

MADISON

Notes

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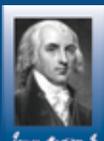
James Madison

MISSION



THE JAMES MADISON MEMORIAL FELLOWSHIP FOUNDATION was established by Congress in 1986 for the purpose of improving teaching about the United States Constitution in secondary schools.

The purpose of the Madison Fellowship program is to strengthen teaching of the history and principles of the Constitution by supporting master-of-arts level graduate study for secondary school teachers of history, government, and social studies.



JAMES MADISON
MEMORIAL FELLOWSHIP
FOUNDATION

MADISON
Notes

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From the President



At the heart of the James Madison Foundation's work is a belief that the strength and integrity of American government depends upon citizens' knowledge of their government and of their rights and responsibilities under it. Yet, as is repeatedly demonstrated, that knowledge is sorely lacking today. This is where the mission of the James Madison Foundation, and the day-to-day work of our James Madison Fellows, becomes vital.

The original mission of public schools was to create good citizens. Our nation's founders understood that learning how to be a good citizen was just as important as learning how government works. Recent studies have shown that there is a correlation between the lack of investment in civics education and the current partisan discord in our country. What is the answer? It's important that we return to civics in the classroom.

Civility is an important part of civics. Civility means manners, politeness, and courtesy in behavior and speech. We can be civil with each other. We can have a civil discourse and disagree without being disagreeable. Having a robust debate over the complex issues that face our Republic is an important part of a healthy democratic republic, but we can have a robust debate and still be civil to each other. Our James Madison Fellows understand that civility is the binding agent that creates E Pluribus Unum or "Out of Many, One" in our nation and they are leading the way.

Amidst all the noise and static of today's political debates, young Americans are looking to, and listening to, our James Madison Fellows as their teachers and mentors. As we build upon our accomplishments from the past year, we thank you for supporting our mission and the work of our James Madison Fellows to educate young Americans about the United States Constitution.

Lewis F. Larsen
President, James Madison Foundation



James Madison, Justice Scalia, and Constitutional Interpretation

JEFFRY H. MORRISON, PH.D.

Director of Academics, James Madison Foundation

Professor, Department of Leadership and American Studies, Christopher Newport University, Newport News, Virginia

Whatever veneration might be entertained for the body of men who formed our Constitution, the sense of that body could never be regarded as the oracular guide in expounding the Constitution. As the instrument came from them it was nothing more than... a dead letter.

Although a likelier source for such a view of constitutional interpretation might be a modern-day proponent of a “living constitution” (a view anathema to the late Justice Antonin Scalia), these words belong to James Madison, Father of the Constitution. Madison, who of course went to extraordinary lengths to record, first in shorthand, and then in longhand, each day’s debates in the Federal Convention of 1787 (he said the labor nearly killed him), nevertheless, ignored the “original intent” of the constitutional Framers. Moreover, Madison, as will become clear, believed in a sort of “living constitution” of his own, although decidedly not “living” in the sense that contemporary proponents mean. To give the fuller quotation, which comes from a speech on the Jay Treaty that Madison gave in the House of Representatives in April of 1796:

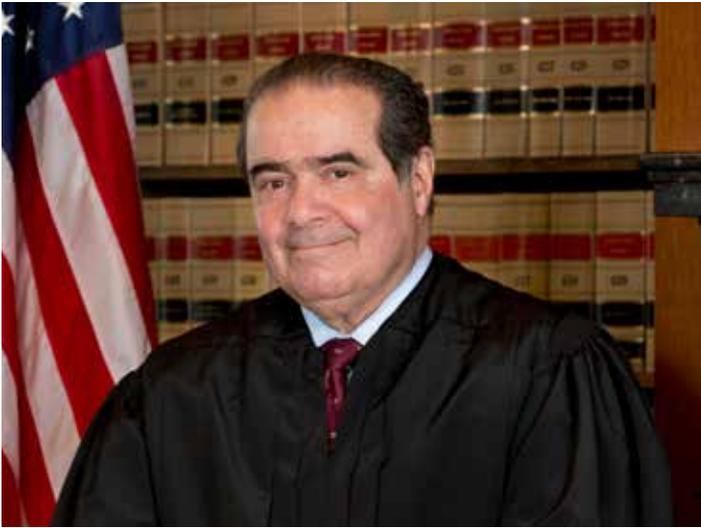
Whatever veneration might be entertained for the body of men who formed our Constitution, the sense of that body could never be regarded as the oracular guide in expounding the Constitution. As the instrument came from them it was nothing more than the draft of a plan, nothing but a dead letter, until life and validity were breathed into it by the voice

of the people, speaking through the several State Conventions. If we were to look, therefore, for the meaning of the instrument beyond the face of the instrument, we must look for it, not in the General [i.e. Federal] Convention, which proposed, but in the State Conventions, which accepted and ratified the Constitution.¹

The speech was only eight years removed from ratification of the Constitution, during the second Washington administration and the controversy swirling around the Jay Treaty, a considerable part of which involved constitutional interpretation. Madison had been a close, though informal advisor to President Washington, and had begun to see his erstwhile colleague and Federalist coauthor Hamilton’s expansive interpretation of the Constitution dominating the administration. Madison opposed not only the terms of the Treaty, which he thought too pro-British, but the Senate’s sole right to ratify it because of the appropriations language (recall that the Constitution reserves appropriations to the House). That was the context; let us attend to his theory of constitutional interpretation. Madison called the unratified Constitution a “dead letter,” and he denied that a proper gloss on its meaning can come from the Convention notes (even, one might add, his notes); that gloss must come, if come it must, from the meaning of the words of the Constitution as understood by the members of the state ratifying conventions. (This belief of Madison’s is sometimes given as a reason that he delayed publishing his detailed notes of the Convention debates during his lifetime.) Let us also acknowledge that Madison did indeed believe in a “living Constitution” of sorts—for what is a constitution that has “life” but a “living constitution”? But surely this question is begged: What of other contemporary writings, such as *The Federalist* (which Justice Scalia so liked to

cite), or the Antifederalist essays? Are they proper Madisonian sources for modern-day constitutional commentators? Strictly speaking, it would seem not: those essays did not enliven, validate, or give legitimacy to the Constitution. But might they help us to understand how the words in the Constitution were understood by the ratifiers, and hence the people, which Madison says are the only legitimate understandings? Fortunately, the Father of the Constitution left more guideposts to his theory of constitutional interpretation, although some were not discovered until the mid-twentieth century.

In January of 1800, the year of the turbulent presidential contest, Madison authored a Report on the Alien and Sedition Acts. By this time he had labored mightily with Jefferson to create the first truly national political party, the Democrat-Republican Party in opposition to the Federalists, an opposition party that was about to unseat John Adams in the “Revolution of 1800” and put Jefferson in the presidential chair. This Report followed on his Virginia Resolutions against the Alien and Sedition Acts in 1798. The Report of 1800 alluded many times to constitutional interpretation, which was always to be bottomed on what Madison called the “principle” of “the authority of constitutions over governments, and of the sovereignty of the people over constitutions,” which are “truths which are at all times necessary to be kept in mind.”² He immediately criticized “forced constructions of the Constitutional charter” by Congress and president that were marked by too great “latitude” and that indicated “a design to expound certain general phrases... so as to destroy the effect of the particular enumeration explaining and limiting their meaning.” Madison was referring to the “common defense” and “general welfare” clauses of Article I, Section 8 of



Antonin Scalia



James Madison, Jr.

the Constitution, which, in turn, had been copied from the Articles of Confederation. These phrases had been “misconstrued” by Federalists (read Hamilton—though not Washington—and Adams and Congress). How misconstrued? By ignoring the “particular enumeration of powers” doctrine of the Constitution, by instead giving those phrases an “indefinite meaning,” and by assuming an overly broad “latitude of power in the national councils.” None of these illegitimate interpretations comported with “[t]he true and fair construction of this expression.”³ Once again, we see that for Madison, constitutional legitimacy flows from the sovereignty of the people: over the constitution, which in turn is sovereign over the government. (In this respect, incidentally, Justice Scalia was thoroughly Madisonian. When confronting a non-originalist pronouncement of a new right, or interpretation, he would ask something like this: When did the American people vote on X? Why should an unelected panel of judges get to change the meaning of the constitutional text without going through the amendment process or having Congress pass a law?)

