an uncertain future.”

GORDON WOOD

The Illinois Institute of Technology’s (IIT) new Benjamin Franklin Project (BFP) debuted this spring with two high profile events in March and April.

Historian Gordon S. Wood lectured on “What Made the Founders Different” at the inaugural event of the BFP in March. Wood is the Alva O. Way Professor Emeritus of History at Brown University and the 1992 Pulitzer Prize-Winner in History for The Radicalism of the American Revolution. He is a member of the JMC Advisory Council and a frequent participant at JMC Summer Institutes and events.

In partnership with the Jack Miller Center, and with the generous support of The Brinon Foundation, the College of Science and Letters, and the Department of Social Sciences at IIT, the BFP was launched to inspire a new generation of innovators who wish to think—and act—across today’s dis-interconnected world.

“The relationship between new understandings of science and law, and philosophy influenced their efforts to create a ‘more perfect union’ was the focus of a panel of eminent scholars at the BFP’s symposium “Founding Science and the Making of a Modern Republic” held on April 26 at IIT.

Panel discussions featured Ralph Lerner (University of Chicago), Stuart Warner (Roosevelt University), David Lieberman (University of California-Berkeley), Jan Golinski (University of New Hampshire), Russell Bettis (IIT College of Science and Letters), and Harold Krent (IIT Chicago-Kent).

The BFP will develop an optional curriculum that will guide students through primary core texts, providing them with a common body of reading and instruction in modern Western ideas. A postdoctoral fellow associated with the program will begin teaching in the fall of 2012.

The Declaration • Summer 2012
JMC Pursues Online Resource Center Focused on Founding Principles

Chairman’s Message
Continued from page 1

will offer both universities a plat- 
form to offer courses online. The 
Kahn Academy is wildly popular 
with over 3,200 online videos on 
everything from arithmetic to phys- 
ics, finance, and history. Clearly, 
these institutes are well on their 
way to achieving their mission “… 
to help you learn what you want, 
when you want, at your own pace.” 
Just go on the internet and Google 
“online learning” and you will be 
amazed at what you find.

The JMC Resource Center
So, we have decided that The 
Jack Miller Center should investi-
gate the development of what we 
are calling, “The JMC Resource 
Center.” With a network of over 
five hundred professors, includ-
ing renowned scholars in U.S. 
history and political thought, we 
are well positioned to develop the 
very finest program in our field of 
America’s Founding Principles and 
history.

The pilot phase of the project will 
begin this fall when we make avail-
able on the Web a video featuring 
interviews with leading scholars on 
the Declaration and its vision of a 
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Center to Include Founders’ Works
So exactly what was it that our 
founders read that led them to the 
ideas in the Declaration and the 
Constitution? We want to include 
those readings in our Resource 
Center. We also want to include 
what our founders wrote so every-
one can know what their thoughts 
were, what they meant to achieve. 
In addition to that, our vision is to 
make available online a full suite of 
supplementary resources—primary 
and secondary sources, books, 
articles and presentations by JMC 
fellows, syllabi, podcasts, Con-
stitution Day events—focused on 
enriching education in America’s 
Founding Principles and history.

Making the Investment
This is, without a doubt, a massive 
project, and will require a big in-
vestment of both time and money. 
Our network of professors will pro-
vide their time and expertise. We 
will need to raise the money to hire 
the staff and technical expertise to 
produce an absolutely first class 
product that can be used in class-
rooms and for a wider audience, 
while we continue to expand our 
on-campus presence. While it will 
be targeted to the undergraduate 
university level, the center could 
become a valuable asset for high 
school history and civics teachers, 
and become a widely used life-
long learning resource for a vast 
audience.

This is an exciting opportunity, 
one more, very powerful, way to 
expand our reach and enrich what 
students are learning about our na-
tion’s Founding Principles and his-
tory. Please join us in making this 
happen. Your donation can help to 
make it happen faster. If you are in-
terested in supporting this project, 
call our Vice President for Develop-
ment and Communications, Mike 
Deshais, at (484) 436-2067.

