



TEACH. INSPIRE. TRANSFORM.

Advancing Education in America's Founding
Principles and History



2016/17 ANNUAL REPORT
JACK MILLER CENTER



For Teaching America's Founding Principles and History

EDUCATION THAT CHANGES LIVES

Thank you

for helping us ensure students across
our nation have the opportunity
to learn our nation's history
and its founding principles.

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Photos (right) are of professors and students from our partner programs at CUNY Macaulay Honors College, University of Notre Dame, Northwestern University, Miami University, Massachusetts Institute of Technology, and University of Chicago.





MISSION AND VISION

JMC 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 issues arising from the American and Western traditions—all of which continue to animate our national life. We support professors and educators through programs, resources, fellowships and more to help them teach our nation's students.

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.



"It is wonderful to see how things are really taking off across the country as a result of the Jack Miller Center's efforts. It's interesting to see how the conversation has changed ... we are less focused on what is wrong at our schools and more focused on what we can do."

Professor Colleen Sheehan
Villanova University



Students at a panel discussion on “The Constitution and its Future” as part of Miami University’s 2016 Constitution Day Conference

OUR VISION

What is so remarkable about the American system of governance is that the freedoms stated in the Declaration of Independence and then secured in the Constitution are in our hands. “We the people” have been given an extraordinary charge—to fulfill the great promise of the founding and to secure the blessings of liberty.

The fate of our nation, then, depends on an informed and engaged citizenry. Unfortunately, at this point in our history, too many Americans are poorly informed and too few are engaged. Study after study has shown that at all levels of our educational system—and especially at our nation’s colleges—civic knowledge has seriously eroded.

Too few students—our young citizens and future leaders—are given the opportunity to learn the principles that sustain our freedoms and institutions.

To preserve the freedoms we enjoy today, young people must understand their rights and realize their responsibilities as citizens in the American republic. In order to work toward a “more perfect union,” we the people must understand our nation’s history and the principles upon which it was founded.

The Jack Miller Center works to advance education in America’s history and its founding principles—to ensure our young citizens understand the principles and institutions of the nation so that they may preserve our freedoms for future generations.

There are thousands of professors and teachers who are dedicated to providing students a thoughtful and rigorous education in our nation’s history and constitutional traditions. We work to provide them with the resources and network to make a real impact in education.

The challenge to remedy the problem of civic illiteracy is huge. Making real change is never easy. But if we are to avert a crisis in citizenship, it must be done. Our young people are the future of the nation. They are “the only sure reliance for the preservation of our liberty.”

With clear focus, determination and hard work, together we can ensure every student has the opportunity to learn the principles at the heart of American civic life, the principles that have defined our nation, the principles that have allowed generation after generation to pursue the American dream.



TEACH. INSPIRE. TRANSFORM.

What an exciting year! The 2016 election underscored the importance of educating students in American founding principles. And the remarkable success of our programs demonstrates how much we can achieve working with dedicated faculty to provide that education.

The scholars in our national community of professors have offered nearly 20,000 new or revitalized courses in American ideas and institutions to hundreds of thousands of students on campuses across the country.

I spent time with a number of our faculty partners over the past year. Their focus is always on deepening their own understanding and teaching students about our nation's history and the great ideas that shape our free institutions. But professors and donors alike have told us repeatedly that this education needs to start in high school. Therefore, this past year, we expanded our efforts beyond the college campus to teach the teachers who provide this education to high school students. JMC and Chicago-area professors are developing and proving exciting, new approaches to civics education for these students.

The 'Miller project' started in 2004, and this year marks the 10th anniversary of the Jack Miller Center for Teaching America's Founding Principles and History as an independent 501(c)(3) nonprofit. I want to thank the more than 200 donors who have joined Jack in supporting our efforts. Without your support, none of our progress would be possible.

Working together—JMC, educators and donors—we are providing an education that makes a real difference—to teach, to inspire, and ultimately to transform the lives of our nation's young people.

This year also marks my final year at the Jack Miller Center as I will retire in December. Working with Jack Miller has been an incredible experience, and I embarrass him at every opportunity with honest and entirely deserved praise. He is a great-souled patriot. Working with him to realize his vision for a project to provide America's next generation an education in our founding principles and history has been a singular honor for which I am profoundly grateful.

And working *with* Jack has meant working *for* Goldie! She has brought her irrepressible directness, joy and PASSION in support of Jack's vision to every JMC event. Together they are a true "power couple."

Now is the time to look to the future. Our board selected Dr. Michael Andrews to become president at the end of 2017. Mike has been key since the very beginning of our project, heading all of our educational programs. His leadership and tireless efforts have shaped our programs so that we have been able to offer ever-increasing value to both professors and donors. No one is more dedicated to our mission than Mike, and he is absolutely the right person to lead this project in the coming decades. His excitement and love for this education is inspiring.

Additionally, Doug Regan has been elected the new vice chairman of our board, and along with board members Michael Weiser, John Lillard and Jim Ceaser, he is building the 'board of the future' to ensure our project's continued growth and focus on our mission.

With a dedicated board, plus Mike and an amazing team of professionals on staff, JMC is in excellent hands.

At a recent gathering of board members, Jack Miller challenged us to put forward a 'vision for the future' where education in America's founding principles and history, taught by dedicated professors and teachers, is available to the great majority of students across our nation ... not just on a few hundred campuses. If vision is the key to the future, then Jack, Mike Andrews and Doug Regan are certainly fit for the task ahead!

So let's look to tomorrow, to a vision of what can be achieved with hard work, dedicated people and a mission worth fighting for. I see exciting times ahead.

Very respectfully,



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

"Today's political landscape is quite difficult to navigate for someone my age.... as a first time voter, I had to learn a lot of information about politics and government in a short span of time in order to make an informed decision. As clichéd as it sounds, history does repeat itself, and learning history of political thought and theory and how literature reflects and informs on those thoughts and theories helps me be the best voter I can be."

Briana Atkins, Class of 2020
CUNY Macaulay Honors College
Hertog Scholars Program





TAKEN AT THE FLOOD

“There is a tide in the affairs of men, which, taken at the flood, leads on to fortune.... we must take the current when it serves, or lose our ventures.”

SHAKESPEARE'S JULIUS CAESAR

Sometimes if you don't fight against the tide, you can be swept out to sea and lost forever. There has been a strong tide in our educational system that could very well sweep us out to the sea of ignorance. What would we do then?

The counter-culture movement that emerged in the 1960s produced a trend against teaching college students about Western civilization and the ideals associated with the founding of the American republic. To make matters worse, this education has disappeared from most K-12 public school systems.

