



**NOW
MORE THAN EVER**

**Educating
Tomorrow's Leaders
TODAY**

 **JACK MILLER CENTER**
For Teaching America's Founding Principles and History

ANNUAL REPORT | 2015-16 ACADEMIC YEAR



THANK YOU

FOR AN INCREDIBLE YEAR

“As an engineer who is not well-versed in the liberal arts, the program at MIT has provided me with understandings of major historical events and the world we live in today. More importantly, it has helped me to think about the world I want to live in tomorrow.”

DAVID HOU
MIT BENJAMIN FRANKLIN PROJECT
(David Hou is featured on the cover)

It is with gratitude that we report the many accomplishments on campuses around the country in the Jack Miller Center’s 2015-16 Annual Report. Through the growth of our partner programs and thousands of courses and events, more than 100,000 students this year took advantage of new opportunities to learn about our nation’s founding principles and history.

We are profoundly grateful for the generosity of each of our donors. Thank you for supporting our work and for believing in our mission. When we incorporated as a foundation in 2007, we had just one donor—Jack Miller. Today that number has grown to more than 200 individuals and foundations. Because of the support of Jack and each of you, we have been able to provide millions of dollars in support of education on campuses across the country. Thousands of students have benefited from your support.

And without the dedication of our faculty partners, we could not move our mission forward. Thanks to your hard work and innovative ideas, more and more students are graduating with the education we believe is essential to the future of our nation. We are grateful to you for introducing your students to the big ideas that have shaped our free institutions and for inspiring your students never to stop learning.

Now more than ever, we feel a sense of urgency to strengthen the education of our nation’s students. We have much more to do. Thank you very much for making our work possible.



JMC

12 Years of Progress

More than **200 donors** support our efforts

Built a community of more than **800 professors** that have taught more than **675,000 students** on more than **300 campuses** across the country

Faculty partners have taught more than **17,000 courses on American ideas and institutions**

Supported the growth of **59 Campus Programs** focused on American history and political thought

91 percent of our annual budget went directly to academic efforts

Conducted **21 Summer Institutes** for early career scholars with more than **500 new participants and teaching faculty**

Partnered with **four leading research libraries** to further scholarship in American history and political thought

Awarded **153 postdoctoral fellowships** for new scholars

More than **6,000 colleges and universities** in **145 countries** subscribe to JMC's academic journal, *American Political Thought*

Now, More Than Ever...

Benjamin Franklin famously warned that the Founders were giving us “a republic, if you can keep it.” Americans today seem to have forgotten that famous “if.” It is as if Americans believe our freedoms are not conditional upon our hard work, as Franklin warned.

This election cycle has been unsettling to say the least. Voters as well as candidates too often seem ignorant of the basic values and ideas that inspired the Declaration of Independence and seem prepared to flout the constitutional safeguards that have permitted generations to advance the American experiment.

Whatever the outcome of the current election, the challenge to keep our liberties and free institutions will remain. What can we do?

Franklin, Jefferson, Wythe, Rush, Wither-
spoon, Morris and other Founders estab-
lished and expanded colleges and univer-
sities for the benefit of the new citizenry.
They understood that in order to become
informed citizens of a republic, Americans
needed to be educated in the principles and
institutions of the new nation.

Today, education remains the key.

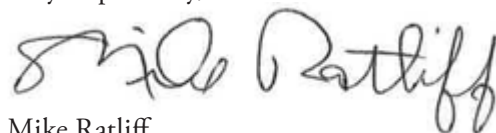
JMC is entering its twelfth year working to ensure students have access to a pro-
found education in our nation’s history and
founding principles. The numbers on the
facing page tell the story of twelve years of
growing success. Our model is working.

You will read in this report about our com-
munity of professors creating model courses
in American ideas and institutions, produc-
ing new scholarship that advances under-
standing of America’s constitutional order,
and developing innovative programs that
reach students across campus... and now
in high schools as well! On page 33, you’ll
read about our exciting new Civic Educa-
tion Outreach program.

Throughout this report, you will see evi-
dence of JMC’s growing impact. With your
support and involvement, we and our part-
ner professors can exponentially expand ac-
cess to education that prepares today’s stu-
dents—tomorrow’s leaders—for informed
and active citizenship.

So, can we Americans keep this republic?
Now, more than ever, this education is
needed, and JMC is positioned to make a
transformative contribution to students’
readiness to fulfill their responsibilities as
citizens. It’s time to double down.

Very respectfully,



Mike Ratliff
Rear Admiral, USN (ret.)
JMC President

RULE OF LAW

CONSENT OF THE

GOVERNED PROPERTY

RIGHTS FREEDOM OF

SPEECH SEPARATION

OF POWERS

RELIGIOUS FREEDOM

INDIVIDUAL LIBERTY

LIMITED GOVERNMENT

America 2016

Time for Some Important Questions

Many times we have faced serious problems in our country—the Civil War, the Great Depression, the social upheaval in the 1960s and more. I view the current situation as the most serious challenge in my lifetime, because it challenges the principles upon which our nation was founded.

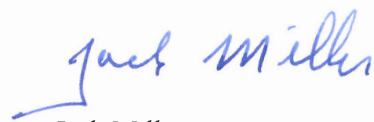
Have people forgotten why our freedoms were so clearly stated in the Declaration and then secured in the Constitution? Who would ever believe that in the United States of America, where the protection of private property is a pillar of our economy, that much of the rhetoric of candidates running to be our president would reflect such a lack of understanding of the basics of a free market system? And shouldn't decisions made by the Supreme Court be based on thoughtful interpretation of the Constitution rather than on what a particular justice deems to be the social need of the moment? What would our Founders think about the power of governance over the past hundred years flowing steadily from the states to the federal government, and then from Congress to the President?

What a mess. As Alexis de Tocqueville once said, “In a democracy, people get the government they deserve.” If our populace is poorly educated on our nation's founding principles, we will deserve exactly what we most certainly will get.

But there is a solution: educating our young people on what it means to be free and how our form of government, as established by our Founders, is the best ever devised to assure that freedom.

And that is what the Jack Miller Center is dedicated to doing. With over 800 professors on more than 300 university and college campuses and a new program at the high school level, we have made a good start.

We have come a long way since 2004. Our work has been made possible thanks to over 200 individuals and foundations that have provided the needed financial support. We thank each of you for your support and promise to do everything we can to help dedicated professors and teachers do more to teach our young people about the principles upon which our nation was founded.



Jack Miller
JMC Founder and Chairman

Our Mission

The way we understand our freedoms and institutions is shaped by what is taught in our colleges and universities. But too few students have the opportunity to learn the principles that sustain those freedoms and institutions.

America's future depends on coming generations receiving precisely this education in order to restore a strong sense of national identity—an identity founded on a commitment to the values of liberty, dignity and equality.

Our goal is for students to gain the knowledge necessary for informed civic engagement, to help ensure a future that preserves the freedoms envisioned by our nation's founders.

Our 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 Miller 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 hub for new course offerings, student and faculty events, student 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 Constitution Day Initiative to deepen student and public understanding of the Constitution; the journal, *American Political Thought*, that makes available this research to a national scholarly audience; and the Annual Miller 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.

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.

Our Structure

We began our efforts in 2004 and incorporated as The Jack Miller Center for Teaching America's Founding Principles and History, a nonprofit 501(c)(3) foundation, in 2007. Our organization is recognized as a public charity by the IRS. We are located in the Philadelphia suburb, Bala Cynwyd, PA.