After his retirement from politics, Madison wrote what have come to be called his “Detached Memoranda” (ca. 1819), private reflections on his career not published until the mid-twentieth century. In those memoranda Madison maintained his textualist principles of constitutional

interpretation but widened the scope of materials available to the interpreter. He wrote:

If the meaning of the Constitution was to be looked for elsewhere than in the instrument, it was not in the General Convention, but the State Conventions.... [T]he latter [were] the authoritative Bodies which made it a law, or rather through which the Nation made it its own Act. It is the sense of the nation therefore[,] not the sense of the General Convention, that is to be consulted; and that sense, if not taken from the act itself, is to be taken from the proceedings of the State Conventions & other public indications as the true keys to the sense of the Nation.⁴

Note well: Madison explicitly added “other public indications” to the list of sources of legitimate constitutional interpretation; he broadened the field beyond the state ratifying conventions, as guides to the original meaning the nation gave to the Constitution. Madison also never suggested that meaning should be sought outside the text of the Constitution; there was always that hypothetical if and use of the subjunctive tense. We might add that his Federalist coauthor Alexander Hamilton focused every bit as much on the meaning given the Constitution by the ratifiers (i.e., the nation) against that of the constitutional Framers. Likewise, Hamilton downplayed the intentions of the Federal

Convention when he wrote, “whatever may have been the intention of the framers of a constitution[,]... that intention is to be sought for in the instrument itself, according to the usual & established rules of construction... . [A]rguments drawn from extrinsic circumstances, regarding the intention of the [Federal] convention, must be rejected.”⁵

By 1821, some two years after the “Detached Memoranda,” Madison was even more alarmed by “ominous” departures in constitutional interpretation from a textualist reading. Writing to John G. Jackson, he noted:

The departures from the true & fair construction of the instrument have always given me pain, and always experienced my opposition when called for. The attempts in the outset of the Govt. to defeat those safe, if not necessary, & those politic[,] if not obligatory[,] amendments introduced in conformity to the known desires of the Body of the people, & to the pledges of many, particularly myself when vindicating & recommending the Constitution, was an occurrence not a little ominous. And it was soon followed by indications of political tenets, and by rules, or rather the abandonment of all rules of expounding it, wch. were capable of transforming it into something very different from its legitimate character as the offspring of the National Will. I wish I could say that constructive innovations had altogether ceased.⁶

Madison knew that there are only two ways to change a written constitution: changing the actual words through amendment or by changing their meaning through “construction.” The first is legitimate; the second illegitimate. As the first quotation noted (1796), Madison had seen the end of the Washington presidency, one term of an even more Federalist administration under John Adams and the dreaded Alien and Sedition Acts, and had finished his own stormy two terms as president. The fourth president viewed so-called “constructive innovations” with increasing alarm.

The Madisonian mother lode, however, comes in a letter he wrote in 1824 to Henry Lee IV of the famous Lee family of Virginia. It is the best statement of his principles of interpretation because, unlike the Detached Memoranda, Madison anticipated that this letter would likely become public. He had retired from his tumultuous presidency (the Capitol had been burned on his watch), he was thinking about the legacy of the Founding (Lafayette visited him at Montpelier that year), and about political party disputes, and he wanted the Constitution he helped to father, as he put it, “justly” interpreted. So he wrote to Lee,

The Constitution itself...must be an unflinching source of party distinctions.... There is nevertheless sufficient scope for combating the spirit of party,...and particularly to give to the Constitution that just construction, which...may put an end to the more dangerous schisms otherwise growing out of it.

For this last object, I entirely concur in the propriety of resorting to the sense in which the Constitution was accepted and ratified by the nation. In that sense alone it is the legitimate Constitution. And if that is not the guide in expounding it, there can be no security for a consistent and stable, more than for a faithful exercise of its powers. If the meaning of the text is sought in the changeable meaning of the words composing it, it is evident that the shape and attributes of the government must partake of the changes to

which the words and phrases of all living languages are constantly subject. What a metamorphosis would be produced in the code of law if all its ancient phraseology were to be taken in its modern sense. That the language of our Constitution is already undergoing interpretations unknown to its Founders, will, I believe, appear to all unbiased inquirers into the history of its origin and adoption not to look farther for an example (e.g., take the word “consolidate” in the Address of the Convention prefixed to the Constitution). It there and then meant to give strength and solidity to the Union of the States. In its current and controversial application it means a destruction of the States, by transfusing their powers into the government of the Union.⁷

Madison was crystal clear: “in that sense alone it is the legitimate Constitution.” A non-originalist, or a non-“fair meaning textualist” interpretation is therefore illegitimate according to the Father of the Constitution, and, he implied, “unjust.”⁸ Any other kind of interpretation will result in a change in form of the government (a metamorphosis) and will undermine the stability of the government; and although he said it elsewhere (in the Report on the Alien and Sedition Acts of 1800, as noted), Madison believed that it would result in a change from a republic into a monarchy by inevitably transferring the many state powers into a single national power.

To conclude, Madison’s hierarchy of authority and his related principle of constitutional interpretation were thoroughly consistent: the people (“We the People”) are always sovereign over the Constitution, which in turn is sovereign over the government. This hierarchy led Madison—and Scalia after him—to privilege the interpretation of the text of the Constitution given it by the people (sometimes he said the “nation”) through the ratifiers and to insist on a fixed meaning given to it by those people, always leaving room for legitimate change through the amendment process, which is ultimately an exercise of popular sovereignty. The fixed meaning of the text is the meaning understood by the

American people when they gave life and validity to the Constitution by ratifying it through the state conventions, which can be discovered in the ratification debates and other contemporary writings. But any meaning other than that original meaning, as Madison wrote in 1821, is “false, unfair, and illegitimate.” To conclude: James Madison believed in a kind of living constitution; indeed, he might even be said to be the Father of the Living Constitution. But Madison’s Constitution is not one that is “living” in the way that contemporary Americans or Britons want their constitution to be, namely, subject to fiat change by the legislature (Parliament or Congress), or even less, subject to construction by an activist judiciary. And that Madisonian position turns out to be the one argued with such gusto by Justice Scalia over his decades-long career on the Supreme Court.

ENDNOTES

- ¹ James Madison, Speech in Congress, April 6, 1796, in *Writings of James Madison*, ed. Gaillard Hunt, 9 vols., vol. 6 (New York: G. P. Putnam’s Sons, 1900–10), 272 [hereinafter WJM].
- ² Madison, Report on the Alien and Sedition Acts, January 7, 1800, in *James Madison: Writings*, ed. Jack N. Rakove (New York: Library of America, 1999), 614 [hereinafter *Writings*].
- ³ Madison, Report on the Alien and Sedition Acts, in *Writings*, 616–18.
- ⁴ Madison, “Detached Memoranda,” ca. 1819, in *Writings*, 750–51 [emphasis added].
- ⁵ Alexander Hamilton, “Opinion on the Constitutionality of an Act to Establish a Bank,” 1791, in *The Papers of Alexander Hamilton*, ed. Harold C. Syrett, 27 vols., vol. 8 (New York: Columbia University Press, 1961–87), 111.
- ⁶ Madison to John G. Jackson, December 27, 1821, in WJM, 8:74–75.
- ⁷ Madison to Henry Lee, 1824, in *Writings*, 803.
- ⁸ On “fair meaning” textualism, as opposed to an outmoded strict constructionism, see Antonin Scalia and Bryan A. Garner, *Reading Law: The Interpretation of Legal Texts* (St. Paul, MN: Thomson/West, 2012), 356: “Adhering to the fair meaning of the text does not limit one to the hyperliteral meaning of each word in the text.” Rather, the “full body of a text contains implications that can alter the literal meaning of individual words.”

2018 Summer Institute on the United States Constitution

AT GEORGETOWN UNIVERSITY



From June 16 to July 13, 2018 fifty-four Fellows participated in the Summer Institute on the Constitution at Georgetown University. Each Fellow worked hard as they engaged in a serious, disciplined and rigorous study of the origins of the American constitutional system under the direction of Dr. Jeffrey Morrison (the Foundation's Director of Academics and professor at Christopher Newport University), assisted by fellow faculty members, Dr. Daniel Dreisbach (American University), Dr. Kevin Hardwick (James Madison University), and Dr. Terri Halperin (University of Richmond).