More recently, the focus on STEM (science, technology, engineering, math) and narrow career preparation has diminished the perceived value of a well-rounded education, one that teaches young people about our nation's history and the principles that have shaped our way of life.

There are many good reasons for the emphasis on science and technology and career-focused education, but college can and should be more than a job training ground. We cannot preserve our free society if young people do not understand the history and principles that have allowed our nation to be strong and prosperous.

But I do not believe all is lost. I believe the tide is beginning to turn.

Since we started this project in 2004, the Jack Miller Center has worked hard to establish itself as a strong force in getting the teaching of Western civilization and America's founding principles back into the curricula of colleges and universities. Our network of faculty who share our mission now stands at some 850 on more than 300 college campuses across the country. We estimate that more than 800,000 students have taken courses that otherwise would not have been available to them. And now we are reaching the high school level through special programs for high school teachers working with our university faculty partners.

At the spring 2017 meeting of the Jack Miller Center Board of Directors, I encouraged our team to *go big*. I recalled the fact that when my brothers and I owned Quill Corporation, we failed to capitalize on our size and strength in the office supply business to grow even bigger.

I told the Miller Center board members that I thought it was a shame that we didn't do even more with Quill and that I didn't want to repeat that mistake with JMC.

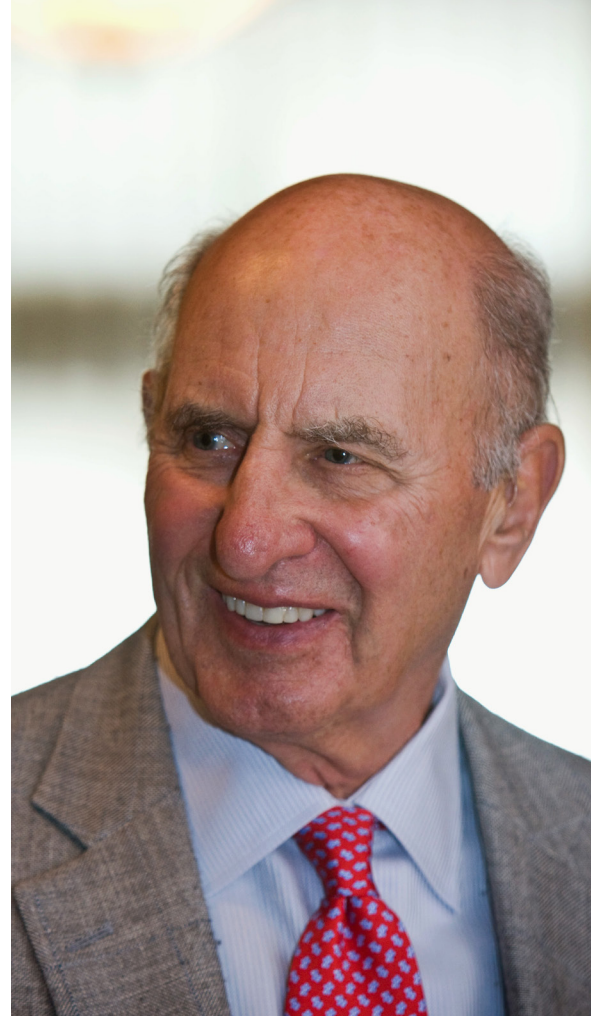
We have the strategy and experience to go big, to make transformative change in higher education and throughout the nation's educational system, working in partnership with faculty, college administrators and donors. With your help, we can—we must make it happen.

As Shakespeare wrote in *Julius Caesar*, “... we must take the current when it serves, or lose our ventures.” For many in our country, it is clear that now is the time to take this current.

Thank you for helping us to ensure that all our young people have the opportunity to learn about the principles a free society needs to survive and prosper.



Jack Miller
Chairman
Author of *Simply Success*



P.S. As you can see in his message in this report, Mike Ratliff, the president of the Miller Center, is retiring at the end of this year. Mike retired from the Navy as a Rear Admiral in charge of naval intelligence in 2000. Always the patriot, Mike then worked with another organization where we first met and where I began with what would quickly become the Jack Miller Center.

In 2007, when the Miller Center became an independent 501(c)(3) foundation, Mike agreed to come with us and head it up as president. Over the years, Mike and I and the rest of the team have worked together to build the Jack Miller Center from a small project in 2004 into the successful, influential organization it is today.

So Mike is now going to retire for the second time in his life. Over my 67-year career in business, I can honestly say that I have never worked with anyone who had more energy, more attention to detail, or more vision than Mike Ratliff. On top of all that, he has made everyone he has worked with feel important. He is just a great talent and a great guy.

But, this is not a eulogy; I hope Mike will still be available whenever his wisdom is needed. So we won't say goodbye, just “until we talk again.” —Jack



OUR STRATEGY

HOW DO WE ADVANCE EDUCATION IN AMERICA'S FOUNDING PRINCIPLES AND HISTORY?

Our four-part strategy builds lasting partnerships with professors, educators and donors, and it provides the base for expanding our efforts beyond colleges and universities.

<p>COMMUNITY OF PROFESSORS</p> <p>Identify the most talented emerging scholars in political science and history who share our mission, connect them to our growing network of professors and educators, and help them further their impact.</p>	<p>CENTERS OF RESEARCH AND TEACHING</p> <p>Establish and grow centers of research and teaching on campuses that promote and strengthen education in America's founding principles and history and sustain it for the long-term.</p>
<p>NATIONAL PROGRAMS</p> <p>Conduct national programs that strengthen and empower our faculty community, drive new curricula development, support new academic research and foster high school outreach.</p>	<p>COMMUNITY OF DONORS</p> <p>Support 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.</p>

Through these efforts, JMC is the premier resource for those who share our mission to advance education in America's founding principles and history.

Since our incorporation as an independent 501(c)(3) nonprofit organization in 2007, JMC has functioned like a business. We have adhered to a focused strategic operating plan, kept operational costs to a minimum and built a highly efficient, professional staff. This has allowed us to be successful in growing a network of dedicated educators on campuses across the country and to provide the resources they need to make a greater impact.

JMC PROGRAMS & INITIATIVES	2007	2017
Professors & educators in our national community	159	850
Courses taught on American ideas and institutions	418	19,900
Students taught by JMC fellows	17,000	800,000
Postdoctoral teaching fellowships awarded	0	161
Campus Centers of Research and Teaching	8	59
Research fellowships awarded	0	31

RIGOROUS SUMMER PROGRAMS FOR SCHOLARS

Intensive JMC Summer Institutes led by eminent historians and political theorists introduce up-and-coming professors into JMC’s nationwide faculty community and support their career development.

