

MADISON

# Notes

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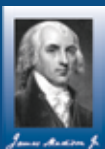
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# our Mission

## 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 James 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 civics.



JAMES MADISON  
MEMORIAL FELLOWSHIP  
FOUNDATION

MADISON  
*Notes*

Send updates to Katie Robison  
[krobison@jamesmadison.com](mailto:krobison@jamesmadison.com)

Design  
Perceptions Design Studio





Summer Institute Lecture Room, Georgetown University

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The advancement and diffusion of knowledge is the only guardian of true liberty.” —*James Madison*

## *From the President*



The year 2020 is like no other in recent memory. The lives of all Americans have been deeply affected by the COVID-19 pandemic, including those of our James Madison Fellows, who are on the front lines of classrooms across the nation. Americans have realized now, more than ever, that those classrooms are not to be taken for granted, and we are grateful for your examples of sacrifice, dedication, and innovation. The James Madison Foundation stands with you during these challenging times. I love to see how the community of James Madison Fellows is a constant source of ideas, pedagogies, and strategies as you strive to engage students in their civic education and understanding of the U.S. Constitution.

For many years now, the James Madison Foundation has been preparing and sought to raise funds for the establishment of a new Frederick Douglass-James Madison Fellowship. We are thrilled to announce that this Fellowship will be part of the upcoming 2021 fellowship competition. This special opportunity is for people of color who are United States citizens and who are secondary level teachers or prospective teachers of American history, American government or civics. The Frederick Douglass-James Madison Fellowship will enable applicants to earn a content master's degree studying the Constitution and it will allow them to become U.S. Constitutional experts, as was Frederick Douglass himself. The Frederick Douglass-James Madison Fellows can then take their scholarly knowledge back to classrooms in their own home community.

I am even more confident of just how essential our work here at the James Madison Foundation is, especially in light of the current situations our nation is facing. As James Madison Fellows, you are part of a network of over 1,800 teachers who are trained in the scholarship and the principles of the U.S. Constitution. As experts in your field and in your classrooms, you guard American liberty by teaching civic rights and responsibilities. This is precisely what the Commission on the Bicentennial of the U. S. Constitution imagined when they proposed the creation of the James Madison Memorial Fellowship Foundation – a program that would perpetuate the teachings of the Constitution through our nation's best and brightest educators, even, and especially during the most challenging of times.

President, James Madison Foundation

# The Frederick Douglass- James Madison Fellowship

*Interpreted as it ought to be interpreted, the Constitution is a glorious liberty document.*

—FREDERICK DOUGLASS, 1852

The Frederick Douglass-James Madison Fellowship will provide an outstanding teacher or prospective teacher of color with the opportunity to complete a master's level graduate degree in history or political science. This Fellowship will be awarded, on a meritorious basis, to one individual out of a pool of applicants nationwide.

The aim of this Fellowship is to open doors and provide secondary teachers of color with resources to

become U.S. Constitutional experts, as was Frederick Douglass himself. Douglass's impact as a committed defender of equal justice and Constitutional liberties has reverberated throughout the nation, and indeed, the world, for more than a century. Frederick Douglass Fellows, too, will have a lasting impact serving as voices of civic education and champions of cultural diversity in our schools across the nation.



## Frederick Douglass, Fierce Abolitionist and Defender of the U.S. Constitution, Speaking on America's Founding Documents

The American Constitution is a written instrument full and complete in itself. No Court in America, no Congress, no President, can add a single word thereto, or take a single word thereto. It is a great national enactment done by the people, and can only be altered, amended, or added to by the people. —1860

Again, it should be borne in mind that the mere text, and only the text, and not any commentaries or creeds written by those who wished to give the text a meaning apart from its plain reading, was adopted as the Constitution of the United States. —1860

The framers of the Constitution sat with doors closed, and that this was done purposely, that nothing but the result of their labours should be seen, and that that result should be judged of by the people free from any of the bias shown in the debates. —1860

I repeat, the paper itself, and only the paper itself, with its own plainly written purposes, is the Constitution. It must stand or fall, flourish or fade, on its own individual and self-declared character and objects. —1860

I have said that the Declaration of Independence is the ring-bolt to the chain of your nation's destiny; so, indeed, I regard it. The principles contained in that instrument are saving principles. Stand by those principles, be true to them on all occasions, in all places, against all foes, and at whatever cost. —1852

They loved their country better than their own private interests; and, though this is not the highest form of human excellence, all will concede that it is a rare virtue, and that when it is exhibited, it ought to command respect. He who will, intelligently, lay down his life for his country, is a man whom it is not in human nature to despise. Your fathers staked their lives, their fortunes, and their sacred honor, on the cause of their country. In their admiration of liberty, they lost sight of all other interests. —1852

