

*The battle for the soul of our nation will be won or lost in our classrooms.*TM



ANNUAL
REPORT
2020



JACK MILLER CENTER
FOR TEACHING AMERICA'S FOUNDING PRINCIPLES & HISTORY

2020 ANNUAL REPORT



THANK YOU

IT IS COMMON PRACTICE IN AN ANNUAL REPORT to say that we could not have done it without you. This year, those words ring extraordinarily true. From campus closings and ongoing restrictions, to an election cycle that tested the resiliency of American democracy and civil society itself, 2020 called much into question.

Your steadfast support allowed us to make quick adaptations, rework events, create new online resources, and rally our network of professors and educators so that they could do the most for their students.

Thanks to you, we were able to keep our focus on our primary objective: to protect America's freedoms by educating its rising young citizens. In a year that will be remembered for challenges both across the globe and right here at home, JMC has emerged stronger. We are charging ahead to a new chapter of growth focused on the future, ours and our country's.

We could not have done it without you.

SINCE 2004

COLLEGE EDUCATION

1,183,000 Undergraduate students taught by partner professors

978

Partner professors

on

314

College campuses

195

Postdoctoral teaching fellowships

94

Campus centers of teaching and study

29,231

Courses on American principles

SINCE 2016

K-12 EDUCATION

51,000 Middle & high school students taught by alumni teachers

50

Graduate courses and seminars for middle and high school teachers

5

Regional teacher education initiatives in Chicago, New York City, Wisconsin, Virginia, and Florida

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Setting the Course



Dear Supporters, Fellows, and Friends,

It has been a tense and tumultuous year.

With the onset of the pandemic, colleges and universities en masse shifted to online learning. Our partner professors were struggling. No one was certain what education would look like and for how long.

At the same time, our civic and cultural foundations fell under growing duress: tense demonstrations over racism and over police tactics, the highly contentious presidential election, armed militia groups assembling in front of government buildings, riots, looting, and torn-down monuments. Our nation's founding ideals and documents were subjected to disparagement and repudiation. Something as fundamental as freedom of speech became something to admonish rather than to preserve.

America stands in a house deeply divided on the very principles and history that should unite us. Too many educational institutions are compounding this crisis by denigrating American founding ideals right in the classroom.

At the Jack Miller Center, we are well versed in these challenges, particularly within higher education. Some even question whether the academy is lost and should be abandoned.

Yet, we see the positive change happening on campuses every day. Even in the current climate, students remain eager to learn about their country. And they respond well when they get the opportunity (For example, see our Middlebury College story on page 15). We are creating those opportunities on hundreds of campuses around the country, with professors and educators who share our mission.

In a speech Jack Miller gave last year, he said, "The battle for the soul of our nation will be won or lost in our classrooms." We trademarked that phrase and you'll see us using it often. That battle is our mission.

We must recapture civic education throughout our educational institutions.

I am incredibly grateful for your support over the past year. We have developed an aggressive, forward-thinking strategy for major national impact over the next five years. I hope you will remain along side us as we enter a new chapter of expansive growth. Together, we can win.

With warm regards,

Michael L. Andrews
JMC President

A handwritten signature in black ink that reads "Michael L. Andrews". The signature is fluid and cursive, written in a professional style.

The Next Stage of Strategic Growth

Five-Year \$50 Million Expansion

The battle for the soul of our nation will be won or lost in our classrooms. America's future depends on the minds and hearts of coming generations.

Building an educated citizenry means thinking big. We're creating an aggressive step-by-step strategy, raising awareness, raising funds, and remaining laser focused on achieving our mission.

Working with those in the classroom teaching our students is simply the best way—and arguably the only way—to make real change in student education. The foundation of our efforts at every educational level, from K-12 through college, is our nationwide network of nearly 1,000 professors who share our mission.

Our goal is to reach every facet of education. The JMC growth strategy over the next five years includes:

- Building a **nationally-recognized JMC flagship institute** on a top university campus that will act as a model to drive change on other campuses. Working with our faculty partners and the administration, the institute will offer a full array of educational opportunities, including premier undergraduate and graduate education, a postdoctoral fellowship program, a K-12 teacher education program, online learning opportunities, public engagement, and more.
- Conducting a national seed-grant initiative to **launch 55 new partner programs on college campuses around the country** for a total of 149 programs by 2023. Directed by our faculty partners, these centers of learning offer speaker series, debates, student activities, courses and more, all focused on America's founding principles and history.
- Developing a **powerful online research tool for teachers, students, and the public**, giving access to **all relevant primary-source documents**—from the Constitution and the Federalist Papers to speeches from presidents and other key figures—along with notes from experts and more.
- **Taking our K-12 teacher education program national** to give teachers in virtually every state access to accredited, content-based courses that will help them deepen their knowledge and bring meaningful lessons on America's founding documents, ideas, and debates to students.
- Creating a **JMC Consortium Master's Program for K-12 teachers** to earn a graduate degree by taking JMC-sponsored graduate courses with our partner institutions.
- Growing a **coalition of like-minded organizations** who seek to improve civic education, along with professors, teachers, civic leaders, and philanthropists, to further strengthen our cause.

OUR MISSION

The mission of the Jack Miller Center is to reinvigorate education in America's founding principles and history, an education vital to thoughtful and engaged citizenship. We work to advance the teaching and study of America's history, its political and economic institutions, and the central principles, ideas, and questions arising from the American and Western traditions—all of which continue to animate our national life.

The Jack Miller Center is a non-partisan 501(c)(3) public charity that supports professors and educators through programs, resources, fellowships, and more to help them teach our nation's students.

OUR STRATEGY

Our strategy recognizes that mandates do not change minds. In order to have a wide reach in both higher education and K-12 education, we maintain a non-partisan, non-sectarian stance and an unyielding commitment to broad student learning, open discourse, and a free exchange of ideas.

JMC begins with partnerships with college educators who share our mission. We help them develop their teaching careers and gain influence, and we work together to reach all facets of education, from undergraduate, K-12, and beyond.

COMMUNITY OF PROFESSORS

Continuously build a national community of young scholars who share our mission. We connect them with peers and senior scholars, conduct programs to build their careers and foster new scholarship, and help them gain backing from administration and grow their influence.

OUR STORY

Our project began in 2004, when Jack Miller met with 50 professors to discuss the lack of civics education at the undergraduate level. A successful pilot program was developed to strengthen education in America's founding principles and history by providing resources, support, and professional development for college educators.

In 2007, the Jack Miller Center incorporated as a nonprofit operating foundation. In addition to programs for young professors, it began supporting direct student education through a variety of college campus events, and soon began establishing JMC campus centers with partner professor to offer speaker series, Constitution Day events, group activities, courses and more.

In 2012, JMC founded the first peer-reviewed academic journal devoted to American political thought, in partnership with University of Chicago Press and University of Notre Dame. Subscriptions have grown to include more than 6,000 colleges and universities around the world.

In 2016, JMC launched a K-12 Civics Initiative in Chicago, offering graduate courses and seminars designed for 6th-12th grade teachers. It has now expanded to five states with a goal of reaching all 50.

With the generosity of our donors and the work of our dedicated faculty partners, we are making progress. But there is still much more work to be done to reach all levels of our educational institutions.