POSTDOCTORAL TEACHING FELLOWSHIPS

These fellowships support the career advancement of the most promising, dedicated young scholars, creating a team of 21st century college educators who will shape education on campuses for decades to come.

ANNUAL NATIONAL SUMMIT ON HIGHER EDUCATION

One of JMC’s flagship events, the Summit draws together campus program directors and professors from around the country to discuss practical steps to advance education in American history and political thought on their campuses.

CIVIC EDUCATION OUTREACH

Graduate and professional development programs for high school teachers led by JMC university faculty partners improve civic education at the high school level.

JOURNAL OF AMERICAN POLITICAL THOUGHT

The first peer-reviewed academic journal focused entirely on American political thought, now subscribed to internationally by more than 6,000 colleges and universities, is co-sponsored by JMC and Notre Dame and is published by University of Chicago Press.

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.

CONSTITUTION DAY INITIATIVE

Engaging campus events led by leading scholars and public intellectuals to raise student awareness and interest in the role and meaning of the U.S. Constitution in observance of Constitution Day, September 17.

SPECIAL PROJECTS

Curricular initiatives, special symposia, panels at national professional conferences, and other special events and programs offer new avenues to promote research, scholarship and the advancement of education in America’s founding principles.

 BUILDING A COMMUNITY
OF PROFESSORS



Katherine Rader (University of Pennsylvania) and other participants at the 2016 Graduate Student Summer Institute in Philadelphia.

Faculty partnerships have been the essential foundation of JMC's strategy. In 2004, Jack Miller convened a meeting of 50 professors to discuss how to improve civic education on college campuses. Since that time, our community of professors and educators has grown to more than 850 scholars working on more than 300 campuses to advance education in America's founding principles and history. We are grateful for the hard work of these dedicated faculty. JMC is committed to growing our national community of professors, advancing their careers and helping them increase their impact on campuses, so they can do even more to enrich the education of young citizens.

SUMMER INSTITUTES

JMC Summer Institutes are essential to building our national community of professors. Comprised of educational and professional workshops, lectures and group discussions, these intensive programs serve as the primary entry point for up-and-coming professors and scholars into our network. Our two 2016 Summer Institutes, held in Chicago and Philadelphia, were attended by promising scholars and advanced graduate students from around the country. Participants explored key texts on the intersection of commerce and politics and related themes with which the founding generation itself wrestled. More than 570 new participants and teaching faculty have participated in this JMC flagship program.



POSTDOCTORAL TEACHING FELLOWSHIPS

One of the most effective means for advancing the careers of promising and committed young scholars, 161 JMC postdoctoral fellowships have been awarded since 2008. Talented emerging scholars in American history and political thought design and teach new classes on the history and ideas of the Founding, conduct new research that shapes the study, and are given the opportunity to be mentored by JMC senior faculty partners at top universities. Each of these dedicated young scholars will teach America's founding principles to thousands of students over the coming decades, shaping higher education in the 21st century.



Above: Professor Michael Gillespie (Duke University) leading a Summer Institute session; Dr. Luke Mayville, postdoctoral fellow, Columbia University



JMC Postdoctoral Fellowships

PREPARING THE NEXT GENERATION OF SCHOLARS AND TEACHERS

Dr. Susan Gaunt Stearns, the Jack Miller Center Postdoctoral Teaching and Research Scholar at Northwestern, completed her fellowship spring 2017. At the Center for Legal Studies, JMC’s partner program at Northwestern, Dr. Stearns designed and taught a variety of courses on the American Founding, the American Revolution, the Constitution, and the expansion of the American state. This fall, she will begin a tenure-track position at the University of Mississippi as an assistant professor of U.S. history.

As a JMC Postdoctoral Fellow, you gained quite a bit of experience designing and teaching courses while also furthering your research. Please tell us about your experience.

It has been amazing. In addition to writing articles and revising my dissertation, I have had the opportunity to develop 12 new courses and implement some new teaching strategies along the way.



One course I’m particularly proud of, “Ratifying the Constitution,” focused solely on the period following the American Revolution until the Constitution. Students learned a lot about what went on in the writing and ratification of the Constitution, and they also honed their research, writing and technical skills by designing websites focused on what they were learning with the idea of creating something useful for the public.

What types of students have taken your courses?

I have had students from all kinds of different majors; from engineering and journalism to Spanish and English as well as history and political science. I’ve even had a few economics and biology majors.

You accepted a tenure-track position at the University of Mississippi to begin this fall. Congratulations! What will you be teaching?

I’m really excited to be getting onto a tenure track at an R1 research institution as a new assistant professor of U.S. history. I will be the professor of the American Revolution and will teach courses not just on the American Revolution and on early America, but also on the region more broadly. It fits perfectly with my current research interests on the political economy of the early American Mississippi Valley.

You have attended a number of JMC programs, including JMC Summer Institutes. How has your participation contributed to your work on campus?

Summer Institutes gave me the opportunity to explore texts new to me and to discuss them at length with other participants. I was able to see what people are doing around the nation and how they approach certain materials and topics, and also to hear different strategies for thinking about the role of the university both in the lives of students and in the community more broadly.

Additionally, the interdisciplinary nature of the Institutes allows historians and political scientists and even the occasional economist to explore similar topics in different ways, and to see how those differences play out. It has been really helpful and has given me a lot of ideas that I'm hoping to implement in my new institutional home.

How do you think JMC makes an impact in student education?

I think students have very broad ideas about the American Revolution and about the founding of the nation, but are often light on the specifics. JMC creates new opportunities for students to learn, and it also enables them to meet and interact with extremely important scholars. With JMC's support, we have had the opportunity to give students access to great historians and political theorists who help push students in new directions.

When we invite these scholars, we think about what topics might make sense for several different disciplines at once. For example, students in our sociology classes might spend a bit more time on federalism than they otherwise would have, which I think has allowed the JMC position to have a multiplier effect on campus.

What do you hope your students will take with them when they complete one of your courses?

My focus is always to expose students to the ideas and the world of the past and to help them develop skills they can use not only in other courses, but throughout their lives.



Dr. Stearns earned a Ph.D. in history from the University of Chicago. Her research focuses on the intersection of economics and political ideology in the decades following the American Revolution.



“There are many reasons I enrolled in Professor Stearns classes, but one of the most important is that she is an educator who genuinely cares about my performance as a student and has pushed me to achieve more than I ever imagined I could.”

**Angelica Parrilli, Class of 2018
Northwestern University
Center for Legal Studies**

CAMPUS CENTERS OF RESEARCH AND TEACHING

Our on-campus partner programs broaden student and public access to discussions about America's history and the political principles of free societies. They provide the base for campus-wide impact including student fellowships, certificates, majors and minors in American Studies, Constitutional Studies, Great Books and Western Thought.