JACK MILLER CENTER
For Teaching America's Founding Principles and History



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

THOMAS JEFFERSON

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A Community of Professors



Professors Michael McShane (Carthage College) and Stuart Warner (Roosevelt University)

One professor can make a difference in the lives of thousands of students.

It only takes one professor to define a student's entire college experience. Over the course of his or her career, one professor can make a difference in the lives of thousands of students. We believe that in order to make a lasting impact in higher education, it must be through the dedicated people on campuses teaching our nation's students.

A key element of our strategy is to build and support a growing national community of professors. Promising young scholars gain entry into this community through two of our core programs—the JMC Summer Institute and the JMC Postdoctoral Fellowship Program.

We support the career development of these committed young professors, helping them navigate the highly competitive academic job market, providing support for course development and program building, and offering new opportunities for collaboration and research.

This academic year, our community of professors taught more than 108,000 students. Over the course of their careers, this community will lay the groundwork for millions of students to learn about America's founding principles and history.



“One of the most profound benefits of the Summer Institute has been to expand my archive of texts. I will definitely teach some of the material in the coming year, which I read for the first time at the Institute.”

COMMENT FROM 2015 PARTICIPANT SURVEY

Summer Institutes

JMC held its 20th and 21st Summer Institutes in 2015, bringing together promising young scholars from around the country dedicated to teaching students the history and principles that founded our great nation.

Comprised of educational and professional workshops, lectures and group discussions, these ten-day intensive seminars serve as the primary entry point for new scholars into JMC's community of professors. More than 500 new participants and teaching faculty have participated to date.

One of JMC's core programs, Summer Institutes are instrumental to building a nationwide community of professors committed to expanding education in American political thought and history.

In partnership with UCLA, the 20th Miller Summer Institute held in Pasadena in June 2015 was a

special edition of the Summer Institute, designed as part of the Commercial Republic Initiative (see page 24). Seminars and lectures focused on the theme, "Creativity, Innovation and Free Institutions in the Making of the Modern Commercial Republic." The institute reinforced one of the project's goals of re-grounding education of pre-professional students in the humanities.

Conducted July 2015, the 21st Miller Summer Institute in partnership with the University of Pennsylvania and the University of Missouri highlighted the theme "Property, Power and the Rise of the Atlantic Constitutions." Held in Philadelphia and primarily for the benefit of advanced graduate students, this institute enabled young scholars studying American political thought to learn from leading scholars in their field and helped to prepare them for teaching and the rigors of the academic job market.

FROM THE 2015 SUMMER INSTITUTE PARTICIPANT SURVEY:

"The Summer Institute was the most well-run academic conference or event that I have ever attended."

"The quality of the scholarship presented, the specific content areas, the caliber of the fellows and instructors and staff all exceeded my expectations."

"I'm using information from the lectures at the Summer Institute in my teaching right now. I have also kept in touch with professors and participants that have shared syllabi and other tips for teaching."

"The networking was outstanding. I have already stayed in contact with several of the participants and look forward to maintaining our relationships."

"It's amazing that an opportunity like this actually exists. One of the most important features ... was the mix of academic backgrounds. The words 'interdisciplinary' or 'multi-methods' are thrown around a lot, but the Summer Institute was a formidable attempt to work toward this valued goal."



JMC Postdoctoral Fellows at the 2015 Summer Institute in Pasadena: Steven Bilakovics, Carolyn Purnell, Michelle Schwarze, Daniel Doneson, Ariel Ron, Susan Gaunt Stearns, Benjamin Lynerd

Postdoctoral Fellowships

One of the most effective programs for furthering careers of promising young scholars dedicated to advancing education in American political thought and history, JMC has awarded 153 postdoctoral fellowships to date.

Working with established professors at top universities, JMC postdoctoral fellows teach classes in American political thought and history and are given time for research and publishing—essential to their success in an increasingly competitive academic job market.

“The value of these postdoctoral fellowships cannot be overstated,” said Dr. Michael Andrews, JMC vice president and executive officer. “Over the course of their careers, these young scholars will introduce tens of thousands of students to the American political tradition and the principles of a free society.”

Fellows offer new courses for students while gaining valuable teaching experience, and are mentored by leading scholars in their fields. Mentors provide guidance on preparing works for publication and the rigorous academic interview process.

According to a 2015 study of JMC programs by Huron Education, eighty percent of JMC postdoctoral fellows (political theorists) secured a position in higher education the year following the completion of their fellowship. This is nearly double the success rate as measured by the American Political Science Association for political theorists.

“Over the course of their careers, these young scholars will introduce tens of thousands of students to the American political tradition and the principles of a free society.”



Commercial Republic Initiative Postdoctoral Fellows: On Teaching, Research and Career



Yale

Dr. Ariel Ron

Yale Center for the Study of Representative Institutions
Yale University

JMC: What do you hope to accomplish in your new position at Southern Methodist University this fall?

Aside from completing my book manuscript and moving on to other research projects, my goal is to craft exciting courses that will engage students, whether or not they thought of history as an interesting subject to begin with.

My courses aim to do one of the most valuable things that the American college system can do for its students: introduce them to big ideas whether or not they end up pursuing them professionally. Whatever path my students choose to follow (or blaze), they will know how to think rigorously and creatively and how to get the knowledge they need to achieve their goals.

JMC: You have participated in a number of JMC programs. How did these programs contribute to your career advancement?

Many ways, to be sure. JMC programs gave me the opportunity to make valuable connections with other scholars, and discussions with them helped in the design of some of my courses. The events have also given me a much broader perspective on the current state of the humanities and social sciences in academia.

As a historian, I had not had much interaction with political theorists before the JMC Summer Institute; now several are good friends, and I have a much deeper understanding of the founders' intellectual heritage.

JMC: How has your postdoctoral fellowship at Yale made an impact on your scholarship and teaching?

Most fundamentally, my fellowship has given me time to write up my own research and plan new, interesting courses. In my first year, I was able to write or revise three peer-reviewed articles while also teaching two successful seminars and organizing a conference and speaker series.

The postdoc has also been immensely valuable for the connections it has allowed me to make at Yale and elsewhere. I have gotten to know some of the world's finest scholars, and this has both sharpened my intellectual skills and led to new opportunities.

This fall, Dr. Ariel Ron will begin a tenure-track position teaching at Southern Methodist University in Dallas, Texas.

Advancement



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

Dr. Michelle Schwarze
American Democracy Forum
University of Wisconsin-Madison

JMC: How has your postdoctoral fellowship shaped your teaching and research?

My time as a Commercial Republic Initiative postdoctoral fellow at Wisconsin has given me time to greatly improve my teaching and my research. The three-year fellowship enabled me to work on projects and gave me exposure to great scholars working on similar topics, which improved my research immensely.

Aside from the time and resources to do good research, the fellowship also gave me the opportunity to develop new classes at the undergraduate and graduate level that I wouldn't have had otherwise.

JMC: Please tell us more about the courses you developed at UW-Madison.

For two years, I taught a small, undergraduate seminar on American democracy and related concepts, such as representation and legitimacy. Without the support of JMC and the John Templeton Foundation, the seminar would not have been a viable course to teach in a large public university interested in large enrollments.

I am elated to be able to continue offering these classes and to continue my research at Wisconsin as an Assistant Professor next year. With JMC's continued support, the political theory group at UW can continue the vibrant discussion we have had over the past three years about the principles and practice of American democracy—and the roots of those principles in the Enlightenment—by hosting talks and conferences with international experts, encouraging graduate and undergraduate student work, and promoting faculty research.