We have to do with the past only as we can make it useful to the present and to the future. —1852



# Friends Divided: John Adams and Thomas Jefferson

CONSTITUTIONAL CONVERSATIONS FEATURING  
DR. GORDON S. WOOD AND DR. JEFFRY H. MORRISON

GORDON S. WOOD, PH.D., *Alva O. Way University Professor, Professor Emeritus of History, Brown University, Providence, Rhode Island*

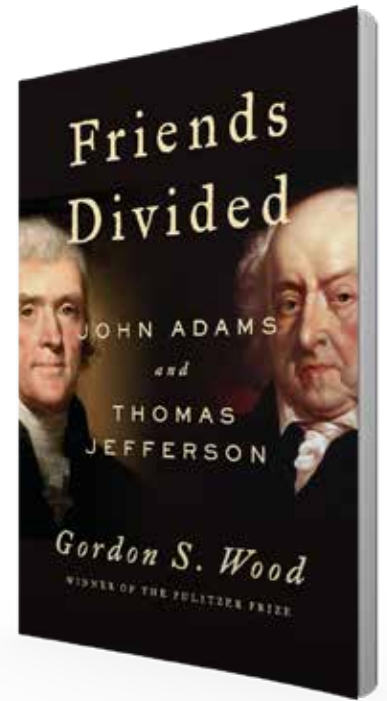
JEFFRY H. MORRISON, PH.D., *Director of Academics, James Madison Foundation; Professor, Department of Leadership and American Studies, Christopher Newport University, Newport News, Virginia*

*The article below contains excerpts from an interview with Dr. Gordon Wood on his most recent book Friends Divided: John Adams and Thomas Jefferson. The interview was conducted by Dr. Jeffry Morrison. For the full interview, visit our YouTube channel: American History Videos.*

## Part I: Avid Patriots

**Morrison:** We are here today with Professor Gordon Wood, who is the Alva O. Way Professor Emeritus at Brown University, and your most recent book is *Friends Divided: John Adams & Thomas Jefferson*, 2017. Now, of course, in order to be divided, they have to first be united. So, what initially united Adams and Jefferson? What drew them together?

**Wood:** In the revolutionary movement, they were both avid patriots. When Jefferson came to the second Continental Congress, Adams immediately took to him. Adams was older, and he liked being deferred to. He took Jefferson under his wing. They were the most radical members, or two of the most radical members, of the Continental Congress, so that naturally bound them together.



## Gilder Lehrman State Teacher of the Year



Marcee Hinds,  
'19 (AL)



Barbara Taylor,  
'19 (CO)



Jennifer Jolley,  
'10 (FL)



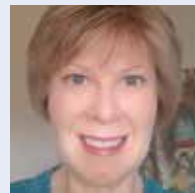
Christina Cote-Reinhart,  
'07 (MT)



Amy Page, '14 (NM)



Catherine Saks,  
'02 (OR)



Shannon Hall,  
'01 (WY)

Congratulations to our very own James Madison Fellows who have been awarded the State Teacher of the Year by the Gilder Lehrman Institute of American History.

The following criteria were used to choose these excellent teachers:

- A demonstrated commitment to teaching American history (including state and local history)
- Evidence of creativity and imagination in the classroom
- Effective use of documents, artifacts, historic sites, oral histories, and other primary sources to engage students with American history

**Morrison:** Yes, and, of course, there were various friendships that were formed and then strained and even broken during that period. One thinks of not only Adams and Jefferson, but also Madison and Hamilton, Washington and Madison to some extent, and Washington and Jefferson. So what makes the Adams/Jefferson friendship so important?

**Wood:** The friendship was of course important because they united Massachusetts and Virginia in the Continental Congress, but their friendship was really enriched when they were both ministers abroad. Jefferson was a widower alone and joined Adams, who had been abroad for several years previously. The Adams family was there—Abigail with the young John Quincy Adams—and they took Jefferson under their wing. They went to concerts together, to museums together, and Jefferson became a member of the family, so to speak. Later, Adams said to Jefferson, “You were as much a father of John Quincy as I was.” So, that’s when the friendship really deepened.

## Part II: Freedom United

**Morrison:** Would you speak a little bit more about the radicalism that they shared during the revolutionary period?

**Wood:** They were both eager to break from Great Britain well before most Americans. Jefferson wrote a pamphlet, and although it was published without his permission, it became his summary view of the relationship between Britain and her colonies. It was by far the most radical pamphlet to appear until Thomas Payne’s “Common Sense.” He treated the King as if he were a servant of the people, more or less, and he was really entering dangerous territory with that rhetoric.