CENTERS OF RESEARCH AND TEACHING

JMC has helped to develop 59 campus centers of research and teaching. In addition to an array of courses in American history and political thought, these centers conduct a variety of programs such as student and faculty events, student fellowships and activities, graduate student programs and outreach efforts for high schools and the community.

Professor and director Darren Staloff (lower right) and students of the Hertog Scholars Program at CUNY Macaulay Honors College

Thanks to a generous lead gift from the Ed Uihlein Family Foundation, JMC established the Opportunity Fund in 2014. This fund has provided the means to invest in the growth of the most promising campus programs around the country and has made possible millions of dollars in matches to ensure their success.



“Nowhere else on campus will you find students and professors engaging in a meaningful way with our nation’s founding documents and principles like you will in Constitutional Studies. I truly believe that I’ve been made a better citizen because Constitutional Studies has forced me to understand my roles and duties ...”

Mary Soren Hansen, Class of 2019
University of Notre Dame
Potenziani Program in Constitutional Studies

JMC PARTNER PROGRAMS

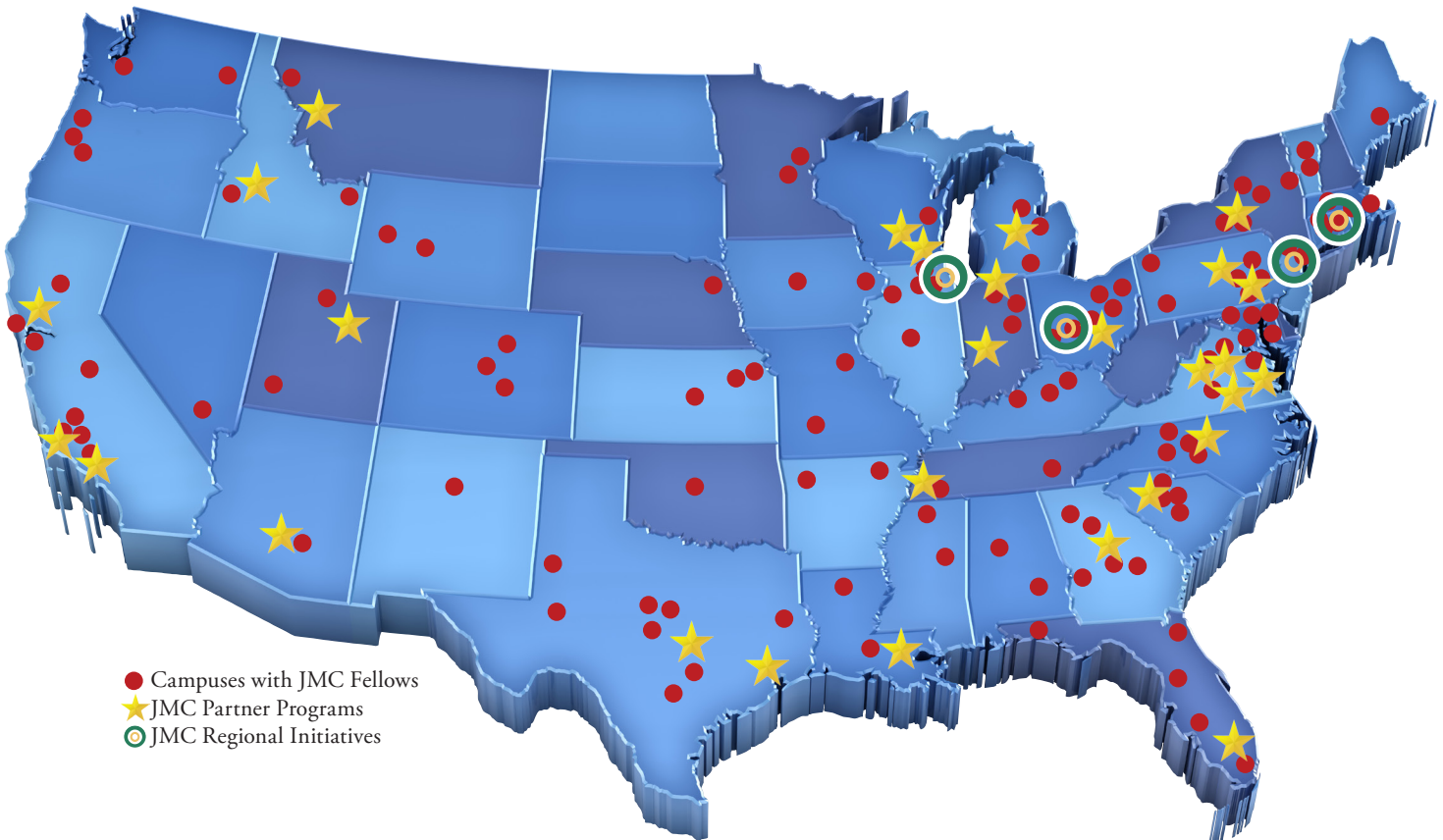
CENTERS OF RESEARCH AND TEACHING ON CAMPUSES

INSTITUTION	CAMPUS 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
Carroll College	Constitutional Studies Center	William Parsons
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 - 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
Linfield College	The Frederick Douglass Forum	Nicholas Buccola
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

INSTITUTION	CAMPUS 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 Institute on Constitutional Democracy	Justin Dyer; Jeff Pasley
University of Montana	The Project on American Democracy and Citizenship	Robert Saldin
University of Notre Dame	Potenziani Program in Constitutional Studies	Vincent Phillip Muñoz
University of Oklahoma	Institute for the American Constitutional Heritage	Kevin Butterfield
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 Zumbrennen
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	JMC Research Fellowships	Patrick Spero, Librarian and Director
Huntington Library	JMC Research Fellowships	Steve Hindle, W.M. Keck Foundation Director of Research
Newberry Library	JMC Research Fellowships	David Spadafora, President and Librarian
John D. Rockefeller, Jr. Library, Colonial Williamsburg	JMC Research Fellowships	Ted Maris-Wolf, Vice President of Research and Historical Interpretation



- Campuses with JMC Fellows
- ★ JMC Partner Programs
- ⊙ JMC Regional Initiatives



CNU student, Daniel Glenn

Christopher Newport University's Center for American Studies

UNIQUE LIBERAL ARTS UNIVERSITY EXPANDS AMERICAN STUDIES

JMC partners with dedicated professors at a variety of institutions—flagship state universities, regional schools, Ivy League institutions, and liberal arts colleges—all important to advancing our mission. Along with a focus on building great programs and centers at larger universities, JMC supports efforts at liberal arts institutions like Christopher Newport University (Newport News, Virginia) because of our shared commitment to a true liberal education that prepares students for lives of leadership and civic engagement.