JMC: How does the political theory group help advance your research?

The discussions have benefited me immensely as I continue to revise my book manuscript, *Violent Passions and Liberal Citizenship*, which I hope to complete next year. They have challenged me to think more carefully about my approach to analyzing historical thinkers and encouraged me to think more seriously about how practical changes often enabled or stymied philosophical developments. My book (and my research, more generally) is much richer as a result.

Dr. Michelle Schwarze's work as a teacher and researcher has led to the conversion of her fellowship to a tenure-track position as the Jack Miller Center Assistant Professor of Political Science at UW-Madison, beginning this fall.



Partner Programs



Lasting Impact on Campus

JMC's partner programs are vital to enriching education in America's founding principles and history for students and sustaining this education long term on college campuses.

These centers of excellence offer students expanded access to education in American history and political thought through new and revised courses, reading groups, lectures, debates and conferences devoted to the subject. JMC has provided support for 59 campus programs across the country.

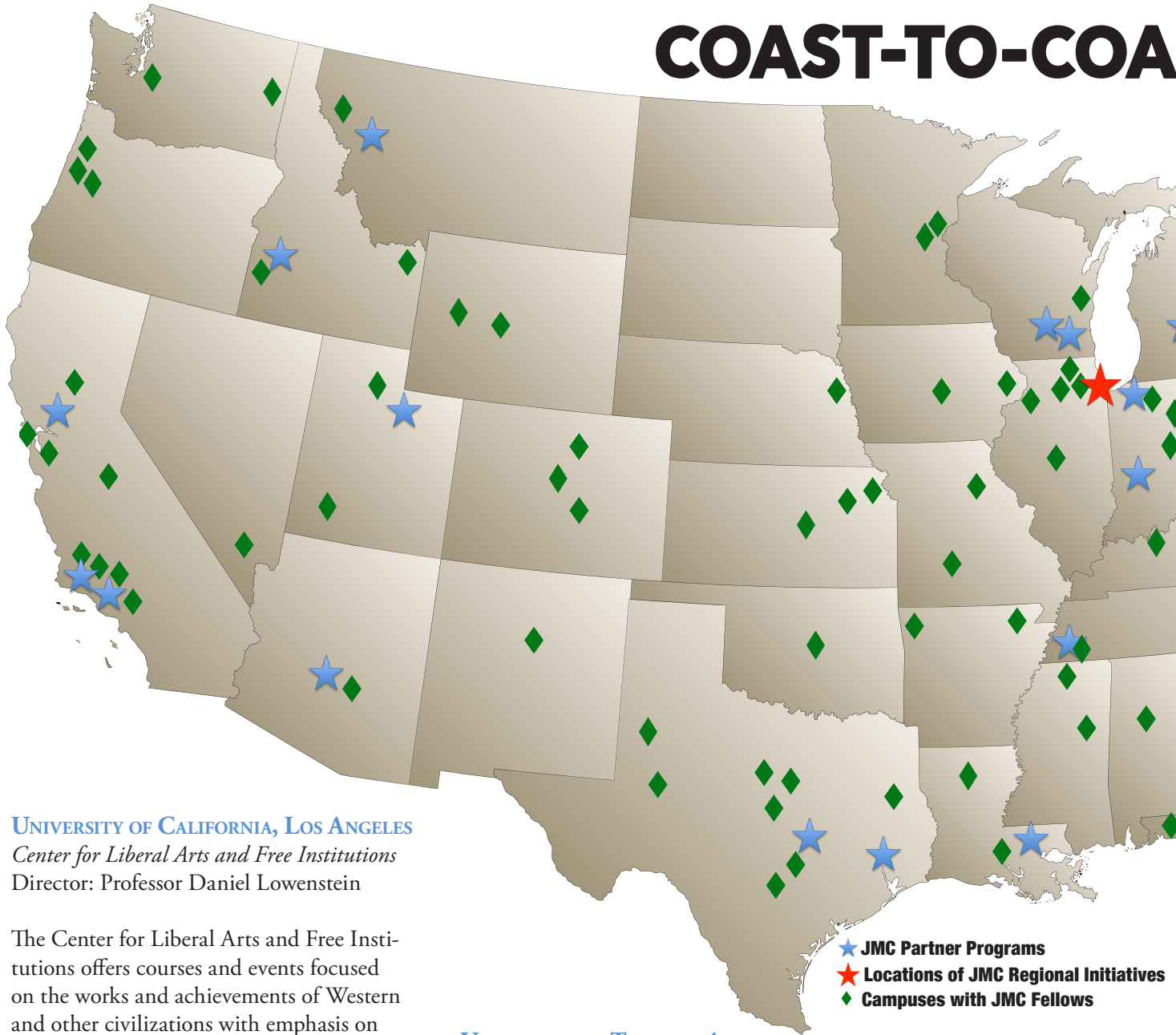
In 2015, we established new partnerships with the City University of New York's Macaulay Honors College and the Janus Forum at Miami University in Oxford, Ohio.

In order to strengthen our network of partner programs, we host the Annual Miller National Summit on Higher Education (see page 29) bringing together professors and directors of our partner programs to focus on practical steps to grow these centers and to draw interest from more students.

JMC also helps campuses engage students in the role and meaning of the Constitution through its Constitution Day Initiative. The initiative was launched thanks to a generous grant from the Andrea Waitt Carlton Family Foundation. In 2015, JMC sponsored 45 events on campuses around the country and distributed thousands of pocket-sized copies of the Constitution and the Declaration of Independence for students.

Pictured: Students of the MIT Benjamin Franklin Project, JMC's partner program at the Massachusetts Institute of Technology

COAST-TO-COA



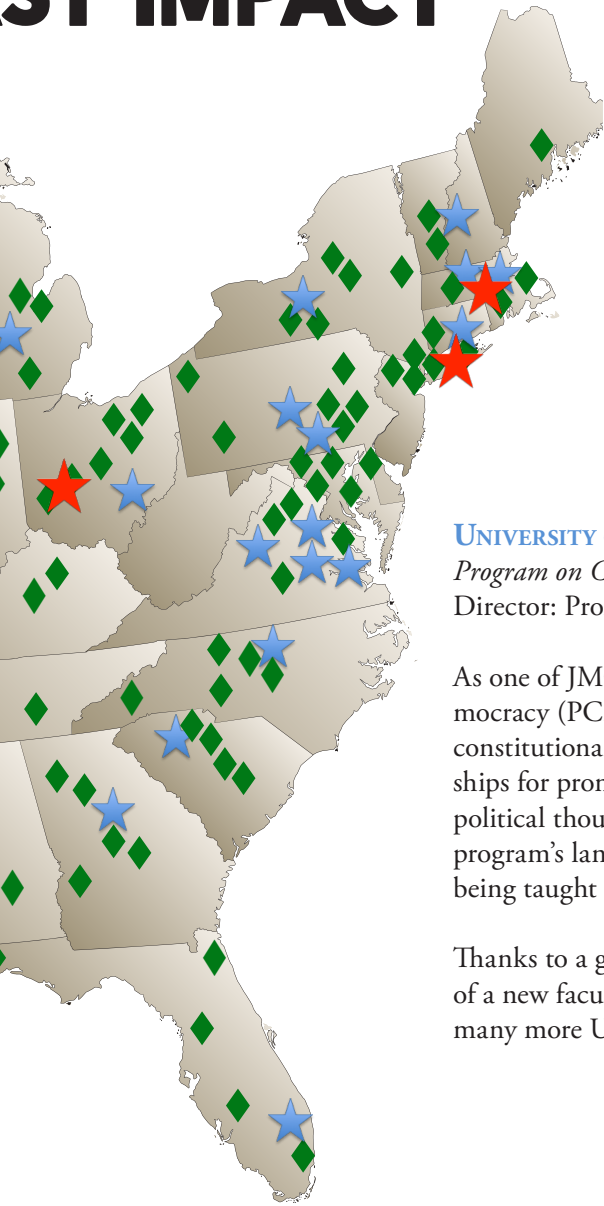
UNIVERSITY OF CALIFORNIA, LOS ANGELES
Center for Liberal Arts and Free Institutions
 Director: Professor Daniel Lowenstein