HIGHER EDUCATION

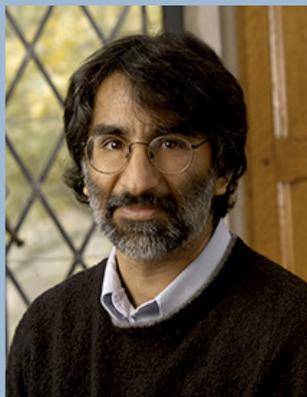
Work with our growing professor network to develop JMC partner centers of learning on campuses. These centers offer new courses, events, fellowships, and more that will give students and future leaders an understanding of America's vision and history.

K-12 EDUCATION

Reinvigorate content-based K-12 civics education through innovative graduate and professional development programs for teachers. These programs will give K-12 civics educators the knowledge and content they need to help their students connect America's history and founding ideals to civic issues today.

NATIONAL SCOPE

Our mission is to reach educational institutions at every level and in every region across the United States. Working closely with our donor and professor partners, we use a methodical approach to achieve national scale, state by state and school by school.





Jack Miller Center's

National Community of Professors

The Jack Miller Center continuously works to grow its nationwide network of professors who share the mission to reinvigorate education in America's founding principles and history. But it is so much more than a professional network.

We call it our Community of Professors. These scholars and educators share a dedication to the serious study and teaching of principles at the heart of our republic. They represent a variety of viewpoints, bound together by the central idea that a self-governing nation needs a citizenry that understands its country's fundamental principles and history.

This national community is the bedrock of our efforts, from fostering undergraduate education to developing graduate programs for K-12 teachers.

We identify young scholars who share our mission and bring them together in JMC Summer Institutes with peers and senior scholars. Then we support their career development and provide ongoing opportunities to learn and connect.

It is not uncommon for our fellows to say that they felt they were working and teaching in isolation before their involvement with JMC. Our community of professors gives them a much-needed source of support and collaboration.

As this community grows, their ability to change education on college campuses grows. Today, our network numbers nearly 1,000 academics, teaching on more than 300 campuses.

Our growing network of professors gives college students a solid education in our nation's founding principles and history. Additionally, more and more of them are joining our strong core of professors "teaching the teachers" in our K-12 teacher education programs.

Postdoctoral Fellow Spotlight



JMC's postdoctoral fellowship program supports the careers of promising young scholars who share our mission, providing opportunities to design and teach new courses, write and publish research, and gain much-needed experience to compete for coveted teaching jobs at the college and university level.

John Dearborn holds a JMC 2019-2021 Postdoctoral Fellowship in Political Science at Yale University, and he recently accepted a position as Assistant Professor of Political Science at Vanderbilt University to begin this fall! Below, he shares how his fellowship made a difference.

Inspiring Students and Advancing Careers: JMC Postdoctoral Fellowships at Elite Universities

JMC: *How has your JMC postdoctoral fellowship helped you to further your career?*

Dearborn: My JMC fellowship has given me the time, space, and opportunity to turn my dissertation into a book. *Power Shifts: Congress and Presidential Representation* is now under contract with the University of Chicago Press.

In addition to finishing my own book, I also collaborated on a book that looks at contemporary presidential controversies, called *Phantoms of a Beleaguered Republic*.

It was huge to have the support to work on not only one, but two book projects. My work on these has entirely been during the JMC fellowship, and I don't think it would have been possible were I not here.

I've been teaching, too. I've previously gotten some experience as a teaching fellow of sorts under academic mentors, but this fellowship has allowed me the opportunity to develop my own courses and then be the instructor of record for them.

JMC: *You make a point to help students connect history with issues today. How have students responded to your classes?*

Dearborn: They have responded really well. I think my students appreciate that I consistently take historical topics and, no matter what time period we're looking at, connect it to current day events. We'll look at what the founders might have said about a concept. We'll look at what some presidents or members of Congress have said about a concept at key moments in our history. And then, finally, we'll look at contemporary controversies.

My students really appreciate not only getting that historical perspective in the classroom, but having that perspective be put to use in our own times.

JMC: *What have you liked about teaching?*

Dearborn: First, I enjoy seeing the look in students' eyes when they recognize something fundamental—you can tell that they're thinking about a question in a new way. It's fun to see the light bulb go off.

Second, and much more importantly, is seeing my students start to engage these issues themselves. They are debating important questions and asking, “Well, what does this mean?” Provoking this curiosity and understanding is what being an educator is all about. It’s my favorite thing as a teacher.

JMC: Why do research and writing matter when your goal is largely to teach undergraduates?

Dearborn: For one thing, conducting research keeps me up to date with the newest scholarship on the Presidency, Congress, and American political development. Conducting historical research also impacts how I structure classes, including how I pair secondary scholarship with primary sources.

JMC: You attended a JMC Summer Institute. How did the program contribute to your career development?

Dearborn: The 2018 Summer Institute was a great experience for me and my academic career. It was intellectually amazing to see such a focus on the founding. Furthermore, I had a unique opportunity to debate ideas with many like-minded scholars who believe that these ideas matter to our country and to American politics. I’m so grateful to be a part of this network of scholars.

The summer institute helped expand my network both of faculty members who are familiar with my work and interests and the many emerging scholars doing really interesting work in American political development and political thought. I do keep in touch with my JMC network and am always excited to see familiar faces at conferences, for example. I feel a part of a great academic community and always benefit from exchanging ideas with JMC fellows.

JMC: What are your career plans post-fellowship?

Dearborn: My main goal is to have an academic faculty position. I’ve only loved teaching more and more while here at Yale.

I’m in much better shape to enter the academic job market thanks to my fellowship with JMC. It has been absolutely crucial in transforming me from a promising grad student into someone with bona fide teaching and research experience. I’m grateful for the time and space to accomplish this.

[Dr. Dearborn accepted an assistant professor position at Vanderbilt University after this interview.]



“I’m in much better shape to enter the academic job market thanks to my fellowship with JMC”

Jack Miller Center's National Programs

SUMMER INSTITUTES

Led by eminent historians and political theorists, our signature program introduces up-and-coming scholars into JMC's nationwide faculty community and supports their career development.

LINCOLN SYMPOSIUM

Mid-career scholars are invited to this select program that advances scholarship in American political thought and provides partner faculty the rare opportunity to improve their work among peers before submitting for publication.

CAMPUS CENTERS OF LEARNING

Developed with JMC professor partners, these campus-based programs enrich undergraduate education through new courses, events, fellowships, and group activities, along with majors, minors, and certificates in American studies, constitutional studies, and related fields.

POSTDOCTORAL TEACHING FELLOWSHIPS

These fellowships support the career advancement of promising young scholars, giving them an advantage in obtaining coveted teaching positions that will shape the academic future on campuses.

K-12 TEACHER INITIATIVES

Graduate courses and accredited seminars led by JMC professor partners improve civic education by providing middle and high school level with the rich content they need to introduce America's founding principles to secondary school students.

REGIONAL INITIATIVES

Series of programs in specific regions of the country to allow for collaboration among local professors on research, course development, and campus programming.

A wide network of academics and teaching scholars is built on a portfolio of programs that recruit talent, develop their careers, and leverage their strengths. JMC offers a variety of national and regional programs to accomplish this task, and our programs are expanding every year.

CONSTITUTION DAY INITIATIVE

Engaging campus events led by judges, public intellectuals, and leading scholars raise student awareness of the role and meaning of the US Constitution in observance of Constitution Day (September 17th).