CNU's *Center for American Studies* (CAS), JMC's campus partner program at Christopher Newport University (CNU), is a prime example of how working with one or two enterprising professors who share our mission can have a profound impact.

Elizabeth Busch founded CAS in 2007 with a seed grant from JMC. Ten years later, Professor Busch and her husband and fellow CAS co-director, Dr. Nathan Busch, have raised over \$2.5 million to support teaching and research on America's founding principles and U.S. national security.

CAS's success is linked to the academic programs upon which it is built—a major and minor American Studies and a minor in U.S. National Security Studies. The Professors Busch have expanded these curricular programs significantly, increasing enrollments in American Studies courses to 550 students annually—and over 3,000 since 2009.

CAS has implemented three of JMC's signature programs—the postdoctoral fellowship program, Constitu-

tion Day Initiative, and teacher-training workshops—with great success. CAS's postdoctoral fellowships have enabled Drs. Elizabeth and Nathan Busch to grow the number of full-time American Studies faculty from one to four tenure-track lines. They expect to add a fifth tenure-track line by 2020.

"I can hardly imagine my college career without the Center for American Studies, the Junior Fellow program, and the American Studies major... Without a doubt, Center faculty have instilled in me a love not only of American studies and political science, but learning itself."

Daniel Glenn, Class of 2019
Christopher Newport University
CNU Center for American Studies

Events like their annual Constitution Day Debate, conference on America's founding principles, and guest lecture program, energize their students and create excitement surrounding their academic studies. Summer workshops train social studies teachers to integrate founding documents into their lesson plans.

To date, CAS has hosted more than 300 leading professors, thinkers, and government leaders for on-campus events. They provide between 10 and 15 paid fellowships to students every year, and host two teacher workshops, two academic conferences, a Constitution Day Debate, and numerous guest speakers annually. Beginning with the JMC's investment, and the energy of Drs. Nathan and Elizabeth Busch, the impact of CAS has grown exponentially.

PARTNER PROGRAM HIGHLIGHTS

From debates and panel discussions, to lecture series and multi-day conferences, JMC sponsors hundreds of engaging events through our campus partner programs. These centers of research and teaching on campuses not only expand course offerings, but provide a variety of new opportunities for students, teachers and their local communities to learn about American history and political thought.

April 7-8, 2017

OHIO UNIVERSITY

George Washington Forum

Conference: “Freedom of Speech, c.1550-c.1850”

March 31, 2017

UNIVERSITY OF NOTRE DAME

Program in Constitutional Studies

Discussion: “Are Antidiscrimination Laws Hostile to Freedom or Essential to It?”
featuring Professors Richard Epstein and Matthew Coles

February 23, 2017

DEPAUL UNIVERSITY COLLEGE OF LAW

Center for the Constitution and American Foreign Policy

Symposium: “Rule of Law At Home and Abroad”

December 2-3, 2016

YALE UNIVERSITY

Yale Center for the Study of Representative Institutions

Conference: “Commercial Republicanism”

December 2, 2016

COLUMBIA UNIVERSITY

Center for American Studies

Conference: “Democracy and Education in the 21st Century”

October 20, 2016

NEWBERRY LIBRARY

Public Event: “Hunting for Hamilton: A User’s Guide to Understanding a Confounding Founder” by Professor Joanne Freeman

September 13-14, 2016

ROOSEVELT UNIVERSITY

Montesquieu Forum

Panel: “Immigration, Citizenship and the American Dream” during Roosevelt’s week-long conference, “The American Dream Reconsidered”

Student Perspective

WHY COURSES IN AMERICA'S FOUNDING PRINCIPLES ARE FULL

JENNY LIM, CLASS OF 2020

UNIVERSITY OF VIRGINIA

PROGRAM ON CONSTITUTIONALISM AND DEMOCRACY



“From the very first day, I knew that this class would shape the rest of my time at UVA.”

Coming into college last August, I felt very lost and apprehensive because I didn't have the slightest idea about what I wanted to study. But because I enjoyed the U.S. Government class that I took in high school and was influenced by my older sister's major in Politics, I decided to take a class called the American Political Tradition.

Based on the course description, it seemed like an informative class for any student, not just for a Politics major, who wished to understand the fundamental principles that undergirded the founding of our nation. Simply put, choosing this class has been the best decision I have made at UVA.

From the very first day, I knew that this class would shape the rest of my time at UVA. As I immersed myself into the diverse and often conflicting thoughts of various philosophers, writers, justices, politicians and activists that came to define the political framework of our country, this class grew more valuable to me.

This class taught me to pay attention to the present political debates and people's general grievances, to have a deeper appreciation for, and connectivity with, this country and its roots, and to continue the American political tradition through active civic participation.

So meaningful was this class to me that I decided to take another class offered by the same program: American Political Economy. It was a perfect complement to American Political Tradition because it explored the development of the American economic system in light of American democratic principles. The emphasis on the economic side of politics in this class made me realize how closely tied economy is to politics.

Discussions about the Constitution, religion, democracy, civil rights, inequality, capitalism and welfare among many other topics have taught me to truly believe in the power current and future generations hold in shaping the politics and economy of America. We live in a democracy molded directly by the energetic dialogues among both public servants and average citizens, and similarly, we can engage in public discourse and affairs in order to continue the spirit of “We the People.”

The classes in the *Program on Constitutionalism and Democracy* have instilled love and enthusiasm for politics in me, and I can't be grateful enough.

Support for the growth of programs at the University of Virginia is made possible by the generous support of John and Paula Lillard.



Lasting Change on Campus

HOW ONE PROFESSOR CAN MAKE A DIFFERENCE

Vincent Phillip Muñoz is the Tocqueville Associate Professor of Political Science and concurrent Associate Professor of Law at The University of Notre Dame. He also serves as Director of Notre Dame's Tocqueville Program for Inquiry into Religion and Public Life and the Potenziani Program in Constitutional Studies, a JMC partner program.

Professor Muñoz joined our faculty community as a fellow in the 2006 Miller Summer Institute (Boulder, Colorado) and has been an active participant in JMC programs as he has progressed in his career. He is a prime example of the lasting impact one professor can have in the education of students.

JMC: Professor Muñoz, thank you for taking the time to share your thoughts with us.

VPM: Sure, I'm glad to help. JMC's leadership and support have been indispensable to our efforts to promote the study of the American Constitution and religious freedom, and I appreciate the benefits I've received personally from participating in the Miller project. I know that much of my scholarship has been made possible by your efforts.