The Center for Liberal Arts and Free Institutions offers courses and events focused on the works and achievements of Western and other civilizations with emphasis on the foundations of free institutions. One of the host programs of JMC’s Commercial Republic Initiative, the program conducted its capstone conference in April on “Liberal Arts Education and the Commercial Republic.” The program also just completed the pilot year of its new high school outreach program, The American Dream in LA.

UNIVERSITY OF TEXAS AT AUSTIN
Thomas Jefferson Center for the Study of Core Texts and Ideas
 Co-Directors: Professors Thomas and Lorraine Pangle

In addition to offering UT students the opportunity to earn an interdisciplinary Major in Great Books or a Certificate in Core Texts and Ideas, the Thomas Jefferson Center now offers the Jefferson Scholars Program, a rigorous Great Books program for freshman and sophomores in every college and major at the university. Courses focus on such topics as classic texts, constitutional principles and the American Founding. The program also offers Junior Fellows and Summer Scholars programs for students as well as seminars and symposia for members of the broader community.

ST IMPACT



MASSACHUSETTS INSTITUTE OF TECHNOLOGY

MIT Benjamin Franklin Project

Director: Professor Bernhardt Trout

The MIT Benjamin Franklin Project (BFP) offers MIT students the opportunity to study the teachings of the American Founding and liberty within the context of engineering. The program helps expand the scope of education in engineering and the sciences by providing students a foundation in politics, history, philosophy and ethics.

The BFP offers undergraduate courses and events, scholarly events for graduate students and faculty, and a new flexible degree track within engineering called “Society, Engineering and Ethics.”

UNIVERSITY OF VIRGINIA

Program on Constitutionalism and Democracy

Director: Professor James Ceaser

As one of JMC’s first partner programs, the Program on Constitutionalism and Democracy (PCD) has been a leader in the effort to reinvigorate education in American constitutionalism since its inception in 2006. The program supports teaching fellowships for promising new scholars, conducts a lecture series led by experts in American political thought and history, and offers undergraduate courses. Adaptations of the program’s landmark American Political Tradition course introduced in 2006 are now being taught at colleges and universities across the country.

Thanks to a generous gift from Mr. John Lillard, the PCD will grow with the addition of a new faculty line in American constitutionalism, allowing the program to reach many more UVA students in the coming decades.

UNIVERSITY OF NOTRE DAME

Program in Constitutional Studies

Director: Professor Michael Zuckert

At the University of Notre Dame, Professor Zuckert’s program has introduced Constitutional Studies as a new field of graduate study in the Political Science Department. Notre Dame has one of the largest concentrations of faculty devoted to Constitutional Studies, and the program will be the primary program for training future teachers and scholars in the tradition and elements of Western constitutionalism.

The program has also instituted a new interdisciplinary Minor in Constitutional Studies to provide a similar educational opportunity for Notre Dame undergraduates.

CARTHAGE COLLEGE

Western Heritage Program

Director: Professor John Isham

As part of the Western Heritage Program, every freshman takes a sequence of courses grounded in foundational texts in the Western intellectual tradition. The program also offers their popular Hannibal Lecture Series, among the best-attended academic events at Carthage. This summer, Carthage will introduce its Humanities Citizenship Initiative for rising high school seniors from underserved communities, working toward replicating the successful Freedom and Citizenship program at Columbia University.

2015-16 JMC Partner Programs

INSTITUTION	PROGRAM	DIRECTOR
American University	Political Theory Colloquium	Alan Levine
Arizona State University	ASU Center for Political Thought and Leadership	Don Critchlow
Boise State University	American Founding Initiative	Scott Yenor
Boston College	The John Marshall Project	Robert Faulkner; Susan Shell
Brown University	Political Theory Project	John Tomasi
Carthage College	Western Heritage Program	John Isham
Christopher Newport University	CNU Center for American Studies	Elizabeth Busch; Nathan Busch
Claremont McKenna College	The Henry Salvatori Center for the Study of Individual Freedom in the Modern World	Mark Blitz
College of the Holy Cross	The Charles Carroll Program	Donald Brand; Daniel Klinghard
Columbia University	Center for American Studies	Casey N. Blake
Cornell University	Program on Freedom and Free Societies	Barry Strauss
Dartmouth College	The Daniel Webster Project in Ancient & Modern Studies	James B. Murphy
DePaul University College of Law	Center for the Constitution and American Foreign Policy	Alberto Coll
Duke University	Duke Program in American Values and Institutions	Michael Gillespie
Emory University	The Program in Democracy and Citizenship	Harvey Klehr
Florida Atlantic University	Jack Miller Forum for Civics Education	Kevin M. Wagner
Furman University	The Tocqueville Program	Aristide Tessitore; Benjamin Storey
George Mason University	Civic Education Project	A. Lee Fritschler
Gettysburg College	Civil War Era Studies Program	Allen Guelzo
Harvard University	The Program on Constitutional Government	Harvey Mansfield
Illinois Institute of Technology	Benjamin Franklin Project	Harold J. Krent
Illinois Institute of Technology - Kent College of Law	Kent Forum	Harold J. Krent
Indiana University	The Tocqueville Program	Aurelian Craiutu
Lake Forest College	Departments of Political Science, History	Stephen Schutt
Louisiana State University	Program in the Classical Tradition in Learning & Leadership	James Stoner
Loyola University Chicago	The David Hume Forum	John Danford
Mercer University	The McDonald Center for America's Founding Principles	Will R. Jordan; Charlotte Thomas
Macaulay Honors College at CUNY	Hertog Scholars Program	Darren Staloff
Massachusetts Institute of Technology	Benjamin Franklin Project	Bernhardt Trout
Miami University	Janus Forum	Patrick Haney
Michigan State University	James Madison College - Department of Political Science	Benjamin Kleinerman
Northwestern University	Center for Legal Studies	Laura Beth Nielsen
Northwood University	Forum for Citizenship and Enterprise	Glenn Moots
Ohio University	George Washington Forum on American Ideas, Politics and Institutions	Robert Ingram
Rhodes College	Project for the Study of Liberal Democracy	Daniel Cullen
Roosevelt University	Montesquieu Forum for the Study of Civic Life	Stuart Warner



“If we don’t get the fundamentals of our political and historical ideas and heritage, there’s no way to preserve those ideas. Without opportunities for education like the one I’m being provided, I wouldn’t see much hope in keeping America, America as I see it. I know it has made an impact on all of us.”