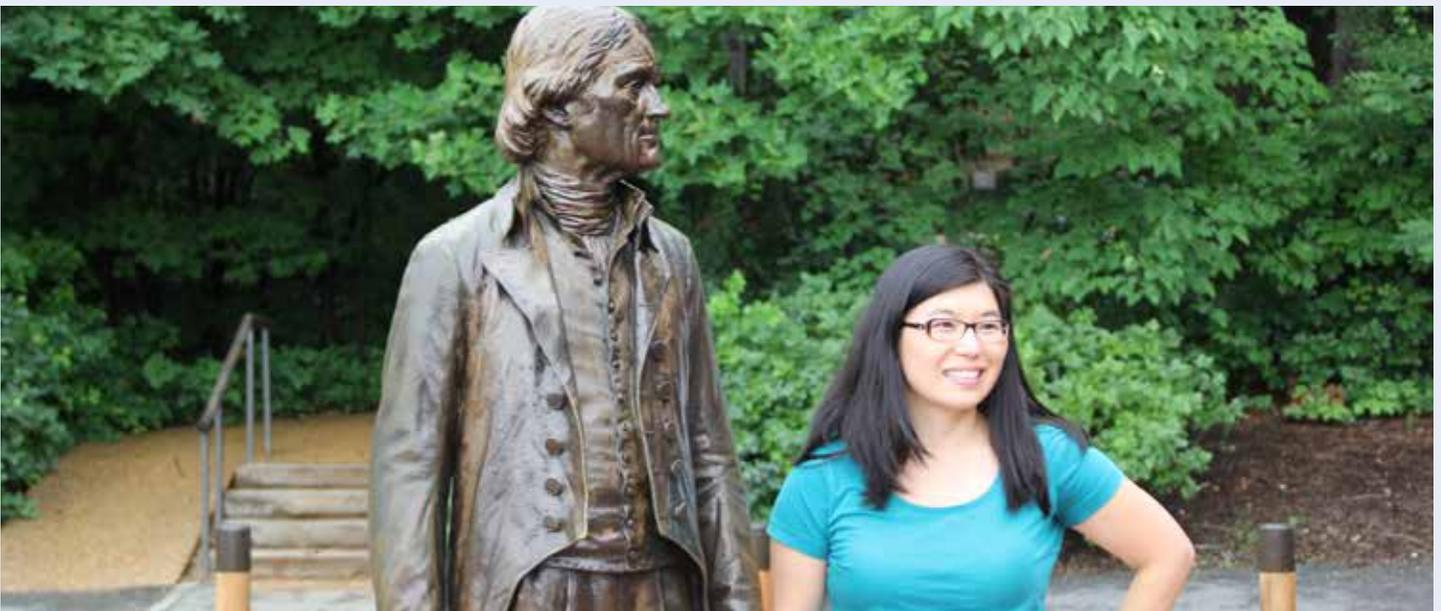
The highlights of the 2018 Summer Institute included a visit to the **Supreme Court** where Chief Justice John Roberts surprised the Fellows (and staff) and spoke to the Fellows for 45 minutes; an energetic walking tour of **Arlington Cemetery** with author, historian, and Virginia teacher of the year Phil Bigler; a visit by Former Secretary of Education (and alumni Madison Fellow) John King, Jr.; an exciting day at **Monticello** (with the obligatory lunch at Michie Tavern!) and **Montpelier**; a moving tour of the **African American Museum**; a visit to the beautiful **Library of Congress**; a day trip to **Mt. Vernon**; the 22nd Annual **Madison Lecture**, enthusiastically and powerfully presented by Dr. Jeff Rosen, President and CEO of the National Constitution Center; and lastly, a lecture by the staff of the White House Historical Association followed by a tour of the **White House**.

It was a busy month for our Fellows to say the least! But well worth the effort to participate in such meaningful and once-in-a-lifetime opportunities!



Kevin Casey, '17 (NJ) contemplates what the historic interpreter shares on the front portico of Monticello.

Michie Tavern! A Summer Institute tradition! Fellows enjoy classic Southern fare including fried chicken, biscuits, green beans, beets, peach cobbler and cold iced tea. Left to right: Ann Krois, '17 (IA), Donald W. Clark, '17 (ME) and Wesley B. Hall, '17 (MO)



Jane Highley, '17 (PA) poses with Mr. Jefferson at Monticello.



The 2018 Summer Institute participants gather in the lobby of the James Madison Building of the Library of Congress. This building was designated by Congress to be the official memorial to President James Madison in the nation's capital.

Dr. Rosemarie Zagarri (George Mason University) prepares for her lecture, "Women and the Founding Era." This lecture can be viewed online at C-Span.org.



At the Library of Congress, the Fellows look at Alexander Hamilton's personal copy of the draft U.S. Constitution, including his annotations and sketches along the margins.



David Dinger, '17 (WA), Kevin Casey, '17, (NJ), and Jacob Harvey, '17 (AZ) enjoy a hot, but gorgeous day on the Potomac at George Washington's Mt. Vernon.

James Madison Fellows attending a lecture on George Washington while visiting Mount Vernon. *Mark Wiese, '17 (MN), Lisa Lee, '17 (CT), Elizabeth Harrison, '17 (AR).*



James Madison Fellows gather on the steps of the Supreme Court following a remarkable and rare private meeting with the Chief Justice John Roberts.

Visiting the White House and the White House Historical Association was a highlight for many James Madison Fellows. *Don Clark, '17 (ME), Colleen Cole, '17 (RI), and Kristopher Atkinson, '17 (FL)*



James Madison Fellows gather next to the North Portico of the White House following their tour.



During the Summer Institute, the Fellows and their professors sit with each other during lunch where discussions continue about the day's lecture. *Left to right: Wendy Bergeron, '17 (NH), Linda Boyle, '17 (UT) and Dr. Kevin Hardwick*

Professor Daniel Dreisbach lectures on the symbols of liberty—a favorite of many James Madison Fellows!



The National Museum of African American History and Culture had a powerful impact on The James Madison Fellows as they participated in a special lecture and tour.

IN THEIR WORDS

The 2018 Summer Institute Class had enthusiastic praise for the Summer Institute on the Constitution. They remarked on the high level of academic rigor, the once in a life time on-site instruction, and the unrivaled learning environment of Georgetown University. Read in their own words why they loved the Summer Institute.



Dan Clason, '17 (TX)

This was genuinely one of the greatest experiences of my entire life. I cannot say enough how valuable and meaningful it was to be a part of this program. Over this summer I have become a better scholar and teacher and cannot wait to bring these tools into my classroom.

—Dan Clason, '17 (TX)

Once again, I want to extend my most heartfelt thanks to the JMMFF staff, the professors, and the guest speakers who made the Summer Institute one of the most meaningful professional and personal experiences I have ever had!

—Kristofer Atkinson, '17 (FL)

IN THEIR WORDS, *continued...*



Annemarie Conway, '17 (MI), Joshua Spiegel, '17 (OH), Shane Adams, '17 (NE), Jane Highley, '17 (PA), Laryssa Schmidt, '17 (WA)

The Summer Institute was one of the few professional development experiences I have been involved with where all the participants were fully committed. This made for a stronger intellectual experience. The professors challenged us each day through lectures and topic questions, and provided valuable feedback on essays. Overall, the excursions provided great hands-on experiences, which nicely rounded out the program. By far the best “nerd camp” I have attended.

—**Laryssa Schmidt, '17 (WA)**



Bob Schwart, '17 (ND), Brad Rahmiller, '17 (IA), Kendrick Bryan, '17 (KY), Wesley Hall, '17 (MO)

I was very humbled by being able to participate in the Summer Institute. The opportunities that were given to me as a Madison Fellow will never be matched in my academic career. I especially appreciate having access to historic sites and the opportunity to meet so many influential and knowledgeable individuals around D.C. The whole experience was so exciting that I am saddened by the realization that I will never have another opportunity like what was given to me in my time in Georgetown. Thank you for this program and its importance on valuing teachers and their desire to become more knowledgeable in their content.

—**Wesley Hall (right), '17 (MO)**

By far, the most educational packed four weeks I've experience in my 20+ year teaching career. My experience will be reverberated in my classroom and will ripple through generations. The rigorous Constitutional focus that the James Madison Foundation demands, certainly fills a dangerous gap left by the current educational trend. Thank you!

—Daryl Frisbie, '17 (AK)

Annemarie Conway, '17 (MI), Daryl Frisbie, '17 (AK)



The Summer Institute is a period of educational and professional growth in which your knowledge of Constitutional History and self confidence will grow in leaps and bounds. Never have I attended an educational opportunity like this that fueled so much passion and excitement for the future year of my teaching! The amount of and level of rigor that we were able to experience throughout the entire Summer Institute made me a better Educator and human being, and I will remember the summer of 2018 for the rest of my life.

—Nicole Morrison, '17 (IN)



"I loved my experience at Georgetown University! It was a treat to live on campus and study the Constitution with amazing professors."