Yes, the higher education business 
model is cracking, but a solution to 
not only repair it, but to improve it, 
is available. In our area of expert-
tise, we can and will be part of that 
solution.

See related story on page 16.
Presidential Debates Then and Now

Pity us. The presidential election season is in full cry, which means that the convention season, the attack-ad season, and the debating season are also about to spring.

The debating season may, this year, be wearing the most fearful face of them all. Viewers have already endured an unusually protracted and painful primary season in which candidate debates became as frequent and monotonous as traffic jams.

We would like to believe that this is a modern aberration—that once-upon-a-time in American politics our candidates duelled on the debate platform with statesman-like dissertations before audiences of rapt and respectful citizens. The model we most often conjure with at such moments is the Lincoln-Douglas Debates of 1858.

Pity us again. The reality of what happened on seven hastily-built platforms all around Illinois in the summer of 1858 was a little more complicated than that. In 1858, Abraham Lincoln was a second-tier Republican lawyer with big ambitions, but little to show for them after twenty years of trying. A run for the U.S. Senate in 1855 failed after a strong early showing. Three years later, he was getting a second try at the Senate; if he lost, it would probably be his last run. And losing was what the betting-money was saying about Lincoln because his opponent, Stephen A. Douglas, was the most powerful man in the Senate and the best-known Democrat in the country.

Faced with Douglas’ formidable advantages, the Republican David challenged the Democratic Goliath to a series of debates—out-of-doors, unrehearsed, and all around the state.

Anyone looking for lofty decorum in these debates will not find it. Typical community entertainments were mano-a-mano encounters like wrestling, horse-racing, and knife-fighting; one-on-one debating had plenty of entertainment-like features. At one debate someone shied a melon at Douglas and struck him on the shoulder…brass bands hired by Republicans and Democrats struggled to drown each other out…banners with raw sexual innuendos and crude racial insults billowed over the heads of the crowds.

And yet, we are not entirely wrong to look back with longing to Lincoln and Douglas. Along with the entertainment went a seriousness that is almost wholly absent from modern political debating.

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JMC Postdoctoral Fellow Accepts Teaching Position at Harvard University

JMC Postdoctoral Fellow Steven Bilakovics taught at Yale University for two years, in association with the JMC’s partner program The Yale Center for the Study of Representative Institutions (YCRI). He received his Ph.D. from Notre Dame University, and his scholarship focuses on American political thought and constitutional theory.

JMC: What are your plans for next year?

SB: I’ll be moving on to Harvard next year to teach in the Department of Political Science.

JMC: How has the postdoctoral fellowship, as well as your connection to the JMC’s network of scholars, impacted your career?

SB: My postdoctoral fellowship has been invaluable. During my time at Yale I taught four seminars: “American Founding Debates: Rewriting the Constitution”; “Exploring the American Dream”; “The Separation of Church and State and Its Critics”; and “The Spirit of Capitalism and Its Critics.” These courses in political philosophy and American political and legal thought were designed to address questions that are both timeless and vitally contemporary in the context of open Socratic conversation. In each course we closely examined classic texts to unsettle our assumptions and critically analyze our arguments about some of the central issues we face today.

JMC: Why is it valuable for students to study our nation’s Founding Principles and history?

SB: The study of America’s Founding and history is essential for any number of reasons, but above all so that we may think wisely—rather than simplistically or superficially—about our contemporary problems and purposes.

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So, from so-called hyper-partisanship and political dysfunction to economic stratification and social polarization, what today can be considered largely a reiteration of past events, and what is truly novel? Why have past reforms succeeded or failed or subsequently produced unforeseen problems? In what ways has conservatism been beneficial to securing the nation’s principles, and when has progressivism born fruit? How was the political system constitutionally designed and intended to function, and is this design in need of amendment or overhaul today to remain in keeping with our Founding Principles and the facts of our time?