JOURNAL OF AMERICAN POLITICAL THOUGHT

Subscribed to by over 6,000 institutions, it is the only peer-reviewed academic journal dedicated exclusively to the study of the American political tradition. The journal is published by UChicago Press in association with the APT section at the American Political Science Association and the Jack Miller Center.

SPECIAL PROJECTS

Curricular initiatives, special symposia, panels at national professional conferences, and other events and programs offer new avenues to promote research, scholarship, and teaching of America's founding principles and history.

Our vision is to be a driving force to reinvigorate education in America's founding principles and history all around the country. We're growing our network, fostering new scholarship, expanding K-12 teacher education, developing online resources, building a coalition, and much more, to reach every facet of our educational systems.

A new chapter of growth: JMC to launch 55 new campus partner programs over five years

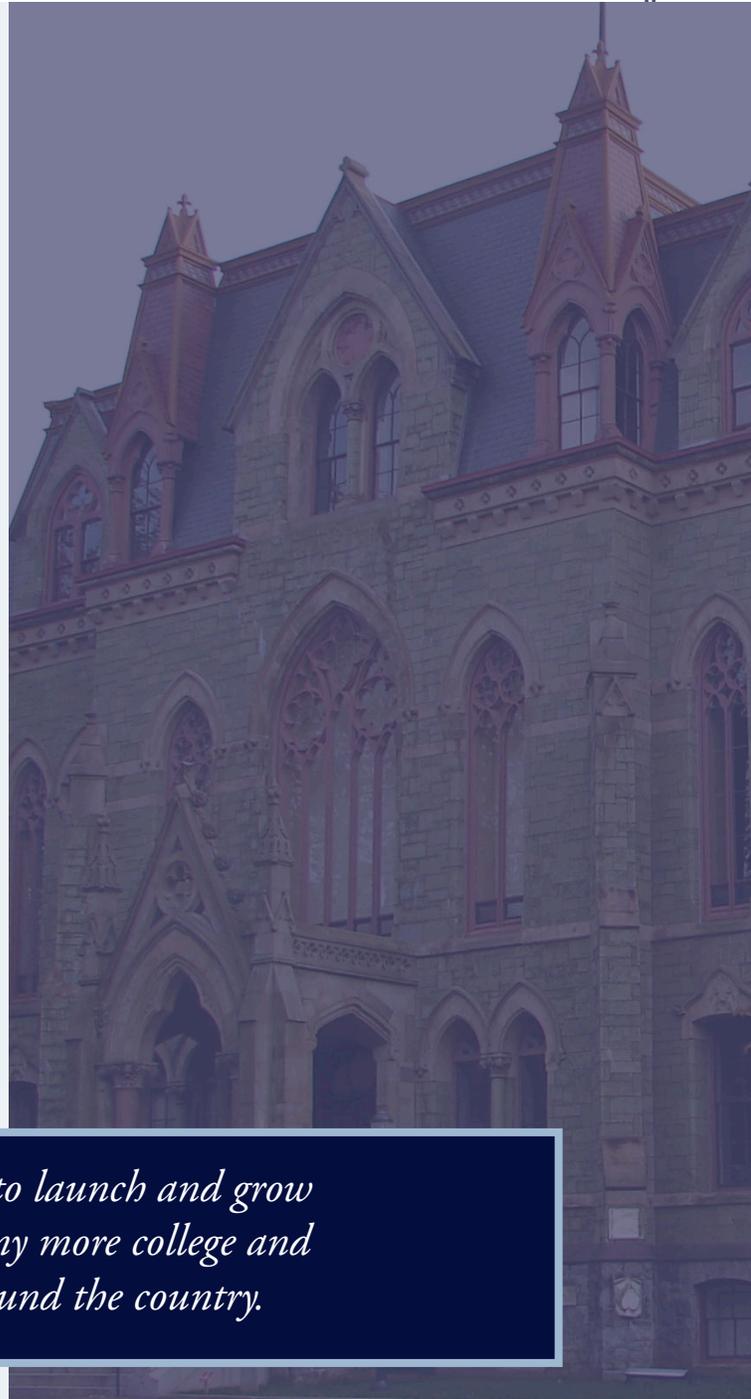
JMC partner programs have an immediate impact in student education. They can offer new courses, postdoctoral and student fellowships, public lectures, debates, and student activities, and a host of other benefits to their academic communities. Most importantly, they increase students' access to high-quality education in our nation's founding principles and history—education sorely lacking on too many college campuses.

JMC views financial support of partner programs as an investment in education, an education that is stewarded according to the program's performance and our philanthropic partners' expressed intent.

To foster intellectual diversity, we seek a presence on a diverse range of campuses. We currently have partners at flagship state schools, regional public schools, elite national private institutions, and small liberal arts colleges. Our fellows represent a wide range of academic interests, as do their students, and our mission is best served by developing the careers of as many as possible.

JMC selects educators based on their dedication to our mission and their entrepreneurial drive, their capacity to establish the program, and their ability to leverage support to earn funding from their host institution as well as other philanthropies.

Your support allows JMC to launch and grow programs like these on many more college and university campuses around the country.



JMC-Sponsored Centers of Learning

Since 2004, JMC has supported the growth of nearly 100 partner programs at colleges and universities across the country

University of Alaska, Anchorage
American University
Arizona State University
Assumption University
Baylor University
Bellarmino University
Belmont Abbey College
Boise State University
Boston College
Brown University
University of California, Davis
University of California, Los Angeles
Carthage College
University of Chicago
Christendom College
Christopher Newport University
Claremont McKenna College
Clemson University
University of Colorado
Columbia University
Cornell University
Corpus Christi College (Cambridge)
DePaul University
Duke University
Eastern University
Emory University
Florida Atlantic University
Furman University

George Fox University
Georgetown University
University of Georgia
Gettysburg College
Harvard University
College of the Holy Cross
University of Houston
IIT Chicago-Kent College of Law
University of Illinois
Indiana University
Jacksonville State University
John Brown University
Kenyon College
Lake Forest College
Lee University
Linfield College
Louisiana State University
Louisiana Tech University
Loyola University, Chicago
Macaulay Honors College, CUNY
Massachusetts Institute of Technology
Mercer University
Miami University
Michigan State University
Middlebury College
Mississippi State University
University of Missouri
University of Montana
Northern Illinois University

Northwood University
University of Notre Dame
Ohio University
University of Oklahoma
University of Pennsylvania
University of Portland
Princeton University
Providence College
University of Puget Sound
Purdue University
Rhodes College
University of Richmond
Roosevelt University
Seattle Pacific University
SUNY-Geneseo
Temple University
University of Texas at Austin
Texas State University
Tufts University
Ursinus College
Utah State University
Villanova University
University of Virginia
Washington College
University of West Florida
University of Wisconsin, Madison
Xavier University
Yale University
Yeshiva University

These campus partner programs strengthen our efforts with JMC fellows who teach courses in American history, political thought, and the ideas behind the American founding on more than 300 campuses across the country.

Middlebury College Students Reject 'Ideological Monoculture'

Middlebury College has developed a reputation for a stifling intellectual culture. JMC support for partner professor Keegan Callanan is changing that.