—Kendrick Bryan, '17 (KY)



"The JMF Summer Institute has provided me with an opportunity to delve into the intricacies of American constitutionalism. Thought-provoking readings, lectures, and field trips have increased my overall understanding of America's governing documents which will in turn greatly impact my teaching for the better."

—Jesse Brewer, '17 (TN)

IN THEIR WORDS, *continued...*



Alexander Uryga, '16 (IN), Beth Anne Harrison, '17 (AR), Ann Krois, '17 (IA), Jessica Walworth, '16 (WI), Jane Highley, '17 (PA), Caitlin Kimak, '17 (VA)

On the first academic day of the Summer Institute on the Constitution, June 18, 2018, I got to ask the Chief Justice of the United States, John Roberts, the first question! I asked him, "Who was your most memorable teacher, and why?" He answered that it was his English and history teachers. That was a special start to a great summer. Overall, I feel that the Summer Institute on the Constitution left me both inspired and prepared for my first year of teaching. Thank you James Madison Memorial Fellowship Foundation!

Alexander Uryga, '16 (IN)

The experience at Georgetown was immeasurable. I not only learned more about the foundations of the American Constitution, I lived and breathed it. That only could have been achieved by deep, uninterrupted study and guidance offered at the Summer Institute.

—**Caitlin Kimak, '17 (VA)**



Alison Russell, '16 (MD), Caitlin Kimak, '17 (VA), Fiona Madigan, '17 (MD)

I had an incredible experience at the Summer Institute. I was amazed at all that we managed to pack into 4 weeks! I loved living on the Georgetown campus and immersing myself in the college experience again. It was a joy to interact with my fellow teachers, who all proved to be kind, intelligent, insightful, and inspiring. The faculty worked to truly immerse us in the 18th century and compelled us to reconstruct the thought processes of the framers in order to better understand the political philosophies behind the Revolution and the Early Republic. It was beneficial to interact with the professors in both formal and informal settings, as

it helped to round out the academic experiences. Finally, I cannot say enough positive things about the excursions. I appreciated the wide variety of sites that we visited and the access that the Foundation made possible to unique places like the Supreme Court, the White House and the National Museum of African-American History and Culture. I left the Institute with a host of new information and special memories that I will continue to process and incorporate into my teaching for a long time to come. Thank you from the bottom of my heart for making this once-in-a-lifetime opportunity possible.

—Margaret Gammie, '17 (NJ)



Margaret Gammie, '17 (NJ), Don Clark, '17 (TX)



This Summer Institute experience will forever be an academic highlight of my life. I did not fully understand the depth and density of thought and debate that went into every aspect of the Constitution. The context of each Constitutional Article brings additional enlightenment to its meaning. I am so proud to belong to a profession that is full of individuals that are dedicated to increasing their knowledge of American History and Constitutionalism and committed to relaying that knowledge to their students. I am proud to be a teacher and honored to be teaching the good and bad found within our nation's history.

—Lynda Boyle, '17 (UT)

Civics and Civility: How to Be in Society

BY KIMBERLY ALLDREDGE AND JAMES MADDOX, JMF '09 (CA), JMCF '18

“Well, Doctor, what have we got— a Republic or a Monarchy? A Republic, replied the Doctor, if you can keep it.” This response, attributed to Dr. Benjamin Franklin as he left Independence Hall following the final day of deliberations at the Constitutional Convention of 1787, perfectly illustrates our Founders understanding of the fragility of our freedom—the fragility of our Democratic Republic. In order to strengthen the newly founded Republic, our Founding Fathers created public schools with the mission to create good citizens. Why? Because a strong direct self-government requires that each citizen understand how to govern.

Being a good citizen requires more than just being a member of a nation, or even having an institutional knowledge of how government works. Being a good citizen requires that we be civil. It requires that we relate to other citizens and their concerns. It requires exercising civility. Consequently, civics education in America has always been comprised of two parts: one part, “how to be a productive member of society,” and one part, “how to be in society.” Civic education—an education in how to be in society—is just as necessary to the long-term stability of our country as an education in the institutions of our government or educational efforts aimed at pursuing our economic prosperity.

As the recipient of the 2018 James Madison Congressional Fellowship, James Maddox had the opportunity to see up close, and in-person, the importance of teaching the civility part of civics in his classroom. During the summer of 2018, Mr. Maddox worked in the office of Congressman Kevin J.

McCarthy, Representative of the 23rd District of California and then-Majority Leader in the United States House of Representatives. There he was integrated into the day-to-day activity of the Majority Leader, and the United States Congress. He was able to participate in the legislative work being done and witness how Members and their staffs interact with each other. He found the tone of business surprisingly civil.

The U.S. House of Representatives, with its very large membership of 435, relies on the Majority Leader to expedite the legislative process. And, in reality, that requires compromise, accommodation, and diplomacy to meet the conflicting demands of balancing the needs of Members of both parties to express their view on a bill with the pressures to move the bill as quickly as possible toward enactment. As former Senate Majority



James Maddox JMF '09 (CA), JMCF '18 being interviewed about his experience as a James Madison Congressional Fellow by news anchor Tim Calahan for 23ABC News



James Maddox JMF '09 (CA), JMCF '18 and staff at work in the office of then-House Majority Leader Kevin McCarthy



Leader Lyndon Johnson once said “the power of persuasion” is the greatest power of the Majority Leader. The Majority Leader usually works closely with the Minority Leader so that, as former Senate Majority and Minority Leader Bob Dole explains, “we never surprise each other on the floor.” While the media frequently covers the majority’s efforts to block moves by the minority, or vice versa, they rarely show the millions of ways that the majority and minority work together to keep legislation moving. Civility is the unofficial glue that holds the official legislative process together.

Recalling his experience, Mr. Maddox said, “I can tell you, I saw more bipartisanship, and working across the aisle, than I would have anticipated. There are people out there who are willing to work with you, [regardless of the political party] that you are affiliated with.” He found that some Members of the majority party would not join in supporting a particular piece of legislation but Members of the minority party would, based on the legislation. “I was there, and I can tell you that people are interested in supporting good ideas,” he says. “I don’t know what book I could have read to give me the kind of insight and perspective that I got from actually going there, working in a Congressional office, and being right there in the thick of it.” He says that being there was the best way to experience it.

Mr. Maddox believes that our countries’ political divisions have always been “overwhelmed by our commitment to each other as Americans and our insistence, by partisans of every stripe, on civility in our public discourse.” He wishes that more educators could have the experience of working on Capitol Hill because they could “speak with credibility to their students about how people carry

out the business of government while maintaining civility.”

Now before each semester, Mr. Maddox shares with his students the lessons he learned while working in the office of the House Majority Leader. He tells his students that, in working with staff in over 200 other offices, he never experienced someone speaking of another in a degrading way or questioning their love of country. Though he did once hear an intern speak in a way that demeaned the intelligence of the opposition, they were publicly corrected in a very civil way. He teaches his students that the partisan bickering they see on the news is not representative of the day-to-day operations of our government.

By sharing his experiences, Mr. Maddox’s students become more open to discussion and less likely to be guarded about asking questions that might betray their sentiments on a tough policy question. In an age of increased ideological polarization, he can see that they breathe a bit easier—knowing that it will be acceptable to disagree with each other in his classroom as long as they maintain a culture of civility. “Civility” Mr. Maddox explains, “Is the oxygen which self-government must breathe in order to have a chance to thrive. Civic education is the manner in which we insure our air supply for our posterity.”

Mr. Maddox is grateful that his experience as a James Madison Congressional Fellow has better enabled him to teach his students in such a way that they will be a more civil and engaged generation. Teaching the importance of civility in being a good citizen is vital for young Americans who will soon inherit the helm of civic rights and responsibility. It is vital if we are to keep our Republic.



James Maddox JMF '09 (CA), JMCF '18 on the steps of the United States Supreme Court U.S. Capitol looking out over the National Mall



James Maddox JMF '09 (CA), JMCF '18 at the U.S. Capitol looking out over the National Mall



Meet the 2018 Fellows' Fellow

Logan Istre, '18 (LA)

Each year the James Madison Fellows community comes together for the Fellows' Fellowship Campaign to raise funds for the James Madison Fellows' Fellowship. The Fellows' Fellow is chosen during the annual James Madison Fellows selection process where the Selection Committee awards Fellowships based on candidates academic and professional achievements. Past awardees have gone on to celebrated teaching careers.