BISHOP DAVIDSON
KINDER INSTITUTE ON CONSTITUTIONAL DEMOCRACY
UNIVERSITY OF MISSOURI

INSTITUTION	PROGRAM	DIRECTOR
University of California, Davis	Davis Political Theory Forum	John Scott
University of California, Los Angeles	Center for Liberal Arts and Free Institutions	Daniel Lowenstein
University of Chicago	The John U. Nef Committee on Social Thought	Nathan Tarcov; Ralph Lerner
University of Houston	Tocqueville Forum on American Ideas and Institutions	Jeremy Bailey; Alin Fumurescu
University of Missouri	Kinder Forum on Constitutional Democracy	Justin Dyer; Jeff Pasley
University of Montana	The Project on American Democracy and Citizenship	Robert Saldin
University of Notre Dame	Graduate Program in Constitutional Studies	Michael Zuckert
University of Oklahoma	Institute for the American Constitutional Heritage	Kyle Harper
University of Pennsylvania	Penn Program on Democracy, Citizenship and Constitutionalism	Rogers Smith
University of Richmond	Adam Smith Project	Sandra Peart
University of Texas at Austin	The Thomas Jefferson Center for the Study of Core Texts and Ideas	Thomas Pangle; Lorraine Pangle
University of Virginia	The Program on Constitutionalism and Democracy	James Ceaser
University of Wisconsin-Madison	American Democracy Forum	John Zumbunnen
Ursinus College	Common Intellectual Experience	Paul Stern
Utah State University	The Project on Liberty and American Constitutionalism	Anthony A. Peacock; Peter McNamara
Villanova University	Matthew J. Ryan Center for the Study of Free Institutions	Colleen Sheehan
Yale University	Yale Center for the Study of Representative Institutions	Steven Smith; Keith Wrightson
RESEARCH LIBRARY PARTNERS		
American Philosophical Society	Research Fellowship	Patrick Spero, Librarian and Director
Huntington Library	Research Fellowship	Steve Hindle, W.M. Keck Foundation Director of Research
Newberry Library	Research Fellowship	David Spadafora, President and Librarian
John D. Rockefeller, Jr. Library, Colonial Williamsburg	Research Fellowship	Ted Maris-Wolf, Vice President of Re- search and Historical Interpretation

The Commercial Republic Initiative

Three-Year Project, Far-Reaching Results

By the Numbers:

57

pilot courses designed and taught by postdoctoral fellows, classroom-proven with more than 800 students

9.3/10

adjusted overall score on course evaluations

77

lectures and publishing workshops to drive research, scholarship and future teaching

37

conferences hosted by programs on campuses, reaching more than a thousand faculty and students

13

major publications in press or forthcoming, including 4 books; publishers and journals include Harvard UP, Oxford UP, *Journal of American History* and *American Political Science Review*

3

national JMC Summer Institutes with 106 university faculty and participants

Summer 2016 marked the finale of the Commercial Republic Initiative, JMC's three-year national project at six major universities—Yale, MIT, Northwestern, UW-Madison, UCLA and IIT—later joined by UC Davis and Roosevelt University.

Thanks to a generous grant from the John Templeton Foundation, the interdisciplinary project made possible a multitude of new courses, lectures, workshops and more to enrich pre-professional education in the great ideas that have shaped the American constitutional order.

The Initiative advanced the study of the central ideas of enterprise, commerce, law and science that emerged during the 18th century—ideas that critically influenced the American Founders' experiment in constitution-making.

Working to integrate the humanities into scientific and technical education, the project focused on students in business, science, engineering and law.

"This has been an extraordinary opportunity to bring together the best scholars from a range of disciplines to consider the deep sources of our modern ideas and institutions," said Dr. Pamela Edwards, JMC executive director of partner programs and research initiatives.

"What are the sources of innovation in science and technology? How do new understandings of markets, contracts and rights influence prosperity and the long-term possibilities of free commercial societies? These are not only questions for the humanities, they are critical for all students, whether in business, law or engineering."



NORTHWESTERN
UNIVERSITY

Yale



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

COURSES, RESEARCH AND STUDENT ENGAGEMENT

Host institutions sponsored postdoctoral fellows who conducted research on the connections between science, enterprise and law in considering the rise of modern commercial republics. In addition to research and publishing, they also introduced new courses.

UW-Madison student, Omer Arain, took Dr. Michelle Schwarze's course on Legitimacy and American Democracy last fall.

"This course was a hugely beneficial change in class style, and I appreciated the wide scope of relevant readings," said Mr. Arain.

Isabel Plana, an MIT student of Dr. Daniel Doneson remarked, "The classes I have taken with the MIT Benjamin Franklin Project have not only presented me with knowledge in history, ethics and philosophy, but also taught me how to use these topics to think critically about my actions as both an engineer and a human being."

An exciting outcome of the project was the number of enthusiastic students who found new ways to get other students involved. Launched last fall, the Roosevelt University Debate Society was the idea of a student taking Dr. Benjamin Lynerd's course on the Federalists and Anti-Federalists. Students involved in the Commercial Republic project at UCLA created the CLAFI Student Club as part of the university's Center for Liberal Arts and Free Institutions.

"The Commercial Republic Initiative is set to have generational influence on campuses across the country; its impact is just beginning to unfold," said Mike Ratliff, JMC president. "Thanks to the support of the John Templeton Foundation, these creative new directions in teaching and research will deepen our understanding and transform classroom education for millions of undergraduates in the coming decades."



Course Selections

THE RISE OF LIBERAL DEMOCRACY

Dr. Steven Bilakovics, University of California, Los Angeles

THE ORIGINS OF AMERICAN CAPITALISM

Dr. Susan Gaunt Stearns, Northwestern University

FEDERALIST OR ANTI-FEDERALIST?

Dr. Benjamin Lynerd, Roosevelt University

INVENTORS AND INNOVATION IN SOCIO-HISTORICAL PERSPECTIVE

Dr. Carolyn Purnell, Illinois Institute of Technology

THE UNITED STATES AS A DEVELOPING COUNTRY

Dr. Ariel Ron, Yale University

IS INEQUALITY GOOD?

ECONOMIC INEQUALITY AND POLITICAL THEORY

Dr. Michelle Schwarze, University of Wisconsin-Madison

FOUNDATIONS OF

ENTREPRENEURSHIP FOR ENGINEERS

Dr. Daniel Doneson, Massachusetts Institute of Technology



NATIONAL CONSTITUTION CENTER

National Programs



National programs provide opportunities no individual campus could achieve.

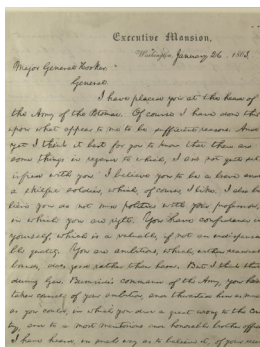
JMC conducts a series of national programs to support the efforts of JMC fellows on campus and bring a wide spectrum of valuable resources to their work. These programs offer channels for publication, opportunities for curriculum and program enhancement, and avenues for collaboration and networking.

National programs reach beyond campus borders to strengthen the JMC network of professors committed to teaching America's founding principles and history and provide opportunities that no individual campus could achieve.

Our national efforts include the Annual Miller National Summit on Higher Education, the Commercial Republic Initiative, JMC's Online Resource Center for faculty and students, the academic journal *American Political Thought*, as well as affiliation with the American Political Science Association and regional programs that support our work at a national level.

Left: David Wootton, Anniversary Professor of History at the University of York (UK), speaking at the National Constitution Center as part of JMC's 2015 Annual Summit

LIBRARY FELLOWSHIPS



JMC library fellowships provide scholars the opportunity to explore rare and expansive collections of documents and manuscripts from the Founding era and beyond.