JMC: Our work is only possible through great professors and educators like you. In addition to teaching, you direct two programs at Notre Dame. Please tell us a little about them.

VPM: Both Notre Dame's Program in Constitutional Studies and the Tocqueville Program for Inquiry into Religion and Public Life address fundamental questions about justice, politics and the common good.

The Tocqueville Program fosters scholarship and teaching on questions pertaining to the place of religion in American public life. The Program aims to illuminate the unique contribution of religion to American republicanism, recapture the American Founders' understanding of the natural right of religious liberty, and promote public discussion of our "first freedom."

JMC: How would you describe the Program in Constitutional Studies?

VPM: The Program in Constitutional Studies examines political regimes with a particular emphasis on the American Constitution. Students investigate the principles of justice that animate different political orders. They ask how different regimes foster different types of citizens and how regimes rise and fall. In our study of America, we seek to nurture citizens who possess the knowledge, character and prudence to guide our republic.

Student response has really been fantastic. The program has grown year by year. Along with the graduate program in constitutional studies, we offer an undergraduate minor, undergraduate fellows program, as well as lectures and other events.

JMC: Are you drawing undergrads outside history and political science?

VPM: Very much so. The minor is drawing students from across the university. In fact, more than a quarter of our minors have primary majors in Notre Dame's School of Business.



Professor Vincent Phillip Muñoz

JMC: How do you think undergraduates benefit from the minor in constitutional studies?

VPM: Notre Dame undergraduates who minor in Constitutional Studies complete a course of study that requires them to discuss, debate and deeply engage the history, principles and practices of constitutionalism.

We seek to prepare citizens to be leaders and champions of the American experiment of self-government. We expect our students to be able to articulate, debate and defend the principles of a free and just society and exercise leadership within their communities and professions.

I've been amazed at what the students have been able to accomplish through this program. They are the real stars.



“The Constitutional Studies program has been the most meaningful part of my academic experience at Notre Dame. One of the classes I took with Professor Muñoz, Civil Liberties, was one of my most challenging courses and one of the most rewarding.”

Marisa Teixeira, Class of 2018
University of Notre Dame
Program on Constitutional Studies

Reaching beyond the scope of any individual professor or campus, JMC conducts national programs to support the efforts of professors and educators and bring a wide spectrum of valuable resources to their work. These programs offer channels for publication, best practices for curriculum and program enhancement, and opportunities for collaboration and networking with other professors from around the country.

NATIONAL PROGRAMS

Our national programs include the JMC Annual National Summit on Higher Education, Constitution Day Initiative, special conferences to enrich scholarship, and regional initiatives that focus our efforts on programs and resources for professors within specific areas. We also provide an online resource center for educators and students around the country.

Through the JMC and Notre Dame co-sponsored academic journal, *American Political Thought: A Journal of Ideas, Institutions and Culture* (University of Chicago Press), JMC fellows and other scholars have the opportunity to publish peer-reviewed works through an internationally-distributed publication dedicated exclusively to research in American political thought.



(Right) Audience at the symposium on “A Declaration of Life and Liberty” conducted with the National Constitution Center as part of JMC’s 2016 National Summit

JMC’s national programs have been made possible by the generous support of the Roger and Susan Stone Family Foundation, the Andrea Waitt Carlton Family Foundation, the Thomas W. Smith Foundation, the Bodman Foundation, the National Constitution Center and other donors.



ANNUAL NATIONAL SUMMIT ON HIGHER EDUCATION

Our 2016 National Summit was held in partnership with the National Constitution Center (NCC) in Philadelphia, putting a spotlight on constitutional studies and expanding outreach to the high school level. Partner program leaders and professors from campuses across the country participated in a variety of panel-led discussions. Steven Smith, Alfred Cowles professor of political science at Yale, was presented with JMC's 2016 Chairman's Award for Academic Excellence. The Summit culminated with a symposium at the NCC on "A Declaration of Life and Liberty" featuring renowned historian, Professor Gordon Wood.



Michael Zuckert (Notre Dame), Gordon Wood (Brown)

CONSTITUTION DAY 2016

JMC's Constitution Day Initiative plays a key role in raising student interest in the role and meaning of the U.S. Constitution. Among events in observance of Constitution Day (September 17), JMC sponsored an all-day conference at Miami University (Ohio) featuring scholars from around the country, including a live-streamed keynote discussion between constitutional law scholars Akhil Amar and Jeffrey Rosen on the Constitution and its importance for our nation. At Christopher Newport University, a debate between former Assistant Secretary of Homeland Security Seth Stodder and Georgetown University Law Professor David Cole was held on the constitutional limits of data mining.



Jeffrey Rosen (National Constitution Center)

NATIONAL CONFERENCE POPULISM: HISTORY, ECONOMICS, POLITICS

Bradley-prize winners, esteemed professors, Nobel laureates, and other leading public intellectuals gathered May 2017 in Chicago to discuss the role populism has played in American political life. Made possible by a grant from the Lynde and Harry Bradley Foundation, this event was the third in a biennial series of national conferences to celebrate the contributions of Bradley-prize winners and other scholars to the American experiment in liberty.

"The purpose of these conferences is not only to celebrate the important contributions of these great modern-day thinkers, but to encourage even greater contributions in the future," said Mike Ratliff, JMC president. "By working together to support the efforts of the most influential scholars and educators, we further our shared goal of protecting the principles and institutions of our nation for coming generations." Speakers included Professor Robert P. George (Princeton) and Dr. Victor Davis Hansen (Hoover Institution).



Robert P. George (Princeton)



Panel on programs for high school teachers with Tom Kelly (JMC), Jeffrey Rosen (NCC), John Zumbrunnen (Univ. of Wisconsin-Madison), Evan Oxman (Lake Forest College)



Students at the 2016 Constitution Day event at Miami University



Victor Davis Hansen (Hoover Institution)

Regional Programs

CHICAGO INITIATIVE ENGAGES STUDENTS, COMMUNITY IN THE AMERICAN FOUNDING

In 2009, Jack Miller, a lifelong Chicago resident, called on our organization to draw together resources from across Chicago to advance the education local students need to be informed and engaged citizens and to act as a blueprint for other regions.

After eight years, this effort has grown into a far-reaching citywide initiative. The Chicago Initiative now includes a network of ten universities and colleges, more than 100 professors, and a growing network of high school teachers and administrators, all working to promote civic education in the Windy City.

The Chicago Initiative sponsored multiple conferences, public lectures and events to engage students and the broader community in the American Founding and made possible a number of new courses offered by our partner programs in the Chicago region.