Logan Istre from Baton Rouge, Louisiana was selected as the 2018 James Madison Fellows' Fellow. Logan is a Junior James Madison Fellow, and at the time of his award, he was nearing completion of a Bachelor of Arts in History and Secondary Education at Louisiana State University. While at Louisiana State, Logan worked as a Supplemental Instructor for classes in American History where he found that the most important factor in achieving success in the classroom was direct and personal engagement with his students. He loved to encourage his students to engage each other so they could learn from their peers. For example, Logan enjoyed creating history-themed debates that required students to play historical figures in order to humanize them. He found this approach to be an excellent way to bring history to life and personalize historical events.

Logan possesses a deep love for historical scholarship. He is passionate about, and fully committed, to the study and teaching of U.S. History. While many college students vacillate over their career goals, or interests, Logan has been set on teaching history education since the 7th grade. U.S. History "sets his soul on fire," and he hopes to convey a similar passion for the history and life of our Republic, the principles for which it stands, and the uniqueness of the American experiment to his own students.

Logan believes that the ultimate success of American democracy, and the safekeeping of the U.S. Constitution, is not guaranteed. The success of our nation "requires vigilante stewardship by the trustees of the nation: the citizenry." Consequently, he believes the role of teachers of American history is vital. He feels an "intense vocation in the education of high school students."

Logan is currently enrolled at Louisiana State University where, thanks to the generous donations of James Madison Fellows, he will be able to obtain a Master's of Arts in United States History. Logan wishes to extend a personal thank you to each and every James Madison Fellow who made his Fellowship possible.

Partnering with #GivingTuesday

2018 marks the third year the James Madison Education Fund Inc. (James Madison Fund for short) has partnered with the national Giving Tuesday movement, which invites communities around the country to support nonprofit donations in time for the holiday season. #GivingTuesday not only encourages donations but also encourages spreading the word for the cause you care about. To boost awareness about the James Madison Fund, the James Madison Foundation's non-profit organization, Facebook, Instagram, and Twitter users posted "unselfies" to their newsfeeds on the Tuesday following Thanksgiving. A

#UnSelfie is a unselfish selfie that demonstrates the poster's charitable contribution in support of the James Madison Fund and encourages others to do the same. A #UnSelfie is a way of saying, "this cause is important to me" and inspiring the people who take an interest in you to look more deeply into the cause you support—preparing young Americans to inherit the helm of civic responsibility.

Check out #UnSelfies to inspire your charitable side. And make your own plans for showing your #UnSelfie in 2019 with the hashtag #JamesMadisonFund. Let's put a spotlight on civics education!



Victoria Harpool, '06 (ND) showing us her #UNselfie!

You're familiar with the James Madison Foundation...

Are you linked to the James Madison Fund's social media platforms?

Follow our non-profit!

Calling all James Madison Fellows! Share your passion for educating America's youth about the U.S. Constitution by posting a picture of you in action in your classroom to your social media platforms with the hashtag **#JamesMadisonFund**.

We will repost to the James Madison Fund's social media platforms. Or, send a picture to: **kaldredge@jamesmadison.com**. Let's show the world how our Fellows are impacting America's future!



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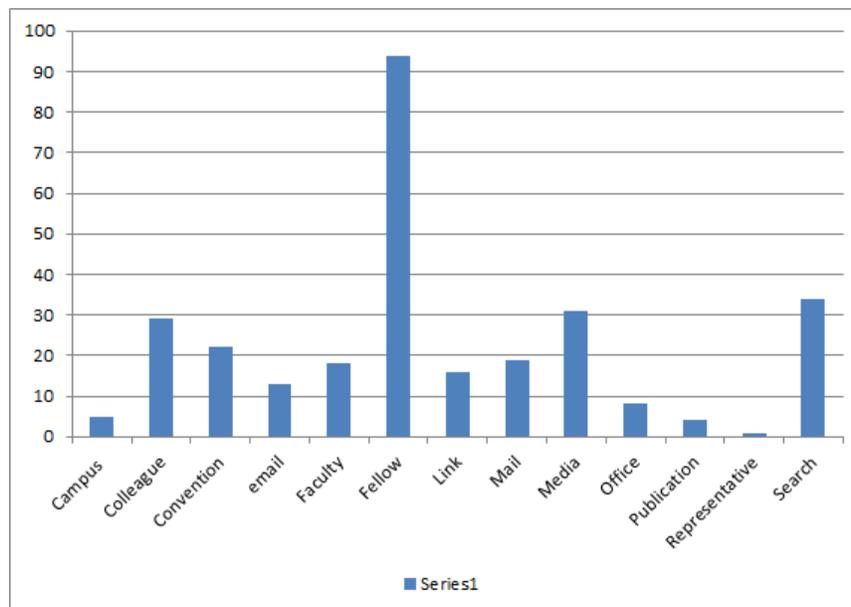


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Madison Fellows are Our Best Recruiters!

Year after year we learn the same lesson: Fellows recommend the best candidates to apply for the James Madison Fellowship!

This is data from the 2018 selection process. Look at how important you, the Madison Fellow, are to promoting this great Fellowship! Thank you! Pass the word along again!



Ideas for Recommending:

- A letter of recommendation from a James Madison Fellow has more weight in the selection process.
- It often takes applying more than once to be awarded the Fellowship. Encourage your friends and colleagues to keep trying!
- You already won the James Madison Fellowship, so you are the best at being able to advise your colleagues about how to put together a winning application!
- Applications are due **MARCH 1st annually!**
- Apply at www.jamesmadison.gov

JAMES MADISON FOUNDATION

News

The Admiral Turns 90!

All of the James Madison Fellows and staff of the Foundation would like to wish Admiral Paul A. Yost, Jr. a very happy 90th Birthday! Admiral Yost served as the first President of the James Madison Memorial Fellowship Foundation and held that position for 21 years until his retirement in 2010. He continues to support the mission of the James Madison Foundation and we are grateful for his continued leadership! Happy Birthday, Admiral Yost!



Admiral and Mrs. Yost with the Foundation Staff.

Save the Date! July 5, 2019

23rd Annual Madison Lecture

We are pleased to announce that **Dr. Gordon Wood** will give the 23rd Annual James Madison Lecture! We hope many Alumni Fellows will be able to join the 2019 Summer Institute Class on July 5, 2019 at Georgetown University for Dr. Wood's lecture. Watch for more information about the lecture and RSVPing in coming weeks.

Gordon Wood is the Alva O. Way University Professor Emeritus at Brown University. His most recent book, *Friends Divided: John Adams and Thomas Jefferson*, was published in 2018. James Madison Fellows all know Dr. Wood's writing



well, as his book *The American Revolution: A History* has been a central part of our course readings for the Summer Institute on the Constitution for many years.

Morrison Named Senior Fellow at CNU

Our Director of Academics, Jeffrey Morrison, Ph.D., is now Professor of American Studies (with tenure) and Senior Fellow in the Center for American Studies at Christopher Newport University (CNU). CNU was founded in 1960 as a branch campus of the College of William and Mary, and is now a separate university and the public liberal arts college of the state of Virginia. Located in Newport News, its campus is ranked number seventeen in the nation by the Princeton Review, and it is third among

state institutions in Virginia for SAT scores of incoming freshmen.

Dr. Morrison teaches courses on American political culture and history, American constitutionalism, and in the spring will be teaching in the university's Honors Program. Dr. Morrison will have two pieces published this year, an article on James Madison's theory of constitutional interpretation in *Perspectives on Political Science*; and a review essay on religion and the American Revolution in *Reviews in American History*.

Foundation Welcomes Two New Trustees

Judge Terrence Berg and Judge Diane S. Sykes were nominated by President Donald Trump and sworn in by Foundation President, Lewis Larsen, during the 2018 Summer Institute to the Board of Trustees for the James Madison Memorial Fellowship Foundation. Welcome to the James Madison Foundation Judge Sykes and Judge Berg!

Honorable Diane S. Sykes, Circuit Judge, United States Court of Appeals for the Seventh Circuit

Judge Sykes was nominated to the Seventh Circuit by President George W. Bush and confirmed by the United States Senate in June 2004. Prior to her appointment to the federal bench, Judge Sykes was a justice on the Wisconsin Supreme Court. She was appointed by Governor Tommy G. Thompson in September 1999 to fill a mid-term vacancy on the state high court and elected to a full ten-year term in a statewide election in April 2000. From 1992 to 1999, Judge Sykes served on the state trial bench in Milwaukee County; she was first elected in 1992 and re-elected in 1998. From 1985 to 1992, Judge Sykes practiced law with the Milwaukee firm of Whyte & Hirschboeck, S.C., and from 1984 to 1985, was a law clerk to Federal Judge Terence T. Evans. Born and raised in the Milwaukee area, Judge Sykes earned a bachelor's degree in journalism from Northwestern University in 1980 and a law degree from Marquette University Law School in 1984. Between college and law school, Judge Sykes worked as a reporter for *The Milwaukee Journal*. We are honored to have Judge Sykes on the Foundation Board of Trustees.