Above all, how does thinking with the most profound minds and through the most profound arguments of American history help us to navigate the relationship between government power and market forces, the complexities of the separation of powers and federalism, the issues of rights and representation and civic education, and so forth. Only through such a judicious examination and evaluation of—and in turn affirmation of or departure from—what has come before do we truly follow the proud example of our Founders.

95 Postdoctoral Fellowships Awarded Since 2008

The JMC’s postdoctoral program establishes a core group of highly committed professors who will make a difference in higher education for generations.
The Program on Constitutionalism and Democracy (PCD) at the University of Virginia (UVA) began in 2006 with a grant from the National Endowment for the Humanities, assisted by the Jack Miller Center. A number of foundations contribute to the PCD’s continuation, including the Veritas Fund, Hertog Foundation, and alumni from UVA.

The focus of PCD is the teaching of an undergraduate course “The American Political Tradition,” which introduces students to the philosophic foundations of the American regime, the political science of the founding, and the development of and challenges to constitutionalism over the past two hundred years. The course is based on the readings of selected texts from political theorists and statesmen, and interpretive readings of contemporary political analysts. Students meet in a seminar setting in buildings on the historical campus designed by Thomas Jefferson.

The PCD supports up to three pre/postdoctoral fellows each year. In addition to instructing American Political Tradition, the fellows conduct their own research and offer occasional advanced seminars in American political thought and political philosophy. Fellows have received positions at West Point, Middlebury, Jacksonville State, Washington and Lee, Louisiana Tech, Christopher Newport University, and City College of New York.

As it turned out, the lunch didn’t concern water boarding but law schools. Indeed, John encouraged Casey to apply to Yale’s law school—his own alma mater—and he helped walk her through how not to write a law school application essay. Until then, Casey was not going to apply to Yale, thinking she had no chance of being admitted to the prestigious program. But, heartened by her conversation with him, and badgered by GW Forum affiliate faculty, she submitted her application.

One Sunday afternoon in February, she rang my house in tears: she’d just heard from an admissions officer at Yale Law School who’d called her to let her know of her acceptance. Today, she’s midway through her first year in New Haven and is thriving, as we all knew she would. One of Casey’s friends, another whip-smart Ohioan named Emily, holds Casey’s old GW Forum fellowship this year. Next fall, she’ll start work on her Ph.D. in modern European economic history at Princeton University with Harold James, another GW Forum visiting speaker.

Are Casey and Emily anomalous? In some sense, yes, because really bright people are not the norm. But big public educational institutions like Ohio University have Caseys and Emilys in their student body—hardworking, intelligent students striving for the best life can give them. We forget that sometimes, and it’s to the credit of the donors who give to the Miller Center family of programs that students like them can get a little extra help.
### Online Resource Center to Expand Access to Teaching on America’s Founding Documents

The Jack Miller Center (JMC) is producing a pilot video series on the historical uniqueness of the Declaration of Independence for the JMC’s new Online Resource Center.

The Online Resource Center represents a new JMC effort to advance teaching in America’s Founding Principles and history, and meet the 21st century needs and demands for new teaching resources and methods. The project is expected to be available for the 2013-2014 academic year.

The pilot videos will be the first in a series of digital media products on the Declaration of Independence and how it laid out the principles on which America was founded. It is designed to spark interest and discussion on the historical uniqueness of the Declaration of Independence and the Constitution.

In addition to being a classroom resource for college professors at the undergraduate level, the online resource center will be available to community colleges, high schools and to the public for lifelong learning.

“Our intent is to provide an outstanding, engaging, and illuminating teaching tool for faculty that features some of the country’s leading scholars,” according to Dr. Michael Andrews, JMC’s vice president of academic programs. “Most of the students who see the videos would not otherwise have access to the teachings of these distinguished scholars. And the extensive, carefully selected online readings will be a rich resource for students, professors and other interested parties.”