Middlebury College in Vermont faces the problem of conflicting reputations. It is widely regarded as one of the 10 best small liberal arts colleges in the nation. And according to the Foundation for Individual Rights in Education, it is one of the 10 worst colleges for free speech.

How can this exist on a single campus? The answer is all too common in higher education today: on many campuses, there is an ideological uniformity that stifles intellectual diversity and curiosity. This is antithetical to the kind of classical liberal education the Jack Miller Center supports.

It is also the exact reason JMC was so interested in supporting the work of Professor Keegan Callanan and the Alexander Hamilton Forum at Middlebury. The new partner program, recipient of a \$10,000 per year seed grant starting in 2019, focuses on the study of American political thought and founding principles, as well as their relationship to American institutions, law, political economy, and foreign policy.

The Forum thrives on intellectual diversity not available elsewhere on campus, a necessity to the serious study and teaching of the American founding.

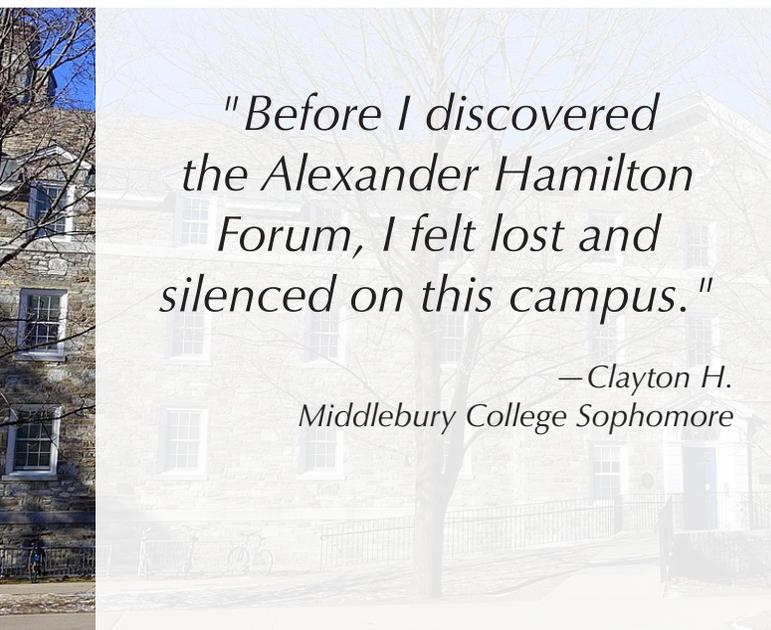
Students' reactions have been predictable: welcoming the opportunity to study American history in this academically and intellectually freeing environment, they have jumped at the opportunities the Forum provides.

"At Middlebury College, it is virtually impossible to find an event with a speaker that has a viewpoint different than the campus majority—that is, unless you attend a Hamilton Forum event," says sophomore Clayton H.

Professor Callanan reiterates the point. "Hundreds of students have attended our events, demonstrating both an intellectual hunger for these sorts of serious conversations and a rejection of ideological monoculture.

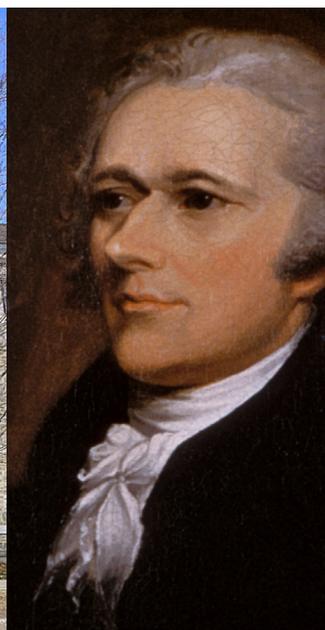
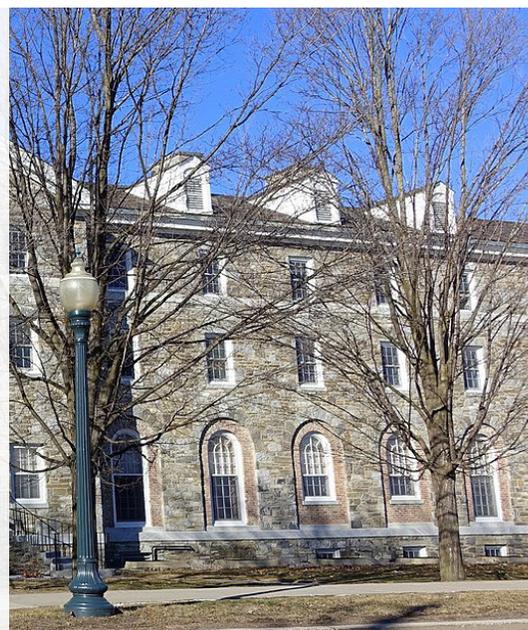
"With the support of the Jack Miller Center, the Hamilton Forum is working to cultivate habits of reasoned debate and discussion across political and intellectual differences."

That is the model that JMC partner programs across the nation have built their reputations on.



*"Before I discovered
the Alexander Hamilton
Forum, I felt lost and
silenced on this campus."*

*—Clayton H.
Middlebury College Sophomore*



Q&A

with

Bill McClay

Partner Professor &
Board Member of the
Jack Miller Center



Historian and Professor Wilfred M. McClay is the G.T. & Libby Blankenship Chair in the History of Liberty at the University of Oklahoma. He will join the faculty at Hillsdale College in fall of 2021.

*Professor McClay's most recent publication, *Land of Hope: An Invitation to the Great American Story*, is a refreshing new history textbook that presents American history through a compelling narrative that seeks to engage young readers in the American story while remaining comprehensive and truthful.*

Land of Hope or Land of Hypocrites?

A look at how we judge historical figures

JMC: *Protesters recently vandalized and toppled historical statues as part of anti-racist demonstrations, including statues of Abraham Lincoln. Yet Lincoln is considered by many as one of the greatest presidents for ending slavery and finally setting us on a path toward equality. Why the negative light, do you think?*

McClay: When judging our predecessors, I think what is often missing is an understanding of the context of the times and the circumstances they had to cope with.