We have established partnerships with four of America's foremost independent research libraries: the Newberry Library in Chicago, the Huntington Library in San Marino (CA), the John D. Rockefeller Library in Colonial Williamsburg, and the American Philosophical Society in Philadelphia.

In collaboration with these libraries, JMC provided nine research fellowships this year for scholars on projects that advance our central mission to revitalize the study and teaching of American political thought and history.

ONLINE RESOURCE CENTER

www.jackmillercenter.org

To support the work of our national community of professors, the JMC website includes an extensive online resource center that offers model syllabi, essays, videos and helpful links related to American political and constitutional thought.

In 2015, we completed "The Declaration in a House Divided," JMC's third video in a series on the Declaration of Independence for use by faculty, students and the public. Featuring leading scholars in American political thought, the video considers the challenges to the Declaration through the Civil War, particularly the contradiction between slavery and equality.

In addition to the online resource center, our website regularly features relevant news in higher education, academic job postings, upcoming events, book reviews and more, and can be found on the home page in the News and Events section. To see the video or to learn more, please visit www.jackmillercenter.org.

AMERICAN POLITICAL THOUGHT JOURNAL



American Political Thought: A Journal of Ideas, Institutions, and Culture, the only multidisciplinary, peer-reviewed publication dedicated exclusively to its subject, provides a much-needed venue for original research centered on the themes of American political thought and history.

Conceived and supported by JMC, and published by the University of Chicago Press in association with the University of Notre Dame, this journal is highly regarded among scholars.

American Political Thought launched in 2012 as a semi-annual publication. Within two years, increased demand and a high number of quality manuscript submissions resulted in the transition to a quarterly published journal.

12th Annual Miller National Summit on Higher Education



Summit panelists discussing high school outreach efforts on campuses

Professors from across the country gathered in Philadelphia in November 2015 at our 12th Annual Miller National Summit on Higher Education to focus on practical steps to strengthen education on America's founding principles and history.

The Annual Summit provides an invaluable opportunity for JMC's partner program leaders and professors from campuses around the United States to network, share ideas, collaborate and address the challenges of starting and developing campus programs.

"The 2015 Summit was a high water mark for our project," said Mike Ratliff, JMC president. "Over three days we were treated to dozens of remarkable talks and panels by the distinguished professors who lead our partner efforts on more than fifty campuses. It was wonderful to partner with the National Constitution Center on this event, and I look forward to many future opportunities for further collaboration."

The 2015 Summit commenced with the presentation of the "Chairman's Award for Academic Excellence" to Professor Jack P. Greene, one of our nation's most eminent and prolific

scholars of early American history. Professor Greene spent most of his career as the Andrew W. Mellon Professor in the Humanities at Johns Hopkins University and is currently an Invited Research Scholar at Brown University's John Carter Brown Library.

The panels this year focused on best practices for advancing the study of constitutionalism, expanding the reach of campus partner programs to local high schools, collaborating with research libraries and cultural institutions, and making materials available digitally for students and scholars.

The Summit concluded with a "Symposium on the Pursuit of Happiness," held in partnership with the National Constitution Center and made possible with support from the John Templeton Foundation. After a panel featuring comments from JMC postdoctoral fellows Dr. Steven Bilakovics (University of California, Los Angeles) and Dr. Michelle Schwarze (University of Wisconsin-Madison), Professor Rogers Smith (University of Pennsylvania) delivered a plenary lecture on "The Constitution and the Pursuit of Happiness: Past, Present and Future."

REGIONAL

Chicago Initiative



In 2009, JMC launched the Chicago Initiative, a regional networking effort that works with faculty, students and donors in the Chicago area to cooperatively advance the education students need to be informed and engaged citizens.

Jack Miller, a lifelong Chicago resident, called on our organization to develop the Chicago Initiative to ensure the city's future generations will uphold the same civic pride for which it has always been known.

Today, the Chicago Initiative includes ten universities and colleges in the region and more than 100 professors in political science, history, and law, all of whom are dedicated to teaching American political thought and history to students.

This academic year, Chicago-area colleges and universities offered seven Constitution Day events, multiple conferences and lectures and new courses taught by partner faculty and JMC postdoctoral fellows. We also launched the Founding Civics Initiative in Chicago to support high school education in partnership with several institutions including the Newberry Library and Lake Forest College.

2015-16 CHICAGO INITIATIVE HIGHLIGHTS:

DEPAUL UNIVERSITY

Debate on American Exceptionalism featuring DePaul Law Professor Alberto Coll and University of Virginia Political Science Professor James Ceaser

LAKE FOREST COLLEGE

Senior Seminar in American Politics & Law: Constitutional Change, taught by Evan Oxman, the Uihlein Assistant Professor of American Politics

ROOSEVELT UNIVERSITY

Constitution Day Lecture "The Magna Carta and the Idea of Due Process" by Chief Judge Diane Wood, United States Court of Appeals for the Seventh Circuit

CHICAGO-KENT COLLEGE OF LAW, ILLINOIS INSTITUTE OF TECHNOLOGY

Interdisciplinary Conference on "The Politics of Preservation" featuring leaders in the fields of history, law, anthropology, archeology and architecture

NEWBERRY LIBRARY

American Political Thought Seminar "The Capacity to Be Citizens: Civic Participation and the Meaning of Fitness" by Purdue University Professor Yvonne Pitts

NETWORKING

Jeffersonian Seminar Series



A two-day colloquium to enrich the study and teaching of the ideas and institutions that shaped the American Founding, the goal of JMC's Jeffersonian Seminar Series is to develop academic communities in specific regions across the country.

These seminars are one of our most effective tools to solidify our partnerships with faculty, facilitate the development of courses, and help develop programs on college campuses. Through Jeffersonian Seminars, we work to replicate the success of our Chicago Initiative and build new regional consortia.

This academic year, we conducted three Jeffersonian Seminars, bringing together professors from colleges and universities in each region to participate in academic seminars and workshops, and providing an opportunity to talk about needs and opportunities on their campuses.



Generously supported by Ms. Diane Hendricks through the Bradley Impact Fund, our **Chicago Jeffersonian** featured Professor Roy Godson of Georgetown University. The seminar brought together scholars to explore how our nation's founding principles are connected to contemporary issues of foreign policy and national security. It concluded with discussions on new courses focused on the challenges of the founding generation in a global and contemporary context.



Made possible by a grant from the Bodman Foundation, discussions at the **Jeffersonian Seminar in New York City** focused on the theme "Sacred and Secular Foundations of the Rule of Law in the Atlantic Enlightenment." Professors from colleges and universities around the New York region gathered to discuss the wider 18th century influences on American ideas of law and liberty along with opportunities for interdisciplinary program development.



Thanks to a lead gift from the Thomas W. Smith Foundation, our **Jeffersonian in Columbus (OH)** brought professors from around Ohio together to examine the interplay between politics and economics in the American tradition. The seminar highlighted well-established courses from other schools in discussion of new curriculum development and set the stage for course development grants offered through JMC's Ohio Initiative.



The Freedom and Citizenship Program at Columbia University

Since our beginning, Jack Miller, other donors and some of our faculty have advocated for a program at the high school level. Support from sources such as Northern Trust Charitable Trust has allowed us to conduct a limited number of programs for high school teachers. Now, thanks to a generous lead gift from the Harvey L. Miller Family Foundation toward the Founding Civics Initiative, additional funding from the Jack Miller Family Foundation for staffing and operations, and solid faculty and institutional partnerships, we have support for a comprehensive program.