**Morrison:** As I recall, it was that same point of view that convinced Adams that Jefferson wrote ten times better than any other man in Congress.

**Wood:** That’s right. They were both on the committee that was selected to write the Declaration of Independence. It was a committee made up of various sections from



John Adams

New York, Virginia, Massachusetts, and Pennsylvania. But Adams was busy chairing two dozen committees, especially the Board of War which was actually fighting at this point in early 1776. So, he thought, “Why don’t we let this young squirt from Virginia write the Declaration? He’s a good man with a pen.” Two decades later, Adams was really upset and jealous because writing the Declaration became very important, and Jefferson was getting famous for that. Adams said if he had known that, he would have written it himself. So, that was a little source of jealousy in their relationship.

**Morrison:** There was a more senior member of that sub-committee, Roger Sherman.

**Wood:** Roger Sherman, Benjamin Franklin, and Robert Livingston from New York; it was a sectional—five people. They edited Jefferson a little bit, but Adams didn’t do much. Franklin made a few suggestions, and Congress then edited some stuff out, probably as much as 30–40%, which Jefferson found as excruciating as any other does. He was very sensitive about having his prose edited, but it turned out to be a magnificent document, and by the 1790s, when the parties arose, the Jeffersonian Republicans used that Declaration on his behalf against the Federalists, especially “all men are created equal.” Those phrases suddenly became relevant and politicized. Jefferson didn’t think that the document would be so important or tied to him so personally; Adams didn’t either. When Jefferson came to realize that it was important, he wrote to his son-in-law



Thomas Jefferson

and said, “Look, I want to give you the desk on which I wrote the Declaration. It is going to be a relic.” So there was a sense that the document had taken on a sacred quality. That’s why when Jefferson came to list the three accomplishments of his career, the first one is the writing of the Declaration. It really became the touchstone of his whole career.

## Part III: The Revolution of 1800

**Morrison:** Let’s talk a little bit more about those party politics that you referred to just a moment ago. Jefferson called his unseating of Adams from the presidential chair “The Revolution of 1800,” which must have been a little irksome to Adams because it implied that he was a counter-revolutionary of sorts. What was it that Jefferson and the Republicans feared from Adams and his high Federalists?

**Wood:** They feared the Federalists because they sincerely believed that the Federalist Party, although the Federalists never called themselves a party, were bent on turning the United States into a monarchy. Hamilton had that kind of ambition; he wanted to make the United States a fiscal military state similar to Great Britain that could face the European powers on their own terms with a standing army, a big navy, and all the apparatus of a modern state. This was appalling to Jefferson, Madison, and their followers. They had a very different vision of



what the United States would be, and they saw the Revolution being reversed.

Then, of course, the French Revolution intervened, and the Federalists, who were opposed to the French Revolution, supported England in this gigantic European struggle between the two great powers, England and France. The parties in America were divided on that. The French were supported by the Jeffersonian Republicans, and from the Federalist point of view, it looked as if we had a fifth column movement here in America that was supporting the French Revolution and was trying to spread its chaos, its terror, to the United States. The parties were really divided when Jefferson won in 1800, and it was as if the Revolution was put back on course and this monarchical threat was ended. Adams was deeply humiliated because Washington had two terms, and he fully expected to have a second term as well, thinking it was in the cards. So, he was bitter, and he refused to attend Jefferson's inauguration.

**Morrison:** Since you're talking about the French Revolution, was Adams aware of that more sanguinary language that Jefferson used? For example, he'd "rather see half the earth decimated than see the revolution fail," and "it would be better if there were only an Adam and an Eve left in every monarchical country." Did Adams know about that?

**Wood:** He didn't know; those were private letters that Jefferson wrote. Adams didn't know how much of an ideologue Jefferson was, although he did know Jefferson was a fervent supporter of the French Revolution, and that really scared him. It's hard for us to recover the feelings that people had about the French Revolution because it was killing thousands of people; it's probably similar to the feelings people had about the Soviet Union in the 1930s and '40's.

## Part IV: Friendship Tried

**Morrison:** So, they have a falling out, and it's precipitous, but by about 1812, as I recall, Dr. Benjamin Rush, is kind of a matchmaker.