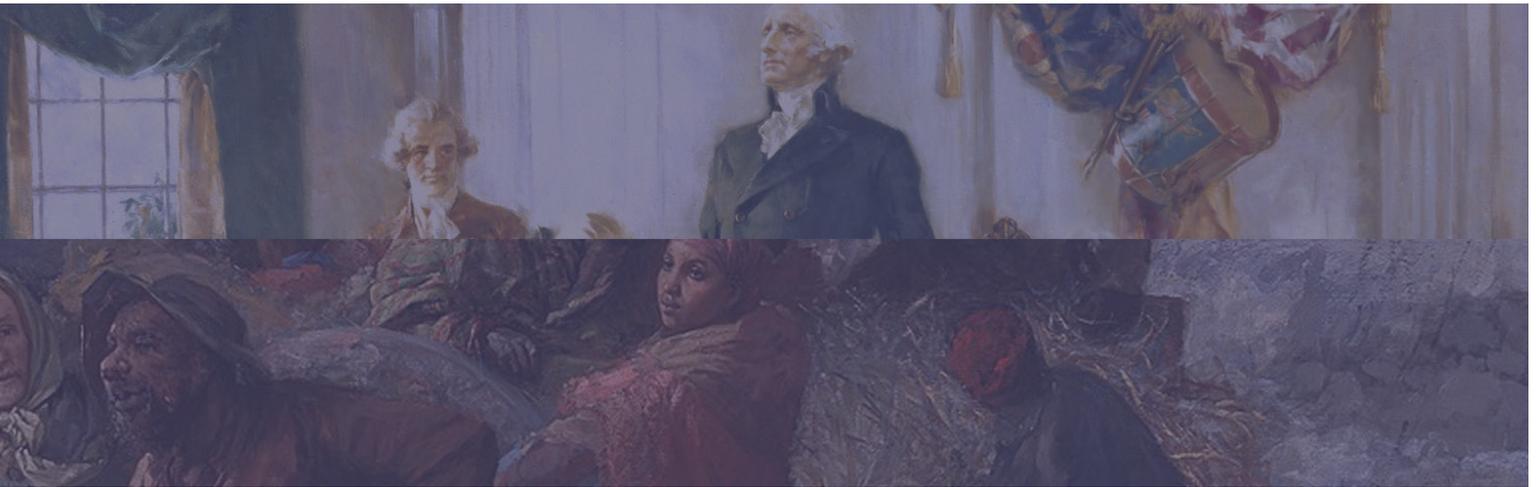
With a figure like Abraham Lincoln, you cannot get the full measure of the man by judging his actions against an abstract standard of what we consider to be acceptable, circa 2021. You get the full measure of his greatness when you understand the political circumstances in which he had to operate, and how much he accomplished, how remarkably effective he was.

JMC: *Why not judge history by modern standards?*

McClay: The study of the past has many important uses, and passing judgment on our predecessors is pretty low on the list, so far as I'm concerned. I think a more important goal should be to understand the people of the past deeply and sympathetically. It helps free us from the prison of what C.S. Lewis called "chronological snobbery," the conceit that we live in an age of final and ultimate truths.

JMC: *Don't we already have the majority of facts on the main topics in American history?*

McClay: There are important issues, the causes of the Great Depression, for example, about which there are very different views, and that we are still debating them, still trying to figure things out. I mean, good grief, we still don't agree about what caused the fall of the Roman Empire! And we should be mindful that our view of the past changes—as we change, as what we are looking for changes, and as what we are able to see and know about the past changes.



JMC: *You recently published a history book for high school students called *Land of Hope*. What were your thoughts behind the name?*

McClay: I think it describes something that is unique about this country. We are a fundamentally aspirational nation, that believes that no one should be confined to the conditions of his or her birth. Is there any more characteristic American trait than that?

JMC: *But what about the points in history that do not inspire hope?*

McClay: Being a land of hope can have its downside. We do not always measure up to our aspirations. For example, we cannot and should not hide the harsh conditions of slavery and segregation, and the rigors and injustices of African-American life. That is a part of our history. And it is a part of the story as I tell it. But my goal is to have students walk away with both a comprehensive picture of American history and confidence in American ideals.

It's a tricky thing to render all this complexity, and yet manage to keep a flowing and interesting basic narrative, as I was trying to do with *Land of Hope*. Especially for the younger audience that I am primarily trying to reach.

JMC: *Many historical figures are indeed flawed. Why should we spend time studying people who have committed hypocritical or offensive acts?*

McClay: We should acknowledge that we are indebted to the past, and even to figures in the past who now seem to us fatally flawed. I spend a lot of time and space in the book looking at the paradoxical figure of Thomas Jefferson, a slaveholder who was also

one of the great champions of freedom and human dignity. How could someone hold such contradictory views? The first task of the historian is to try to answer that question, not merely to pronounce judgment.

JMC: *Your book, in part, aims to remind us of what we share as Americans. Our citizens come from a wide variety of backgrounds and it has been said that our diversity makes us stronger. In a land of individual freedom, why do we need common values?*

McClay: Diversity makes us stronger as a nation only if it is checked by a strong common ethos. Broad shared norms are the fundamental building blocks of citizenship.

Pluralism has been a feature of American life from the very beginning, but our overall national ethos should maintain certain key elements, relating to individual rights and responsibilities, the importance of work and enterprise, the impartial rule of law, the imperative importance of self-rule. And it should include a strong sense of American history, of the past in which each of us is embedded as an American.

JMC: *Why does it matter if coming generations learn about America's history?*

McClay: As Eliot Cohen of Johns Hopkins has aptly expressed it, "Without history, there is no civic education; without civic education, there are no citizens; without citizens, there is no free republic."

He is right about that, and I wrote *Land of Hope* with the needs of republican citizenship very much in mind.



Project Spotlight: Assumption University Model Senate

Through Thick & Thin, Students Engage With Assumption University's New Model Senate Project

Dr. Gregory Weiner was searching for a new way to get students engaged with founding principles and political thought.

The director of Assumption University's Daniel Patrick Moynihan Center, a JMC partner program, struck on an idea: a model senate project. The Model Senate would give students a forum to debate important contemporary topics while putting into practice the historical ideas they were learning about in class.

It was an immediate success. "We received twice the number of student participants as we anticipated," Weiner says, "with zero attrition, even when students moved back home due to the pandemic."

Assumption's liberal arts curriculum is indicative of what many similar schools offer: introductions to the work of great thinkers from Sophocles and Aristotle to Alexander Hamilton. What such material risks missing, though, is a direct connection to the pressing issues of today. What's missing is the *So What?*

The Model Senate is a creative way for students to apply abstract ideas and discover the central place they hold in civic life.

Students accomplish this growth independently, says Debbie O'Malley, JMC fellow and Moynihan Center Associate Director. "They realized on their own how critical these insights were to the points they were trying to make." Historical texts were no longer just texts—they were now living, breathing ideas that shaped political decision-making. "They were able to

see that ideas are essential to discussions concerning political action, which is exactly what we wished to demonstrate with this project."

Even as campus life was put on hold and students moved back home, the Model Senate thrived. Debates were held over Zoom with the same intensity and rigor as they had in person.

Other schools have taken note and been inspired by the success of Assumption's Model Senate. One is Christendom College, where the Tocqueville Forum on Liberal Democracy has just received a partner program seed grant. "Upon learning of the success of the Model Senate Project," explains O'Malley, "the political science department at Christendom College decided to start their own model senate."

The two programs will be collaborating and sharing resources—a perfect example of how JMC's community of professors supports each other in our mission to improve post-secondary civic education.



Dr. Greg Weiner is Associate Professor of Political Science and Director of the Daniel Patrick Moynihan Center at Assumption University. Dr. Debbie O'Malley is the Center's Associate Director.



Partner Program Event Highlights

Rome, Machiavelli's Discourses, and the Fate of Imperial Republics"

January 23, 2020 — Daniel Kapust at Clemson University's Lyceum Program

Hate: Why We Should Resist It with Free Speech, Not Censorship

January 28, 2020 — Nadine Strossen at Middlebury College's Alexander Hamilton Forum

Did America Have a Founding?: Reflections on When America Began & Who Founded It

January 30, 2020 — Jeffrey Polet at George Fox University's John Dickinson Forum

Long After Suffrage: Gender Differences and the Quest for Equal Citizenship

February 7, 2020 — Rogers Smith at Tufts University's Program for Political Thought

2020 Constitution Symposium: Liberty and the Constitution

February 8, 2020 — Frank Colucci at Bellarmine University

Persuasion and the Nature of Politics

February 12, 2020 — Mark Blitz at Clemson University's Lyceum Program

Upheaval: Turning Points for Nations in Crisis

February 12, 2020 — Jared Diamond at Purdue University

Toward a More Humane Economy

February 20, 2020 — Mary Hirschfeld at Ohio University's George Washington Forum

Narnian Politics – C.S. Lewis's Subversive Political Messages from Narnia

March 17, 2020 — Gary Gregg at George Fox University's John Dickinson Forum

Energy and Environmental Policy in the Age of Coronavirus

April 1, 2020 — Virtual panel with Peter Cannovó, Dan Byers, and Liz Blume at Xavier University

What Good is Federalism in a Pandemic?