2016-17 CHICAGO INITIATIVE HIGHLIGHTS

Roosevelt University hosted a week-long conference in September on “The American Dream *Reconsidered*.” A highlight of the conference was a discussion attended by hundreds of students featuring Professor Stuart Warner, director of RU’s *The Montesquieu Forum*, and one of our nation’s most prominent entrepreneurs, Peter Thiel. The topic was the coherence of the idea of the American Dream in a globalized world.

Made possible by the support of the Brinson Foundation, the prestigious **Newberry Library** began a year-long public lecture series last fall on “Hamilton and His World,” discussing the key role Alexander Hamilton and others played in our nation’s Founding.

Professor Alberto Coll, director of the *Center for the Constitution and American Foreign Policy* at the

DePaul University College of Law, hosted a symposium April 2017 on “The Rule of Law at Home and Abroad.” Leading scholars from the University of Notre Dame Law School, the John Jay College of Criminal Law, and the Military History Center at the University of North Texas participated in the symposium.

Thanks to support from the YOT Full Circle Foundation, the *Center for Legal Studies* at **Northwestern University** offered multiple new courses on our nation’s history and hosted a yearlong lecture series on the principles of voting and representation. The Center hosted a conference May 2017 on “Law in Motion: the Past, Present, and Future of American Elections” with scholars from Chicago and across the country. Professor Richard Hasen, of UC-Irvine’s law school, delivered the keynote address.

American Principles and American Power

BROADENING INTERNATIONAL RELATIONS AND PUBLIC POLICY EDUCATION



Roy Godson, JMC project coordinator for *American Principles and American Power*, served as president of the National Strategy Information Center from 1993 to 2015. He has been a consultant to the US National Security Council, the United Nations, the Organization of American States, foreign governments and civil society institutions. He is currently researching strategic opportunities to further US ideals and interests and to develop political and cultural capabilities to mitigate anticipated global challenges.

American Principles and American Power (APAP) is a focused effort working to expand education in America's founding principles and their implications for national security, foreign policy and our global presence as a nation.

Made possible by a lead gift from Ms. Diane Hendricks and a grant from the Lynde and Harry Bradley Foundation, JMC launched this special project with an inaugural Jeffersonian Seminar on foreign policy and national security in 2015.

The seminar provided the base for the first stage of the project's development beginning with several new model courses, including "Democracy, Diplomacy and the Rule of Law" (Georgetown); "The Rule of Law, Democracy and the Role of Context" (CUNY); and "The Relevance of America's Founding Principles to US Global Security Interests" (Daniel Morgan Academy).

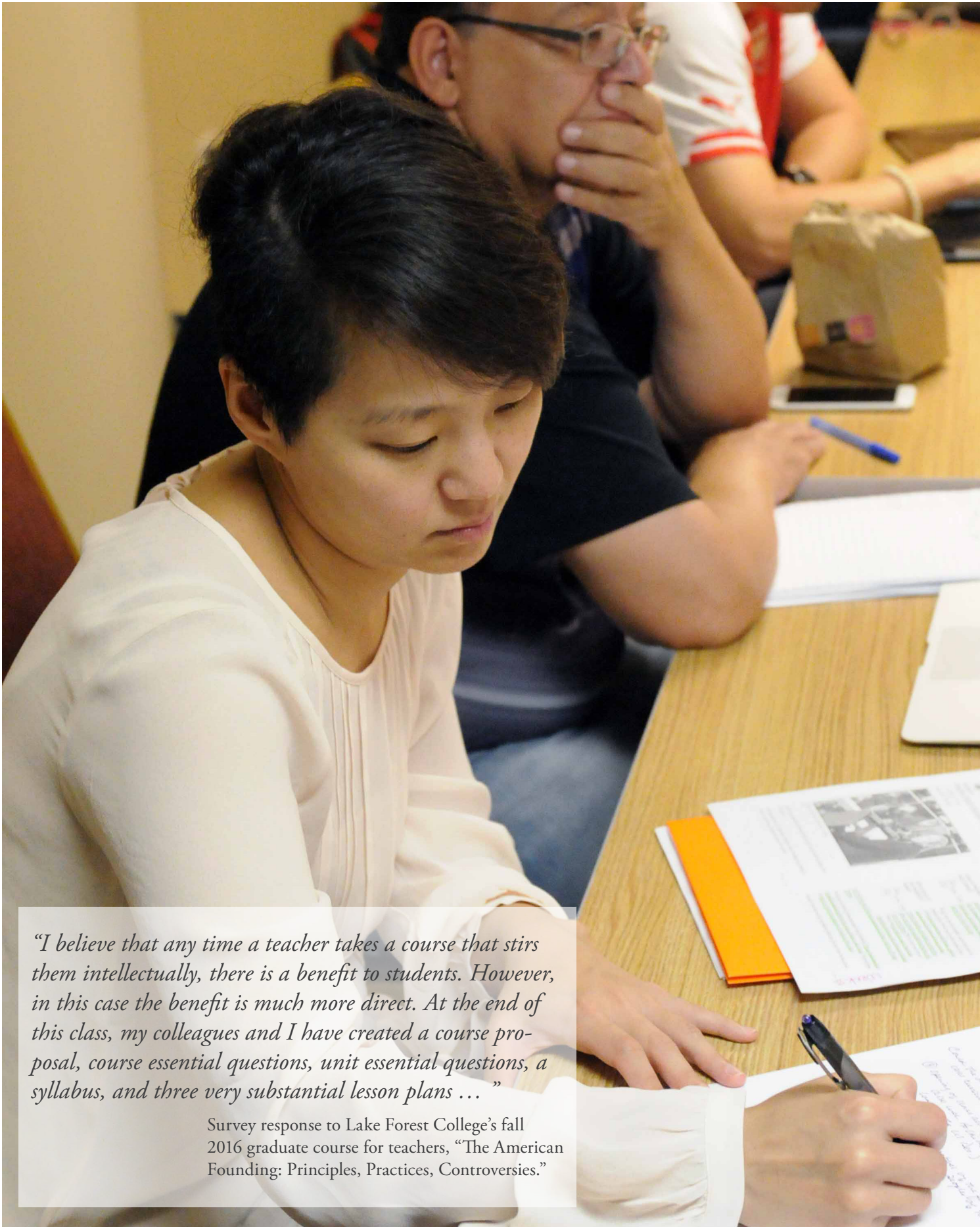
Dr. Roy Godson, Georgetown professor emeritus, is JMC's project coordinator. "Our experiences in Iraq and Afghanistan have underscored the necessity of providing future policymakers, civilian and military personnel, and civil society leaders a foundation in the challenges of sustaining a free political and economic order," said Dr. Godson.