### Huntington Library Partnership

Huntington Library Partnership

Continued from page 1

Huntington’s collection of rare books and manuscripts in the fields of British and American history and literature is nothing short of extraordinary. For qualified scholars, Huntington is one of the largest and most complete research libraries in the United States in its fields of specialization.

“This partnership provides a remarkable opportunity to revivify the study of American history and political thought at one of the finest research libraries in the world,” said Dr. Pamela Edwards, JMC’s director of academic initiatives. "Through world-class research partnerships and the opportunities that come through working with an international community of scholars, the Jack Miller Center will powerfully advance, at the deepest sense, its central mission: the teaching and study of America’s founding principles and history.”

### Chicago Initiative Event Creates Opportunities for Collaboration

Faculty from eleven Chicago-area campuses convened for the JMC’s first Jeffersonian Seminar in Chicago on May 10.

The annual event brought together faculty partners and prospective partners in the JMC’s Chicago Initiative to share ideas, discuss their respective programs, and to develop collaborative relationships between the faculty and the institutions. Campuses represented at the event included Loyola University, Roosevelt University, DePaul University College of Law, Illinois Institute of Technology, Chicago-Kent College of Law, Northwestern University, Carthage College, University of Illinois-Chicago, University of Notre Dame, Northwestern University, and the University of Chicago.

Some twenty scholars from the fields of American political science, history, constitutional law, and literature participated in the symposium discussion, “Why Hume and Montesquieu.”

“Chicago Initiative will become an essential means of building ‘connective tissue’ for the Chicago Initiative and will also provide a unique opportunity for donors and faculty to discuss various projects,” according to Dr. Pamela Edwards, JMC Director of Academic Initiatives.

The Chicago Initiative is a regional network of faculty and donors who work together to advance education in America’s Founding Principles. The strategy leverages academic talent and philanthropic investment to transform education in the Greater Chicago area.

### Roosevelt University’s Montesquieu Forum Announces High School Essay Contest Winners

Chicago area high school students were honored for their essays on The Pursuit of Happiness and the American Founding. The contest was open to students of teachers who attended RU’s High School Teachers’ Academy. Pictured left to right: Eliot Martin, Julie Kantor, Janet Mark (teacher), Medha Imam and Evan DeLorenzo from Hinsdale Central High School; and from Von Steuben Metropolitan High School, Rachael Wenz (teacher) and Nureen Arsaari.
The annual JMC Faculty Development Summer Institutes were held at the University of Virginia, June 11-22; and the Blackstone Hotel in Chicago, July 16-27. The two events bring the total number of summer institutes conducted to fifteen since 2004, and add another fifty scholars to the Miller network. The organization now has a total of nearly five-hundred and fifty faculty partners.

This year, the institutes continued an on-going investigation into the core themes raised by the American Founding, with a specific focus on questions of citizenship and civic education. Themed “Making Citizens for a Democratic Republic: The Past, Present and Future of Civic Education in America,” the sessions considered questions such as: What does it mean to be a citizen? Should we regard citizenship as a right or a privilege? What does the great tradition of Western political thought tell us about the meaning of citizenship, and particularly of American citizenship?

Each Summer Institute brings together twenty-five postdoctoral fellows and advanced graduate students together with up to a dozen teaching faculty. Prominent scholars, educators, and public intellectuals from around the country lead seminars, workshops, and lectures. The goal of the summer institutes is to assist in the cultivation, support, and professional advancement of the next generation of college and university professors.

Miller Summer Institute Fellows enter the JMC’s network of scholars and are eligible to receive JMC funds to conduct campus programming to further education in American Founding Principles. The JMC staff and its Academic Council are committed to assisting all Miller Fellows, whenever possible, with publishing, securing grants from public and private sources, recruiting participants for on-campus programming, obtaining employment, facilitating contacts, and developing relationships with other faculty members and past Miller Fellows.
The Growing Number of Professors in the Jack Miller Center Network

A national community of scholars on more than 180 college campuses committed to providing students a robust education in America’s Founding Principles and history.

155 235 290 406 492 550*

* projected