Beyond the Campus



Teach. Inspire. Engage.

A Better Civic Education for High School Students: JMC Civic Education Outreach

JMC is now expanding its work to the high school level. JMC Civic Education Outreach helps ensure high school students receive a much-needed foundation in the history and principles that formed our nation—a foundation that will prepare them for their responsibilities as citizens.

Through teacher education programs and campus-based outreach, the goal of JMC's outreach efforts are to engage young students in central questions of American politics that will inform their lives as citizens and prepare them to deepen their understanding in college.

Thanks to solid partnerships we have built with faculty and colleges over the past decade, JMC is well-positioned to offer quality programs to support high school education.

“JMC partner faculty embrace the civic importance of their work and are eager to teach the Founding to new constituencies,” said Tom Kelly, JMC director of Civic Education Outreach. “Together, we now can help ensure high school students, as well as undergraduates, have the knowledge necessary for a thoughtful, engaged citizenship.”

JMC Civic Education Outreach includes the Founding Civics Initiative, which provides professional development opportunities and graduate education for high school teachers. JMC Outreach also supports high school teacher and student programs conducted through our partner programs on college and university campuses around the country.

The Founding Civics Initiative

Building a Model in Chicago for the Nation

“There is a growing consensus that the neglect of civic education at the high school level is not serving our country well.”

HISTORY

In 2010, JMC sponsored the first of two High School Teachers’ Academies in partnership with the Montequieu Forum, our partner program at Roosevelt University. Each one-week program of seminars, lectures and workshops brought together 20 Chicagoland teachers to deepen their knowledge of texts and documents central to the formation of the U.S. and its institutions. The programs were well-received and set the stage for a full-scale effort at the high school level.

The Founding Civics Initiative is JMC’s most robust Civic Education Outreach effort to date. Launched early 2016 in Chicago, the goal of the three-year project is to ensure high school teachers are well-equipped to offer civics courses that not only prepare their students for active citizenship, but provide an important foundation in the ideas at the heart of American politics.

Several states, including Illinois, have passed legislation with new requirements to improve high school civic education, but without support for teachers. Founding Civics provides social studies teachers with the education, training and resources they need to help their students think critically about the principles that will guide their participation in civic life.

“There is a growing consensus that the neglect of civic education at the high school level is not serving our country well,” said Tom Kelly, JMC director of Civic Education Outreach.

“An effective civic education will do more than teach students the basics of government and the skills for participation. Students want to tackle the big questions. They want to engage with the great debates of American politics in a way that allows them to think for themselves as they get involved.”

ACCREDITED COURSES FOR TEACHERS

Working with Lake Forest College, Roosevelt University and the Newberry Library in Chicago along with the University of Wisconsin-Madison, and the National Constitution Center in Philadelphia, the Initiative offers professional development and graduate courses along with high-quality course materials for American history, government and civics teachers.

Founding Civics will also hold annual roundtables, bringing together teachers, college faculty and educational policy-makers to work together to revitalize civic education in Illinois and across the country

At the end of the three years, Founding Civics curricular materials, drawn from the various programs and building on the best existing tools, will be distributed to every social studies teacher in Illinois.

In the coming years, the curriculum will be made available to aspiring social studies teachers as well as current teachers. With success in Chicago, Founding Civics will become a model for similar initiatives in other cities across the nation.



2016 CHICAGO-AREA FOUNDING CIVICS PROGRAMS

NEWBERRY LIBRARY

Professional Development Seminar
July 25-29, 2016

Taught by JMC faculty partners, the week-long seminar in partnership with Roosevelt University will focus on the historical and philosophical roots of the American political system with special attention to contemporary issues. Teachers who complete the program will receive 25 hours of professional development through Lake Forest College, and graduate credit is offered through Roosevelt.

UNIVERSITY OF WISCONSIN-MADISON

American Democracy Educators' Forum
Begins August 8

Directed and taught by Professor John Zumbrennen, the year-long program blends online programming with four face-to-face meetings. Teachers from Chicago and Madison will read primary texts, discuss the principles and practice of American democracy with leading scholarly experts, and plan new curriculum. This fall's course will draw from the National Constitution Center's Interactive Constitution, guiding teachers through the tool and building on it with perspectives from American political thought. Teachers will earn two graduate credits from the UW School of Education.

LAKE FOREST COLLEGE

Civics and the American Founding Program
Begins August 27

The new series of graduate courses through the Master of Liberal Studies Program will focus on key issues and documents from American history. The inaugural course—The American Founding: Principles, Practices, Controversies—will be taught by Evan Oxman, the Uihlein Assistant Professor of American Politics at Lake Forest. The course will offer 4 graduate credits or 60 professional development hours.

The Founding Civics Initiative is made possible by a generous grant from the Harvey L. Miller Family Foundation and with additional support from The Crown Family, Northern Trust Charitable Trust and other donors.



Plato

The Trial
and Death
of Socrates

Third Edition

Translated by
M. A. Grube

and
E. V. Rieu

NSHIP
STUDIES
UNIVERSITY

Partner Programs Impact High Schools

Through a variety of unique and innovative efforts, JMC partner programs continue to broaden their impact. More and more of our faculty partners are creating new opportunities for high school teachers and students, expanding access beyond the campus to an education in America's founding principles and history.

Select Programs

COLUMBIA UNIVERSITY

Center for American Studies

Founded and directed by Professor Casey N. Blake, the Freedom and Citizenship Program introduces low-income and first-generation college-bound high school students to the meanings and possibilities of citizenship in a free society. The program offers a college-level summer seminar to study primary texts in the Western tradition, continues with a year-long research project that addresses an aspect of modern American civic life, and provides undergraduate mentors that help guide students through the college application process.

MERCER UNIVERSITY

McDonald Center for America's Founding Principles

The McDonald Center, co-directed by Professors Charlotte Thomas and Will R. Jordan, offers both a high school teacher and a high school student Great Books Summer Program. Teachers attend seminars and workshops in historic Athens or Florence, studying primary texts that influenced the Founders, from ancient texts to the Federalists and Anti-Federalists. They spend afternoons focused on curricular development. The high school student program explores classic texts and includes an array of liberal arts activities to engage students in study and discussion.

UNIVERSITY OF CALIFORNIA, LOS ANGELES

Center for Liberal Arts and Free Institutions

Our partner program at UCLA launched The American Dream in LA in fall 2015 for underserved and first-generation college-bound LA high school students. Directed by Dr. Steven Bilakovics, the year-long program introduces students to a broad spectrum of liberal arts and provides a foundation in civic education. The program's goal is to prepare high school students for college-level learning and for lives as responsible citizens.

This summer, JMC partners are introducing new programs to support high school education. University of Missouri conducted its first Missouri Summer Teachers' Academy June 14-16 for high school teachers of American history and government. Carthage College and Yale University are both launching pilot programs in July for high school students modeled after Columbia's successful Freedom and Citizenship Program.

JMC Interview

Michael Weiser on Why He Supports JMC

Michael Weiser is chairman of the National Conference on Citizenship and a member of JMC's board of directors. An investor and writer, Mr. Weiser is a frequent commentator on issues relating to finance, citizenship and community-building for the Washington Times, Miami Herald, Chicago Tribune, The Street.com and other media. Mr. Weiser shares his thoughts on why the need to advance education in our nation's history and founding principles is greater than ever, and why he supports the work of JMC.