Honorable Terrence Berg, United States District Judge, Eastern District of Michigan

Judge Terrence Berg was nominated by President Barack Obama to the United States District Court for the Eastern District of Michigan on April 25, 2012 and confirmed by the United States Senate on December 6, 2012. He handles a civil and criminal docket in Detroit, Michigan. Before his nomination, Judge Berg had served as an Assistant United States Attorney in the Eastern District of Michigan for nearly 20 years, first joining the U.S. Attorney's Office in 1989. From August 2008 until January 2010, he served as the interim United States Attorney for the Eastern District of Michigan. Judge Berg received his law degree from Georgetown University Law Center in 1986, *cum laude*, and his undergraduate degree from Georgetown's School of Foreign Service in 1981, *magna cum laude*. After law school, Judge Berg served as Law Clerk to Judge Anthony A. Alaimo, then Chief United States District Judge for the Southern District of Georgia. He also practiced law as an associate in the Washington, D.C. office of Debevoise and Plimpton, 1987-1989. Judge Berg was born in Detroit in 1959. He is married and has three children. We are honored to have Judge Berg serving on the Foundation's Board of Trustees.



Welcome to our newest Staff Member!

In October, the James Madison Foundation welcomed Oliver Alwes as its new Support Service Specialist. Oliver is a native of the D.C. metropolitan area, graduating from George Mason University in 2016 with a Bachelor of Science in Kinesiology. Prior to coming to the Foundation, he worked as a fitness coach. He does Brazilian jiu-jitsu

as a hobby and enjoys traveling. Says Oliver, "I'm fortunate that Lew offered me this position at the James Madison Foundation. My coworkers make for a great working environment. It's amazing to be part of an organization that changes lives and helps promote civic engagement."

What Would Madison Say About American Democracy Today?

JEFFREY ROSEN PRESENTS THE 22ND ANNUAL JAMES MADISON LECTURE

The James Madison Foundation was honored to host Professor Jeffrey Rosen, who delivered the Foundation's 22nd Annual Madison Lecture, "What Would Madison Say About American Democracy Today?" Mr. Rosen, president and CEO of the National Constitution Center in Philadelphia and Professor of Law at George Washington University, enthusiastically argued that "Madison was convinced that direct democracies—such as the assembly in Athens, where 6,000 citizens were required for a quorum—unleashed populist passions that overcame the cool, deliberative reason prized above all by the Enlightenment thinkers." And that because of this, Madison, and the other Framers, designed the American constitutional system—not as a direct democracy, but as a representative republic, where enlightened delegates of the people would serve the public good. He stated

that Madison and the other Founders built into the Constitution a series of "cooling mechanisms" intended to inhibit the high passions of factions, to ensure that reasonable majorities would prevail.

Rosen offered the separation of powers as one example of such a cooling mechanism as it would prevent any one branch of government from acquiring too much authority. He also stated that "Madison predicted that America's vast geography and large population would prevent passionate mobs from mobilizing. Their dangerous energy would burn out before it could inflame others." Madison's worst fears, according to Rosen, of mob rule have been realized—and the cooling mechanisms he designed to slow down the formation of dangerous majorities are diminishing. Rosen gave praise to our teacher-scholar Madison Fellows for the role they play in helping to educate our citizenry about



President Lewis Larsen and honoree Mr. Jeffrey Rosen.

the Constitution and its intended cooling mechanisms which are included to allow reason to prevail over passion. And referring to the Fellows as "Constitutional wonks," he went on to field questions for over 30 minutes.



It is always fun to see so many Alumni Fellows return to DC for the Madison Lecture!

CLASS NOTES



Claire McCaffery Griffin, '92 (HI)

1992

Claire McCaffery Griffin, '92 (HI) President Donald J. Trump recently nominated Claire McCaffery Griffin, '92 (HI) to serve on the National Humanities Council, a board of twenty-six distinguished private citizens whose role is to advise the Chairman of the National Endowment for the Humanities (NEH). If confirmed by the Senate, Claire will serve on the Council until 2022. "My first experience with NEH was in 1999 as a participant in a Summer Seminar," says Claire. "Since then, I've written proposals for NEH grants; I've directed several NEH projects; and I've served on peer review panels for NEH proposals. I am excited and humbled to bring the perspective of an educator to this prestigious panel. And, as with so many things in my professional life, this opportunity began with a Madison connection!"

In March, 2018 Claire joined the Board of the National Council for History Education serving alongside Laura Wakefield, '00 (FL). Claire is also a member of the Board of Directors of Franke Tobey Jones, the non-profit organization running the retirement community where she (and her parents!) live. She recently recorded a segment about the Federalist

Papers for New Hampshire public radio's Civics 101 and coordinated the Fellows' presentation at the NCSS Annual Conference in Chicago, 2018. "This was my last 'gig' coordinating these panels, but I look forward to attending future conferences as 'just' an attendee and reconnecting with the Madison Foundation staff and my fellow Fellows. Being a Fellow is like being a Marine—once a Fellow, always a Fellow."

1999

Martha Rush, '99 (MN) has had a busy few years—she started a business called NeverBore LLC, which is an education consulting firm focused on sharing high-engagement teaching strategies through professional development workshops and curriculum writing. Martha began writing a blog (MarthaRush.org) and was approached by Stenhouse Publishing. Her first book, *Beat Boredom*, is now available through their catalog and website (stenhouse.com). The book advocates interactive teaching, with lots of strategies that can be used in government, history, law and civics classrooms. Declares Martha, "The Madison Fellowship was an amazing experience!"



Martha Rush, '99 (MN)

2001

Bridget Federspiel Newbury, '01 (OH) was recently awarded the Fulbright Distinguished Teacher Award. As part of her award, she and her students at Stivers School for the Arts have spent more than 12 years interviewing veterans who served in conflicts from World War II to Afghanistan. The video interviews have been sent to the Library of Congress as part of its Veterans History Project. The project collects and preserves firsthand remembrances of U.S. wartime veterans to ensure that future generations better understand the realities of war. Federspiel Newbury has participated in the project since her time as a graduate student at Wright State University, then starting in 2005 got her high school students involved in the creation of the interviews. They have conducted over 550 interviews with Army, Navy, Marine and Air Force veterans, Green Berets and even a recipient of the Medal of Honor. The veterans come in full military uniform and bring memorabilia from the war. Oftentimes, they become emotional recounting their experiences; making lasting impressions on Federspiel Newbury's students that she hopes they remember beyond their time in the classroom. Federspiel Newbury intends to conduct similar interviews when she goes to Vietnam in January as part of a Fulbright Distinguished Teaching Award. She plans to bring questions from American veterans to her interviews with Vietnamese veterans.



Bridget Federspiel Newbury, '01 (OH)

2002

Robert K. Hight, '02 (NC) was honored recently upon his retirement with induction into the Order of the Long Leaf Pine. This award is presented by the Governor to individuals with a proven record of service to the state of North Carolina. It is among the most prestigious awards given by the Governor. Before retiring from a 30 year teaching career, 25 of which included teaching leadership development and advising student council, several of his former students and their parents established the Kevin Hight Endowment for Youth Leadership through the Cumberland Community Foundation in his honor.

2008

Monty Johnson, '08 (WA) teaches civics and contemporary world problems to high school seniors and American history to juniors. His school has once again been recognized by the state as a "School of Excellence." Monty also continues to serve as a board member for The Sunnyside Museum and was elected vice-president this year. He recently helped put together a display for the museum to commemorate the United States entry into World War I. In local politics, Monty has agreed to be part of an election committee for a candidate who is running for the state senate.



Monty Johnson, '08 (WA)

2009

Brenda M. Diaz, '09 (MD) is grateful to be teaching U.S. History again this year and is enjoying introducing more song analysis into the curriculum as a means of reviewing key concepts. Outside of her teaching job, Brenda has served as a tutor for Keys to SUccess, a program established by the City of Gaithersburg to help teenage moms reach graduation. She also serves as the JV Softball Coach at Wootton High School.



Brenda M. Diaz, '09 (MD)

2010

Elizabeth L. Baclayon, '10 (HI) was nominated by her school counselor for the NEA Social Activist of the Year award based on curriculum she designed to promote social justice, inclusion and tolerance.

Ali Jessie, '10 (OR), started a new job at the International School of Beaverton, a public magnet school that does IB for all grades, 6-12. She teaches U.S. History, Asian History, and Theory of Knowledge. Ali also serves as the advisor for the Model United Nations Club.