"Americans involved overseas need to be educated in how difficult it was for the values, practices and institutions necessary for a free order to take root and evolve here in the United States if they are to be better prepared to offer support to others seeking to establish a regime based on the ideals embedded in the Declaration of Independence."

Core faculty in the project are working to develop new interdisciplinary programs on campuses and new academic research, expanding the university institutional base for the subject.



HIGH SCHOOL PROGRAMS



“I believe that any time a teacher takes a course that stirs them intellectually, there is a benefit to students. However, in this case the benefit is much more direct. At the end of this class, my colleagues and I have created a course proposal, course essential questions, unit essential questions, a syllabus, and three very substantial lesson plans ...”

Survey response to Lake Forest College’s fall 2016 graduate course for teachers, “The American Founding: Principles, Practices, Controversies.”



Harvey L. Miller Founding Civics Initiative

ADVANCING OUR FOUNDING PRINCIPLES AT THE HIGH SCHOOL LEVEL

JMC's innovative new high school program, the Harvey L. Miller ("HLM") Founding Civics Initiative, launched in Chicago the summer of 2016. This unique program brings JMC faculty partners together with high school teachers to develop engaging classes and curricula that connect the ideas and debates of the American founding era to contemporary issues high school students study in civics and will face as citizens.

Made possible by a generous grant from the Harvey L. Miller Family Foundation and additional support from Jack Miller, The Crown Family and other donors, HLM Founding Civics provides Chicagoland high school teachers with graduate education, professional development programs and resources to help them prepare their students for their roles in American civic life.

"In its first year, we're already seeing tremendous progress," said Tom Kelly, JMC Director of Civic Education Outreach. "Due to demand, we've expanded from one to three summer seminars, and professors are contacting me about starting similar programs—professors not only around Chicago, but across the country."

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

Working with these institutions over the past year, Chicagoland teachers enrolled in accredited week-long or day-long professional development seminars that addressed particular topics on the American Founding, or more in-depth graduate courses designed for working teachers. All programs were devised not only to deepen teacher knowledge, but to aid curriculum development.

In a 2016 survey on Founding Civics Saturday seminars, one teacher wrote, "... the seminar helped me to reframe the Founding in my own mind, with its complexities and uncertainties, and this will help me teach the era in a fresh way that allows the students to have the same level of excitement in discovery as I had in the seminar."

Each HLM Founding Civics Program gives teachers knowledge and resources to enable them to help their students question the underlying assumptions in politics today, to think critically about their own deeply-held political beliefs, and to draw conclusions that will give clear purpose to their participation.

CELEBRATING TEN REMARKABLE YEARS ADVANCING EDUCATION IN AMERICA'S FOUNDING PRINCIPLES AND HISTORY

After several pilot projects beginning in 2004, the Jack Miller Center incorporated as an independent 501(c)(3) operating foundation in 2007. As we celebrate our tenth year advancing education in the history and principles our nation was founded upon, we thank every one of our donors. Without your support, our work over the past decade would not have been possible. We have made remarkable progress thanks to the generosity of each and every one of you.

Now, we are looking to the future and are laser focused on our mission. With each new development, new partner, new program, we are working to ensure every student across our nation has the opportunity to get the education they are hungry for, and that our democracy depends upon.

Thank You!

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**in memorium*

THE GROVER HERMANN FOUNDATION is sunsetting this year, and we would like to give a special thanks for their generosity over the years. The foundation has been instrumental in the growth of many of our most important programs. We are very grateful for their partnership and for helping us make a lasting impact in the education of our nation's young people. Paul and Kay Vee, thank you for all your support.



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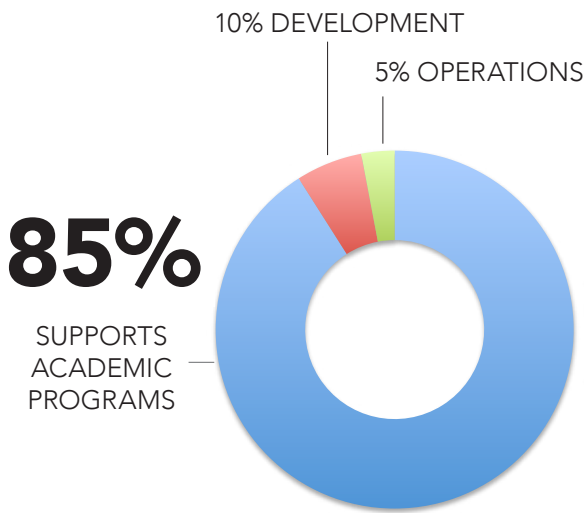
Administrative Assistant



Since its inception, JMC and our partners have committed more than \$141.6 million to advance education in America’s founding principles and history. This includes matches in support of new faculty positions, postdoctoral fellowships and the growth of campus programs. Our financial statements are audited annually by an independent accounting firm, which certifies that our organization’s accounting and financial practices are in compliance with generally accepted accounting principles (GAAP).

2016 FINANCIALS SUMMARY

DIVISION OF EXPENSES



The early growth of the Fund for America’s Future is made possible by some of our most dedicated donor partners. The Fund was established to sustain JMC core programs for the long term.

REVENUES

Funds from Jack Miller Family Foundation	1,736,757
Funds from Other Donor Partners	4,096,090
Interest and Dividends	64,937
Total Cash Revenue	5,897,784
Payments received on prior-year pledges	-3,993,286
Total Accrued Revenue	1,904,498

EXPENSES

Academic Programs Expenses	
Academic Programs	2,943,371
Conduct, Operations, Staffing	1,203,386
Subtotal	4,146,757
Other Operations Expenses	
Development	489,641
General and Management	214,935
Subtotal	704,576
Total Accrued Expenses	4,851,333

FUND FOR AMERICAN’S FUTURE

Endowment Value as of 12.31.16	2,389,493
Outstanding Pledges	850,000
Total	3,239,493

DONOR AND UNIVERSITY MATCHES

Matches to JMC Academic Investments	3,948,000
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“An alum once told me that the Center for American Studies is the ‘hidden gem’ of Columbia.” I couldn’t agree more. It has allowed me to study liberal arts in the truest sense—to study an eclectic array of the humanities in order to make me a better person, citizen and intellectual. I’m forever indebted to this Center, and I personally thank you all for your support.”

Madeleine Claire Matthews, Class of 2017
Columbia University
Center for American Studies

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If you would like to contact us for more information, please call Mike Deshaies, Vice President, at (484) 436-2067 or email him at mdeshaies@gojmc.org.

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