In addition to his roles at the National Conference on Citizenship and on the JMC board, Mr. Weiser is a general partner of Lowell Associates, LP, a private investment partnership, and serves as Chair of the cultural institution, HistoryMiami. He received a Bachelor of Journalism degree from the University of Missouri and resides in Miami, Florida with his wife, Julie Greiner Weiser.

JMC: Why is it important to teach young people our nation's founding principles and history?

MW: I think what we seek to preserve in our country is common ground. To do that, we need to tell the story of America's experiment in democracy to every generation. If we are to run anything akin to the country we've been running for the last 240 years, then teaching our narrative is an essential function. It is as essential to the concept of citizenship as dribbling is to basketball.

JMC: Why are you so passionate about civic education?

MW: I have always been interested in civic life, and in politics right down to the local level. I've always been interested in being part of civic organizations and associations that work to strengthen the quality of lives in our communities. In my own personal journey, what I've come across is a disappointing level of knowledge about how the plumbing works.

I joined the board of directors of the National Conference on Citizenship (NCoC) in 2003 and I became chairman in 2008. Being chairman gives me a platform to support and draw attention to efforts like the Jack Miller Center and other organizations that are working hard to improve civic education.

JMC: Please share your thoughts on Jack Miller's efforts to reinvigorate education in America's founding principles and history.

MW: At the end of the poem "No Man Is an Island," John Donne writes "Therefore, send not to know for whom the bell tolls, it tolls for thee." In my mind, the tolling of the bell is a call to action. I believe, in our society "for whom the bell tolls" is Jack Miller.

When the NCoC honored Jack with its Citizen of the Year Award in 2012, we wanted to acknowledge three things: Jack heard the bell, he recognized it was tolling for him, and then he did something about it by establishing the Jack Miller Center for Teaching America's Founding Principles and History.

JMC: Jack has done so much to help move our mission forward.

MW: What the JMC has done under Jack's leadership is brilliant in its conception, in its construction, and in its execution. Jack understood that the key is finding young scholars who share JMC's mission; and then provide the support and resources they need to succeed. Now, the challenge is continuing this work for many years to come. The work to reinvigorate this education will be needed as long as the republic stands.

I richly admire Jack, and I am motivated in the work that I do as Chairman of the NCoC by what Jack is doing.

JMC: Some people might say that we are fighting an uphill battle. How would you respond?

Through the efforts of the National Conference on Citizenship, the Jack Miller Center, Bob Graham's Center for Public Service, Sandra Day O'Connor's iCivics project and many others, a light is now shining on the need to reinvigorate civic education, not only in K-12 environments, but also in college and university environments.

That's been a really positive development. I think more people need to realize that doing more to make sure that young people understand what our country is all about is not optional. This isn't just a nice thing to do. This is fundamental to who we are as a people, who we are as a nation.

JMC: So, where do we go from here?

MW: Well, we have to pitch a bigger tent. We must make this effort accessible to a demography that represents the United States of America or we will make the problem worse instead of better. We have to find people of diverse races, diverse ethnicities, and both sexes to have an interest in this. If we're going to proliferate, it will be with the help of a diverse delivery mechanism, a diverse group of professors. So, I think this is a terribly important point and one on which we need to work on going forward.

We cannot afford to lose the battle for civic literacy. A cavalier attitude is not an option for us as Americans. We will not survive indifference.

JMC: Indifference is the biggest sin. We have to give it our best effort.

MW: Right. That is the biggest sin. We may get it wrong but, fortunately, the United States of America is a giant self-correcting mechanism. And, if you look long enough, it happens time and time again.

“We cannot afford to lose the battle for civic literacy. A cavalier attitude is not an option for us as Americans. We will not survive indifference.”

Partnerships with Donors

We Are Committed to Ensuring Your Gifts Achieve Your Philanthropic Goals

How best to incorporate philanthropy into an investment plan is, for many, one of the more challenging financial decisions people confront. Your philanthropic plan is an emotional investment as well as a financial one. We understand that.

Through JMC, you can have confidence that your gift will make a real difference in the education of students. We have built a scalable, efficient business model that provides measurable impact of your philanthropy. And because most JMC operational costs are supported by the Jack Miller Family Foundation, **your donations go almost entirely to the people and programs at the institutions you choose.**

We work closely with faculty to ensure your gifts are used to achieve your goals. The JMC academic team, our academic council of scholars and an independent higher education market research firm combine to help ensure accountability and to measure the impact of your projects.

We help ensure your funds are used efficiently, in support of the projects in which you are investing. Our relationships with colleges and universities and our growing network of partners help us reduce overhead charges, secure matching funds, and leverage donations by encouraging additional investments.

Our ongoing project evaluations help protect your investment. We work with you, faculty and administrators to establish clear goals and objectives. Our regular reports will help assure you that your funds are being used as intended.

We welcome the opportunity to partner with you to support the success of your philanthropic plan. **Together, we can help new generations of college students become informed, involved Americans prepared to accept the rights and responsibilities of citizenship.**



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Development and Communications

JMC Board of Directors



Front, from left: Board members Thomas Smith, Mike Ratliff, Goldie Miller, Jack Miller, Douglas Regan, Bruce Cole; Back, from left: Wilfred McClay, James Ceaser, Michael Weiser, and John Lillard

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Planned Giving

Make a Lasting Impact

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 and ensure a future that preserves the freedoms and institutions established by our nation's Founders.

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

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.

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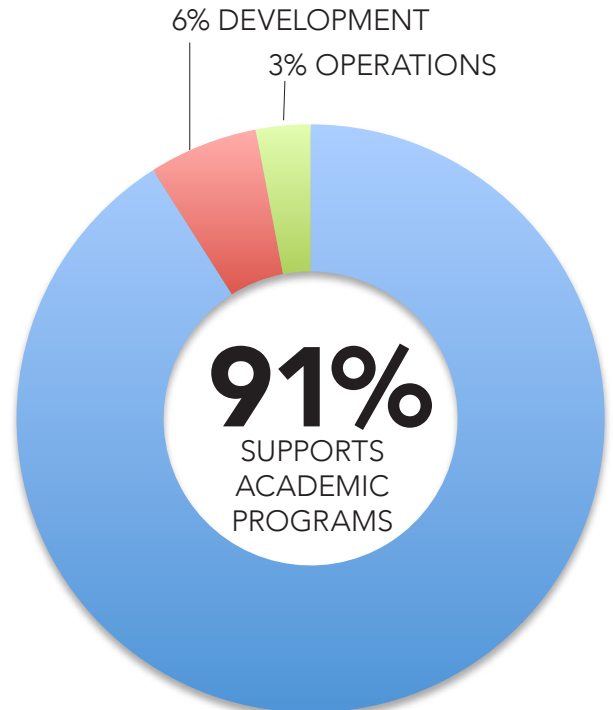
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2015 FINANCIAL HIGHLIGHTS

SUMMARY OF ANNUAL REVENUES AND EXPENSES

TOTAL REVENUE	\$8,150,386
Jack Miller Family Foundation	\$1,600,000
Other Donor Partners	\$4,056,220
Partner Matches	\$2,494,166
TOTAL EXPENDITURES	\$7,937,798
Academic Programs	\$7,232,862
Development	\$507,449
Operations	\$197,487





JACK MILLER CENTER

For Teaching America's Founding Principles and History

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