2011

Shawn M. Hornung, '11 (KS) received the Kansas Health Foundation Civic Health Hero Award. Shawn also utilized a scholarship from the NEH Summer Institute The Most Southern Place on Earth to implement new Civil Rights Movement Curriculum. He also coordinated his 6th Kansas Honor Flight, once more pairing 25 high school students with 25 Korean and Vietnam War Veterans.

Jason Hunt, '11 (OH), currently teaches the Constitution and the Founding Era in every class on his schedule! Student knowledge of the Constitution is evident, Jason says, as shown by scores on the state-given end-of-course assessment--a 94% pass rate or higher for the past 3 years!

2012

Anthony Brey, '12 (MI) was able to chaperone a five day trip to Washington DC with his son and his 8th grade classmates. Anthony put all his years of teaching about civic responsibility to action by running for public office in 2018 in the Hampton Township where he resides.

Derek Hughes, '12 (WV) volunteered for Harpers Ferry Historical Park for the 150th anniversary of Storer College over the summer giving history-related talks and worked with student groups discussing leadership and John Brown.

Jeffrey Lobo, '12 (IL) coordinated with the Robert McCormick Foundation to help his school create its first true Student Government with a Student Voice Committee. He works closely with the Democracy School Network in Illinois. Along with other Madison Fellows, the network supports civil action and education throughout the state.

Alyse Monroy, '12 (CA) has been actively involved in her community including animal rescue, volunteering for the California Cadet Corps as a volunteer judge and consultant for various events and competitions. Alyse has also aided in events at the American Legion post, participated in marches for social issues and attended town hall meetings. Way to show your students how to be an active participant in the civic life of the community!

Brett Pritchett, '12 (KY) was invited by the Kentucky Department of Education to give a presentation about incorporating the Constitution into regular instruction as a part of their annual Civics Education Symposium.

Stephen B. Vetack, '12 (NH) advised students who wanted to hold a rally at their school in support of the victims of the Parkland shooting how to go about it in a proper and respectful manner.



Alyse Monroy, '12 (CA)

2013

Morgan Ty Henricks, '13 (AR) is working with the Arkansas Declaration of Learning Group to integrate civic engagement in to American History curriculum, focusing on the topic of civic discourse. Throughout the school year, her students worked to understand history through the lens of civic engagement.

Ruth Neilson, '13 (AL), is inspiring her students at Lincoln County High School, which is located in a small Tennessee community. Not many of the students see much of a future for themselves outside of continuing the family farm or joining the military. However, one of Ruth's students told her that while attending her class she decided to pursue a degree in political science and hopefully one day run for president. Way to go Ruth!

Leah Jerome, '13 (NJ), did a service trip with her school to South Dakota and did service work on the Cheyenne River Sioux Reservation. They spent time in the Black Hills region of the state and learned about Lakota culture. Leah also founded a club called One Spirit whose purpose is to prepare for the annual service trip to South Dakota.

Patrick Sprinkle, '13 (NY), was named to the 2018-2019 Teacher Advisory Council of the National Humanities Center. Patrick just completed a semester long project creating LGBTQ inclusive materials for Civics and Government classes in New York City. These materials included an examination of Don't Ask/Don't Tell, the Defense of Marriage Act, and United States v Windsor.

Melissa Blair Tracy, '13 (DE), is a teacher advisor for the Declaration Resources Project of Harvard University; she is also currently an iCivics Teacher Fellow.

Lindsey Charron, '13 (CA), re-created the Constitutional Convention with her students by assigning them to research certain delegates and then have them portray them in class. She was pleasantly surprised at how enthusiastic her students were and how much research they put into their delegates. Lindsey also became a part of the iCivics educator network and is working to promote their resources with teachers in her school district and across the country on Twitter.

Christopher M. Todd, '13 (CT), is Vice-chairman of the Town of Ellington Economic Development Commission, sits on the Board of Directors for the Connecticut Teacher of the Year Council, and is also on the Board of Directors for the Connecticut Council for Social Studies.

2014

Winifred S. Anderson, '14 (MN) has a teaching assignment focused on American Government, both AP and non-AP. A highlight of the latter course this year was her classes tackling Joseph Ellis' biography of George Washington. Reading this book helped students understand that winning the Revolutionary War was only the first step in American nationhood.

Shreeta Ashley, '14 (OK) was the winner of the Oklahoma Gold Star Educator award and was nominated for Edison Preparatory School 2017-2018 Teacher of the Year.



Winifred S. Anderson, '14 (MN)

Ross Bosse, '14 (VA) helped with supporting the Young Democrats and Young Republicans clubs at his school.

Robin Deck, '14 (LA) says her biggest success as an educator to date was a project-based learning assignment that resulted in a school-wide "Week for Mozambique" that raised over \$13,000 to help a school in Mozambique buy bunk beds for boarders and a copy machine for teacher use.

Jason Duncan, '14 (HI) This was Jason's first year teaching Advanced Placement Government & Politics and it was a memorable one for him. He had many classes full of lively discussions and heated debates. Also, during the election cycle for president his students ran a mock campaign for office where they played specific campaign roles such as a speech writers and fundraisers

Amy Page, '14 (NM) teaches AP United States History, AP Government and Politics, Dual Credit Government, Dual Credit Economics and National History Day at Moriarty High School. She coached the *We the People*, *National History Day*, and *Youth and Government* teams. Amy's *We the People* team competed at the National Finals in late April. She had 34 students compete at the regional National History Day competition, 33 of these qualified for the State competition in April and 25 of her students qualified to move on to the National competition June 10-14 (23 are

attending Nationals). Amy sent in her report before Nationals last year, so she'd like to report that she took 19 kids and the Sr. Div. Group performance finished 5th at Nationals. Well done Amy!

Amy Parker, '14 (FL) is the sponsor of the Gulf Breeze High School Sewing Circle. The Sewing Circle was inspired by George Washington's Sewing Circles (the groups of women who expressed their political will through homespun uniform and flag making). Her female students study women's history and do charitable work for women's community groups.

2015

Dustin Baker, '15 (NC) was Skyping with a student he taught a few years ago who said he was taking an IB course on the Reconstruction period. He got excited when his former student said he remembered a lot from Baker's U.S. History class. He found it "neat to see them find favor with subjects that we are all so passionate about."

Linda Dean, '15 (NJ) had her students work as poll clerks on Election Day. She is the advisor for Model Congress where students simulate Congressional hearings and current issues facing the legislature today.

Adam Young, '15 (WV) remained active in local and state politics, particularly with West Virginia's 2018 primary elections and the teacher strike.

David Monaco, '15 (FL) is the Social Studies Specialist at Flagler High School. He teaches at-risk students attempting to graduate high school on a one-to-one and small group basis.

Kate Milburn, '15 (ID) was nominated as the Gilder Lehrman History Teacher of the Year in Idaho.

Whitney Martin, '15 (WY) took her state championship Mock Trial team as the first from Laramie High School to the national competition in Reno, Nevada.

Kimberly Grosenbacher, '15 (TX) invited Texas Supreme Court of Appeals Justice Richardson to speak to her classes about the Texas Judicial system.

Robert Grigsby, '15 (IL) served as a Civics Teacher Mentor for over 20 high schools in the south suburbs of Chicago. He shared professional development and classroom resources, and held trainings to implement new civics education requirements. He was also named to the National Council for the Social Studies (NCSS) Government/Public Relations Committee.

2016

Jerome Bailey, '16 (MD) During the past academic year, a highlight for Jerome was once again assigning students to complete a children's book on the Constitution. Jerome divided the students into five groups, with each focusing on a different aspect of the Constitution. For example, one group was assigned to examine the legislative branch, and another the judicial branch. The groups had to answer specific questions on their branch and also explain how their branch could "check" the other. One group also studied the history of the Constitution. The students then had to explain their assigned topic in language suitable for a child, and produce a 15-20 page children's book. While this was a very challenging project, Jerome reports, it ensured an in-depth study of the Constitution by the different groups.



Jerome Bailey, '16 (MD)



Elizabeth Milligan, '16 (CO)

Gregory Balan, '16 (FL) worked with the Voices of the Constitution, a civic organization, on their annual Constitution essay competition. He revised essay questions, helped score essays, and gave talks on the Constitution to organization members.