May 20, 2020 — JMC webinar with faculty partner John Dinan and board member Benjamin Kleinerman

The Problem of Government Labor Relations: From Party Machines to Public Sector Unions

June 25, 2020 — JMC webinar with faculty partner Daniel DiSalvo

Demystifying Scholarly Publishing

July 31, 2020 — JMC webinar with partner Stephen Wrinn

Race, Justice, and Leadership

October 12-November 16, 2020 – William B. Allen, Randall Kennedy, Danielle Allen, Peter Myers, and Lucas Morel at Arizona State University's Civic Discourse Project

Conspiracy and Democracy: Misinformation, Anti-Liberalism, and Our Constitutional Future

October 23, 2020 – J. Russell Muirhead and Laura Field at SUNY-Geneseo's Forum on Constitutionalism and Democracy

Crony Capitalism and the American Constitution

December 1, 2020 – Michael Munger at Clemson University's Lyceum Program

Thermodynamics, Atoms, and Citizenship

February 5, 2021 — Bernhardt Trout at the University of Colorado-Boulder's Engineering Leadership Program

Patriotism and Decent

February 11, 2021 – Nicholas Buccola, Lucy Williams, and Daniel Kapust at the University of Wisconsin-Madison's Political Economy, Philosophy, and Politics Roundtable

Chase and Lincoln: Friends, Rivals, and Antislavery Colleagues

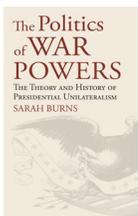
February 12, 2021 – Walter Stahr at the University of Alaska-Anchorage's Union League of Anchorage

JMC partners put on more than 400 events every year. For more information on select events, log on to www.jackmillercenter.org/news-events

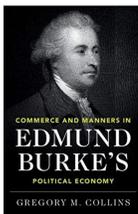
Popular Recent Publications by JMC Fellows



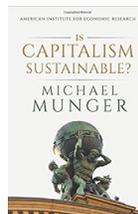
The Fire Is Upon Us: James Baldwin, William F. Buckley Jr., and the Debate over Race in America
by Nicholas Buccola (faculty partner) (2020)



The Politics of War Powers: The Theory and History of Presidential Unilateralism by Sarah Burns (fellow) (2019)



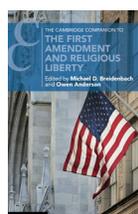
Commerce and Manners in Edmund Burke's Political Economy
by Gregory Collins (fellow) (2020)



Is Capitalism Sustainable? by Michael Munger (faculty partner) (2019)



Socrates Founding Political Philosophy in Xenophon's Economist, Symposium, and Apology by Thomas Pangle (faculty partner) (2020)



A Cambridge Companion to the First Amendment and Religious Liberty Edited by Michael Breidenbach (fellow) and Owen Anderson (2020)

“The Moralistic Style in American Politics” by Greg Weiner (faculty partner), *National Affairs*, Fall 2019

“Republicanism – A Going Concern” by Aaron Kushner, Colleen Mitchell, and Max Skjönsberg (fellows), *Starting Points Journal*, September 2019 (collection of articles continuing the conversation from JMC’s 2019 Summer Institute on republicanism)

“Between Demagoguery and Populism” by Charles Zug (fellow), *Law & Liberty*, October 3, 2019

“Why Did the Wright Brothers Succeed When Others Failed?” by Shilo Brooks (faculty partner), *Scientific American*, March 14, 2020

“The End of Campus Education? Virtually Impossible” by Glenn Moots (faculty partner), *Public Discourse*, May 10, 2020

“From the Editor: A Primer on Constitutional Rights during Crises” by Justin Dyer (faculty partner), *Starting Points Journal*, May 11, 2020

“Between Us and the State of Nature” by James Ceaser (board member and faculty partner), *Law & Liberty*, June 23, 2020

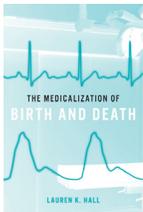
“Our Promissory Note” by Justin Dyer (faculty partner), *Starting Points Journal*, July 4, 2020

“Edmund Burke and Abraham Lincoln, ‘All in All’” by Greg Weiner (faculty partner), *National Review*, July 7, 2020

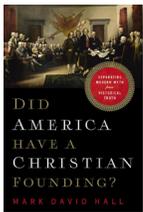
“On Abraham Lincoln” by Allen Guelzo (faculty partner), *National Review*, July 9, 2020

“The Show Must Go On” by Benjamin Kleinerman (board member and faculty partner), *The Bulwark*, August 1, 2020

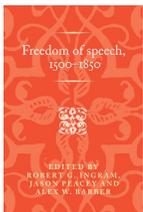
“Martin Luther King, Jr., the American Revolutionaries, and the Politics of Parallel Reality” by S. Adam Seagrave (fellow), *RealClear Public Affairs 1776 Series*, August 13, 2020



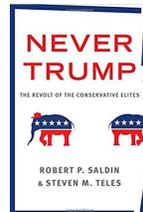
The Medicalization of Birth and Death by Lauren Hall (fellow) (2019)



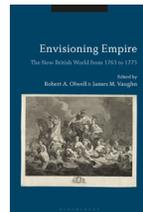
Did America Have a Christian Founding?: Separating Modern Myth from Historical Truth by Mark David Hall (faculty partner) (2019)



Freedom of Speech, 1500-1850 Edited by Robert Ingram (faculty partner), Jason Peacey, and Alex W. Barber (contributors include Max Skjönsberg – fellow) (2020)



Never Trump: The Revolt of the Conservative Elites by Robert Saldin (faculty partner) (2020)



Envisioning Empire: The New British World from 1763 to 1773 Edited by James Vaughn (fellow) and Robert Olwell (2019)



Florentine Political Writings from Petrarch to Machiavelli Edited by Mark Jurdjevic (fellow), Natasha Piano (fellow), and John McCormick (2019)

“The Monuments of Our Republic” Bernard Dobski (fellow), *The American Mind*, August 14, 2020

“Who Tells Your Story?” by Nathan (fellow) and Elizabeth Schlueter, *Law & Liberty*, August 21, 2020

“Saving the American Constitution” by Colleen Sheehan (faculty partner), *Arizona Capitol Times*, September 23, 2020

“John Marshall, Judicial Supremacy, and a Post-Ginsberg Court” by Andrew Carico (fellow), *Starting Points Journal*, September 28, 2020

“Civility in War-Time” by Elizabeth Corey (fellow), *Law & Liberty*, October 1, 2020

“Frederick Douglass’s American Identity Politics” by Peter Myers (faculty partner), *RealClear Public Affairs 1776 Series*, November 18, 2020