Elizabeth Milligan, '16 (CO) In the spring, many of Elizabeth's students had the opportunity to see *Hamilton*, which deeply enhanced her teaching of the Revolutionary War. During the civil rights unit, her students studied integration and backlash, including desegregation and housing discrimination in Denver Public Schools which resulted in the largest desegregation Supreme Court case outside the American South. Students created oral histories relating to civil rights: some interviewed Chicano rights activists in Denver who worked alongside Corky Gonzales, and others interviewed Sandy Seale, sister-in-law of Bobby Seale, who founded the Black Panther Party.

Zaven Nalbandian, '16 (MO) is teaching AP US History and a Government course where he now includes an assignment called An Investigation into American Constitutionalism.

Jennifer Traweck, '16 (LA) was awarded the President's Award of Excellence for Outstanding Civics Teacher by the State of Louisiana Bar Association and the Louisiana Center for Law and Civic Education.

Leandra Wilden, '16 (AK) participated in the Color of Justice workshop where students at her school got career advice and brief legal training from nearby judges and attorneys.

2017

Jason Berling, '17 (OH) has used the Constitutional knowledge gained through the Foundation as a springboard to distribute pocket Constitutions to all his students, who have taken complete ownership over them. They are used daily, annotated, and his students take pride in their ownership of them! Generally, his end-of-year surveys indicate his students have an enhanced love for and understanding of the Constitution and American History and Government.

Jesse Brewer's, '17 (TN) government class spent a few weeks thoroughly analyzing the Tennessee and US Constitutions. After a detailed study and discussion his class took a field trip to Nashville to see government in action. They first visited the Nashville Library where they heard guest speakers with differing political perspectives. One of which was a lobbyist while the other was a political campaign adviser. After visiting with both speakers, the students were greeted at the state Capitol by their state senator, Senator Kerry Roberts, who provided a tour of the Capitol building. Once the tour was completed, they attended a senate session to see their state senator participate in legislative debate.

Lynda Boyle, '17 (UT) recently completed a fantastic primary source-driven curriculum with her 11th graders in preparation

for their opportunity to see the musical Hamilton. Her class was lucky enough to be a chosen school for the #EDUHAM program through the Gilder Lehrman Institute. After producing a project based upon primary sources, the students were allowed to see the show in Salt Lake City. Lynda spearheaded the nomination process for her school and after being chosen she brought the 11th grade English teacher on board to help with the rest of the process. Lynda reports it was an amazing success as the 43 students who had completed individual projects qualified to see the show.

Jeffrey Bush, '17 (MS) had his students study the years leading up to the Declaration and the Revolution. They would write a dramatic break-up letter from the colonies to King George which they would then perform in front of their classmates.

Annemarie Conway, '17 (MI) is the adviser of the Junior Main Street committee which is a subcommittee of the City's Main Street organization. This year Annemarie's students learned about



Jesse Brewer, '17 (TN)

water safety issues around the local pier and argued successfully that the penalty (a fine of a misdemeanor and \$500 for jumping off the pier) should be lowered to a civil infraction and a smaller fine. Misdemeanors remain on their record and can potentially keep students from receiving scholarships and loans for colleges. Great work getting your students civically engaged, Annemarie!

Jane Highley, '17 (PA) took her 8th grade class to the 3rd Circuit Court of Appeals where they heard 3 different oral arguments and met with the Hon. Marjorie Rendell.

Peter Ramsey, '17 (MD) hosted a "night of protest and patriotism" at Busboys and Poets in downtown D.C. Over 50 students who had been studying the founding documents of the nation during the school year had presented their protests in a 3 hour event.

Robert Schwartz, '17 (ND) said one of his teaching successes included a lively debate over constitutional issues in the Post-WWII era regarding declarations of war and executive versus legislative authority.

2018

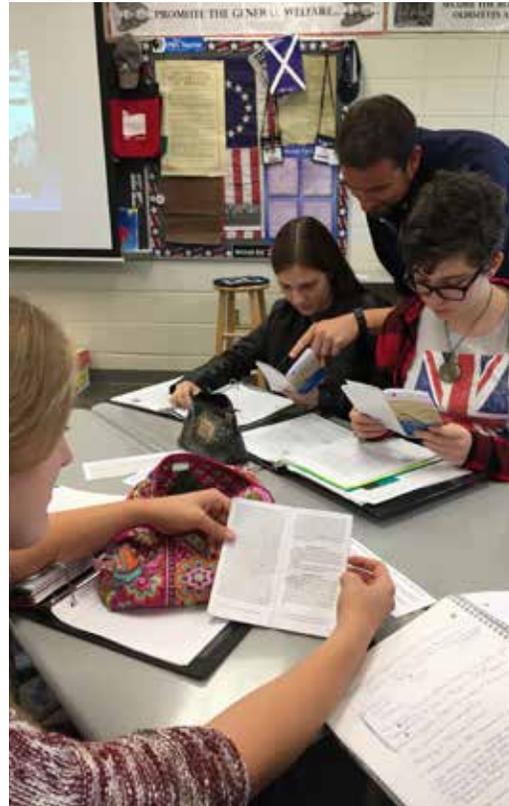
Cherry Whipple, '18 (TX) was selected as the 2018 Texas History Teacher of the Year by Gilder Lehrman.

Please send us your news and updates! We want to know all about Madison Fellows' exciting adventures in teaching the Constitution and making a difference in communities across America! Send updates to Katie Robison (krobison@jamesmadison.gov)

The James Madison Memorial Fellowship Foundation

The James Madison Memorial Fellowship Foundation is a permanent educational trust established by an Act of Congress and signed into law by President Ronald Reagan on October 18, 1986 to further the knowledge of our citizens—especially young people—about the document that guides, protects, and preserves our nation. The concept was a simple one: teach America’s teachers and you amplify efforts to prepare millions of young Americans to inherit the helm of civic rights and responsibility. During FY2018, our friends continued to show their strong support for, and confidence in, the James Madison Memorial Fellowship Foundation by granting \$24,000 gifts to the James Madison Education Fund, Inc. for graduate fellowships in constitutional history and government to be awarded to outstanding secondary school teachers.

The James Madison Education Fund, Inc., or James Madison Fund, is a private, non-profit, 501(c)(3) partner organization to the James Madison Memorial Fellowship Foundation and supports the Foundation’s mission. For more information visit www.JamesMadisonFund.org.



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DEVELOPMENT

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FREDERICK DOUGLASS INITIATIVE

The Frederick Douglass Initiative enables outstanding secondary school teachers of American history and American government in high-minority schools to complete a program of

graduate study with emphasis on the US Constitution. Costs for a Frederick Douglass Initiative—James Madison Fellowship include university tuition, books, and fees. *Total: \$24,000. Gifts of any size are welcome.*



2019 JAMES MADISON FELLOWS' FELLOWSHIP

Each year the James Madison Fellows community comes together to raise funds for the James Madison Fellows' Fellowship. The

James Madison Fellows' Fellowship is awarded to an outstanding teacher committed to teaching about the US Constitution and our system of government. Our James Madison Fellows work every day to ensure the next generation of Americans will be well-versed in how our government works and in its heritage of freedom. *Total: \$24,000. Gifts of any size are welcome.*



INTERNATIONAL FELLOWS PROGRAM

The International James Madison Fellows Program brings emerging leaders in the fields of academia and civic engagement from around the world to the United States for an intensive

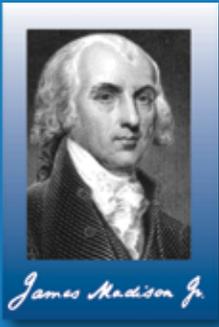
fellowship designed to broaden their expertise on the foundations of American constitutionalism. Participants spend one month in Washington, DC at the Summer Institute. International Fellows have the opportunity to engage with more than 50 James Madison Fellows from around the United States while James Madison Fellows have the opportunity to learn from the unique perspectives of International Fellows from countries such as Cuba, Iraq, and Afghanistan. *Total: \$11,000. Gifts of any size are welcome.*



SUMMER INSTITUTE ON THE U.S. CONSTITUTION

The Summer Institute Endowment aims to be a dedicated and permanent source of funding to support the goal of the Summer

Institute: to provide James Madison Fellows with a solid grounding in the history and principles of constitutionalism in the United States. Held at Georgetown University in Washington, DC, the Summer Institute provides an academically challenging course, *Foundations of American Constitutionalism*, based on the best scholarship in the fields of history and political science. Donors may designate a specific purpose for which their contribution can be allocated: endowing the Annual James Madison Lecture; the Academic Directorship; one or more of four professorships; or subsidizing the costs of site visits, housing, food, books, and more. *Total: \$50,000 Gifts of any size are welcome.*



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*The advancement and diffusion of knowledge
is the only guardian of true liberty.*

— James Madison