“State Police Powers and the Founders’ Constitution” by Vincent Phillip Muñoz (faculty partner) and Alan Tarr, *Starting Points Journal*, March 23, 2020

“Plagues, Ancient and Modern” by Pavlos Papadopoulos (fellow), *Law & Liberty*, May 19, 2020

“Madison and the Merchant Class” by Nicholas Drummond (fellow), *Starting Points Journal*, June 18, 2020

“No ‘Wall of Separation’” by Vincent Phillip Muñoz (faculty partner), *First Things*, July 9, 2020

“Religious Schools and the Freedom of the Church” by Richard Garnett (fellow), *Law & Liberty*, July 10, 2020

“The Court’s Incoherence on Executive Removal” by David Alvis and Flagg Taylor (fellows), *Law & Liberty*, August 4, 2020

“Republican Self-Government Versus Judicial Supremacy” by Greg Weiner, *RealClear Public Affairs 1776 Series*, October 29, 2020

Founding Civics Initiative

JMC K-12 Teacher Education Programs Expand to Fifth Region



Advocates have long been highlighting the failure of civics education to equip students with necessary knowledge for life in a democratic republic. The current crisis in civics requires intervention before students finish high school.

Building upon JMC’s higher education programs, the Founding Civics Initiative supports teacher education that re-grounds middle and high school civics and American history curricula in our nation’s founding principles.

Working with our national network of partner professors, this initiative offers seminars and courses specially designed for secondary-school teachers. Programs deepen their understanding of important

texts and ideas in American political life and help them develop curricula for their classrooms.

This national project was launched in Chicago in 2016 and has expanded to New York City, Virginia, Wisconsin, and now Florida.

Our statewide initiative in Florida is a new pilot project in collaboration with the Bill of Rights Institute and the Ashbrook Center to reach 6,800 teachers across the state in two years. This approach strengthens our efforts by offering a broad range of programs to a greater number of teachers. Once we refine the project, we will expand to states around the nation. See page 25 for more about this groundbreaking project.

“I’m grateful for the UChicago Graham School and the Jack Miller Center. You all have made my life better and you have helped me contribute in my small way to better, more informed civic participation.”

– Chicago Teacher
Survey Response

“I have gained more depth of knowledge of my content to bring to my students. It was nice to be able to have adult conversations about the documents and to think of new ways to discuss the documents with my students.”

– Virginia Teacher
Survey Response

K-12 Teacher Education Initiatives



Florida

JMC's pilot project in **Florida** began with a series of virtual seminars for middle and high school teachers from across the state. A combination of virtual and in-person sessions for teachers in various parts of the state are planned for the coming year along with three summer institutes in 2021. *Read more on page 25.*



Chicago

The Founding Civics Initiative started in **Chicago**, and it is one of our most active regions. Programs for teachers includes workshops, multi-day seminars, and graduate courses in partnership with area institutions such as the University of Chicago Graham School and Lake Forest College. The initiative began with a lead gift from the Harvey L. Miller Family Foundation, and programs have grown with support from the Brinson Foundation, Northern Trust Charitable Trust, and other donors. In 2019, Mr. John Lillard gave our Chicago efforts long-term footing with a generous gift to JMC's endowment fund.



New York City

In partnership with Civic Spirit, a **New York City**-based civics organization, we entered our third year of summer programming designed for NYC-area religious-school teachers. Additionally, the City College of New York began a new graduate course for middle and high school teachers in fall 2020, thanks to a grant from the Achelis and Bodman Foundation.



Virginia

With generous support from John Lillard, the University of **Virginia**'s Program on Constitutionalism and Democracy (PCD) conducted a five-day summer institute for Virginia high school teachers on the American political tradition and will offer its third weeklong program in summer 2021. UVA programming is strengthened by the ongoing workshop series of Christopher Newport University's Center for American Studies, which featured several webinars on women in American political history over the summer of 2020.



Wisconsin

With support from the Lynde and Harry Bradley Foundation, Mr. Ted Kellner, and other donors, JMC launched a statewide initiative in **Wisconsin** working with our partners at University of Wisconsin-Madison and other UW campuses around the state. The initiative includes a series of graduate courses for middle and high school teachers that will help them develop expertise in American political thought and strengthen their civics and history curriculum.

Meet Teachers Who Decided to Become Students Again

Would you recommend JMC programs to other teachers? Why?



"Absolutely! I am an Advanced Placement United States History teacher and have found the materials and discussions on how to implement them in the classroom invaluable." – **Meg Rutkowski**, Henrico County, Virginia



"I would definitely recommend this to other teachers for two reasons. First, it was centered around content and investigating that content through primary sources. Second, it gave me a chance to interact with teachers across the state. A lot of "education" institutes do not focus on content, and rarely focus on primary sources." – **Justin Halterman**, Roanoke County, Virginia

How do JMC programs compare with other professional development for teachers?



"JMC programs are well above other professional development programs. JMC programs seek to establish scholarly discussion and expend more energy on content, on understanding the primary sources of American history, and the opportunity to learn from great scholars and experts in their fields of history than on pedagogical skills of teaching history. JMC offers the right blend of content-based instruction and learning along with opportunities to implement the newly gained knowledge in the classroom." – **Don Zimmerman**, Martin County, Florida

Have the programs strengthened your teaching?

"Yes! The topics and materials covered in the seminars have made their way into my classroom. One of the seminars helped us think comparatively about different forms of government and I was able to build on this discussion with my students.



It was a joy to watch students argue that an aristocratic form of government might be better than a democracy only to hear their colleagues say that might be true in theory, but in reality, it is non-existent. I thank the seminars for these gifts."

– **Richard Mertz**, Cook County, Illinois

"JMC programs in civic literacy give teachers the ability to enhance their stories and captivate the minds of their students. In turn, students will be more engaged and develop a passion for content, understanding, and critical thinking." – **Don Zimmerman**, Martin County, Florida

"JMC programs truly invigorate me. They remind me why I love history and politics in the first place and help me share that with my students."

– **Meg Rutkowski**, Henrico County, Virginia

JMC is working to take our statewide teacher education programs nationwide. We are contacting legislators, governors, educational leaders, and donors, state by state, to raise awareness and support. If you are interested in developing a program in your state, please contact us at jmc@gojmc.org or 484-436-2060.

A Groundbreaking Coalition in Florida

The American Civics and History Initiative (ACHI) is an ambitious collaborative effort between the Jack Miller Center, the Ashbrook Center, and the Bill of Rights Institute to reach 6,800 Florida middle and high school teachers over two years.

The initiative aims to help secondary school teachers transform their classrooms into a place for serious and engaging conversation about the history and meaning of America's fundamental principles.

In total, the three organizations will host 174 events over the next two years, ranging from webinar and weekend seminars to five-day in-person institutes.

The programs focus on primary historical documents, ideas, and events that tell the story of America's struggle for freedom (e.g., the Declaration of Independence, the Constitution, Lincoln's Gettysburg Address, Martin Luther King's I Have a Dream speech).

Many teachers will participate in more than one program, building not only breadth but also depth. ACHI will also provide extensive online resources and primary historical documents that teachers can use in

their classrooms, and all programs will include follow-up communication and ongoing support.

The extraordinary alliance of the Jack Miller Center, the Ashbrook Center, and the Bill of Rights Institute is an unprecedented opportunity to make a difference for students in Florida.

Scholars from JMC's network of professors guide high school teachers through topics such as the Bill of Rights, the philosophical foundation of rights, and federalists and anti-federalists. Beyond learning the content, the participants work together to develop ways to bring their new knowledge straight to students through instruction units, learning materials, reading methods, and curricular updates.

Florida is a national leader in civic education, and the ACHI model will serve as a template for how to enact similar initiatives across the nation. If the early success of ACHI is an indicator, JMC and its collaborators have taken a significant step toward improving civic education at the high school level.

"This was the most useful professional development I have engaged with in the past five years. Thank you!" —*Response from Florida Teacher Survey*

We are finding that teachers want to deepen their knowledge, gain better content for their classrooms, lead great discussions, and give their students the best education. They just needed the opportunity.



2020 OPERATING BUDGET & FINANCIAL SUMMARY

The year 2020 changed a lot in the world of education. The shift to virtual learning meant that many of our programs were transitioned online or canceled altogether, lowering the expected costs and revenue for the year.

The pause in programming has allowed us to focus on growth. At the close of 2020, we welcomed new staff in development and academic programs to help us achieve our ambitious goals.

Observing donor intent is always central to our mission. We are grateful to you and to all our loyal supporters for remaining committed to our shared vision and supportive during an unusual year.

As the pandemic restrictions lift across the country, we are seeing a renewed sense of excitement and growth. Cost savings and deferment from 2020 will allow us to support new programs, campuses, and scholars. We are excited for what's ahead, and grateful to have you with us.

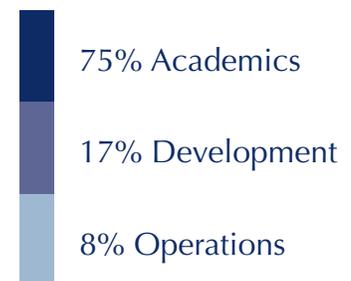
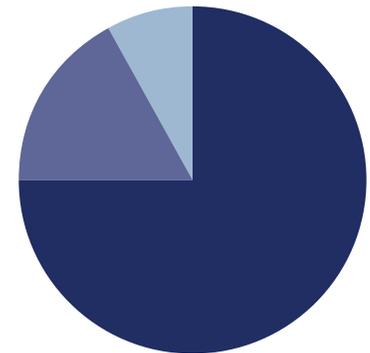
Our financial statements are audited annually by an independent accounting firm, which certifies that our organization's accounting practices are in compliance with generally accepted accounting principles (GAAP).

Revenues	
Donations	4,015,857
Interest	109,962
Total Cash Revenues	4,125,819

Expenses	
Academic Program Expenses	
Partner Programs & Post-Docs	1,182,331
College Educator Programs	181,106
High School Teacher Programs	167,185
Academic Programs Admin Costs	977,427
Subtotal	2,508,049
Operations Expenses	
Development	581,441
General and Management	247,430
Subtotal	828,871
Total Cash Expenses	3,336,920

Net Cash Flow from Operating Activities	788,899
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Division of Expenses



The JMC Endowment: Fund for America's Future

The work of maintaining our democracy will never be over, and the need for a well-educated and informed citizenry will never diminish.

JMC is planning for its future, and the Fund for America's Future is the bedrock of that plan. Our endowment, funded at \$4,924,215 as of December 31, 2020, will provide ongoing financial stability for our programs, initiatives, and partners. Our goal is to double the size of our endowment by 2026.

Our special thanks to Paula and John Lillard, the Andrea Waitt Carlton Family Foundation, and the Roger and Susan Stone Family Foundation for your generous support to ensure a solid foundation to JMC's future.

Americans should reflect today on the brilliance of our founders in creating a country based on freedom and equality, and ask why we have rioting and destruction when simultaneously so many people want to come here.

Paula and I support the JMC because we want the younger generations to learn what the founders made possible for all our citizens.

—John Lillard
JMC Board Member
Supporter of the Fund for America's Future

Chairman's Message

'As you sow, so shall you reap'



Dear Friends,

That saying has been at the top of my mind lately. Our actions, as one of my other favorite sayings goes, have consequences. So too will our complacency.

Corrupted views about America are no longer in the periphery. They're reflected in the actions of the past year—the violent protests, lawlessness, and tearing down of statues across the country—in the comments on social media, and in the daily news.

Young people are learning one-sided views that center America around racism and injustice. Many believe that American history and the ideas of “dead white men” are irrelevant or destructive.

We have reached a place we cannot ignore: In too many schools, from K-12 through college, the teaching of our founding principles and history has been distorted, denigrated, or omitted altogether.

It is the classroom where coming generations learn what defines our country. It's where they learn about the revolutionary ideals enshrined in our founding documents—equality for all and our unalienable rights to life, liberty, and the pursuit of happiness. It's where they learn our history of successes and failures in the effort to achieve those ideals.

The classroom is where they form the foundations for their civic life. Yet we the people continue on a course of inaction. How will future generations interpret America's history and principles?

Presidents, legislators, and judges make the policy. But, their ideas were formed and are fueled by what went on and is going on in our schools.

Folks, the battle for the soul of our nation will be won or lost in our classrooms. Right now, our nation is losing that battle. We absolutely must do more than just read about it and complain.

For the past 17 years, we have built a cadre of almost 1,000 professors on over 300 campuses across the country, and growing. We have expanded our K-12 teacher programs to five states, and we are aiming to take those programs around the nation. We plan to reach all levels of our educational systems.

We can win that battle for “the soul of our nation.” But we cannot do it without your help. Let's make sure your children and grandchildren have the same privilege to live where equality and freedom remain American ideals, where they will have the same opportunities to build the life of their choosing.

I am devoting a good part of the rest of my life and my philanthropic dollars to this battle. I thank you for joining the effort, and I hope you will continue to help build a tomorrow we can be proud of.

Regards,

A handwritten signature in blue ink that reads "Jack Miller". The signature is stylized and written in a cursive-like font.

Jack Miller
Chairman of the Board

JACK MILLER CENTER BOARD of DIRECTORS



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Ways to Give

While our mission is in support of an engaged citizenry, JMC intentionally receives no public funds. We are funded entirely by the generous donations of private individuals and foundations.

A contribution to the Jack Miller Center is an investment in the civic mission of higher education. JMC uses its academic and non-profit expertise to be effective stewards of your investment, maximizing its impact.

Following your intent closely, your gift will support the areas of greatest need for our community of scholars in the following areas:

PROGRAMS FOR EDUCATORS

Support Summer Institutes, curriculum and program-building workshops, teaching fellowships, content-based courses for middle and high school teachers, and more.

PROGRAMS ON CAMPUS

Support college centers of learning, Constitution Day programs, speakers series, new course creation, and other work by our faculty partners.

FUND FOR AMERICA'S FUTURE

JMC's endowment will ensure the future of quality education in our nation's founding principles.

FOUNDERS LEGACY SOCIETY

Include JMC in your estate planning with a gift of education to future generations.

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

To learn more about charitable gift planning through the Jack Miller Center, please call Mike Carroll at 513-305-4634 or email at philanthropy@gojmc.org.



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The Declaration presented a revolutionary vision for our nation that “all men are created equal.” Because of this vision, each and every citizen is entitled to rights that can never be taken away, including life, liberty, and the pursuit of happiness.