**Wood:** A mutual friend but much more friendly with Adams. He said, "Each of you represents the sections, the North and the South, and we need to reconcile you." He worked at this for two years, and he did it so nicely, telling each of them the other one said he loved him. Finally Adams said, "Ok, I'll write Mr. Jefferson," and he did. They then resumed their correspondence, and it went on for the rest of their lives until 1826. Adams wrote twice as many letters as Jefferson; in fact, at one point, he realized that, and he apologized. Adams said, "Maybe you have more correspondents than I have. How many letters did you receive last year?" This was 1820, and Jefferson responded, "Twelve hundred and something." Adams was appalled: "How did you respond to all these? I only had one hundred and twenty something, a tenth." Jefferson was already an international superstar, corresponding with the Tsar of Russia, the great German naturalists, with people from all over the world. Adams was not in that league, and although he realized that and accepted it, he was jealous—he was a very vain person. But, Adams understood somehow that Jefferson represented the Enlightened Era in a way that he didn't.

**Morrison:** The cast of their minds is different. Jefferson has a much more wide-ranging mind, a real American Renaissance man. Adams may be a little more practical politically, maybe more of a constitutional thinker, Jefferson maybe more of an aspirational thinker.

**Wood:** Yes, I think Adams's letters are more interesting to read though; he's pungent, he's much better than in his formal writing. When he wrote *A Defense of the Constitutions of the United States*, it's so heavy, but when he writes his letters or his diary, he has this incredible, vivid picture of people and images and metaphors that Jefferson couldn't match. Adams doesn't have the range, but there is no pretension; he knows far more about history than Jefferson. Jefferson is the kind of guy that wants to know about everything and does. There is nobody who knows about more things in North America than Jefferson;

I would include Franklin in that. I think Jefferson is incredibly widely read. He was proud of that and saw himself as a sort of impresario, bringing Western culture, the great books, and great art back to his benighted countrymen who are stuck in the sticks in North America.

**Morrison:** Monticello is a virtual museum, especially the foyer as you enter.

**Wood:** It is a very self-indulgent building. But it is a marvelous building, a world heritage site. Jefferson's status is declining because of his slave holding, and that was the one issue that he and Adams didn't talk much about. They did bring it up over the Missouri Crisis. Adams himself would say, "I never owned a slave in my life and I don't like the institution." He said that to Jefferson and other Southerners, "You've got this problem. I am not going to speak to you outside and tell you what you should do, you are going to have to work it out yourselves." After the Missouri Crisis, they were both frightened by the institution of slavery. They knew that would be the issue that would break the Union.

**Morrison:** That's the famous fire bell in the night.

**Wood:** Jefferson was really scared of that Missouri crisis because he realized that the North really cared about abolishing slavery, and he became quite defensive. Unfortunately, his last letters read like a Southern fire-eater defending his section against the Northern busybodies; it was not a happy period of his life.

**Morrison:** He dies shortly thereafter—remarkably, Adams and Jefferson die on the same day.

**Wood:** They didn't know that, but in fact, Adams said as his last phrase, "Jefferson still survives." Of course that wasn't true because Jefferson had died five hours earlier, but in a kind of figurative sense he did. He survives in a way that Adams doesn't. Adams has recovered a little bit, but there is no way you can make Adams and Jefferson equal, except for those of us that know the details. We have our real affection for Adams.



Healy Hall, Georgetown University

# James Madison Fellows & National Board Certified Teachers

Over the years, we have noticed many of our James Madison Fellows also carry other honorable distinctions. Recently it has come to our realization that dozens of James Madison Fellows are also National Board Certified Teachers. In this issue of Madison Notes, we would like to recognize them. Achieving the most respected professional certification available in K-12 education, these teachers have shown their excellence and impact in the classroom through content mastery, use of data assessments, continuously improving pedagogy, and participation in learning communities. They underwent a rigorous, performance-based, and peer-review selection process that just over 3% of teachers across the nation have successfully completed. We applaud these James Madison Fellows for going above and beyond to become expert teachers and lead out in engaging communities of students and colleagues. Well done!

<i>Lee Alexander '13 (NC)</i>	<i>Robert Hight '02 (NC)</i>	<i>Mark Oberjuerge '06 (CA)</i>
<i>Dustin Baker '15 (NC)</i>	<i>Jeffrey Hinton '07 (NV)</i>	<i>Benjamin Osborne '10 (AL)</i>
<i>Brett Barry '03 (NV)</i>	<i>Jennifer Hitchcock '16 (VA)</i>	<i>Kimberly Pennington '00 (OK)</i>
<i>Brent Belvin '98 (NC)</i>	<i>Amber Hodges '08 (AR)</i>	<i>Brandi Phillips '12 (NC)</i>
<i>Barbara Blinick '95 (CA)</i>	<i>Benjamin Hubing '18 (WI)</i>	<i>Axel Ramirez '94 (UT)</i>
<i>Sarah Brown '08 (NV)</i>	<i>Jason Hunt '11 (OH)</i>	<i>Patsy Ramsey '95 (AR)</i>
<i>Sharon Conditt '09 (WA)</i>	<i>Milton Hyams '04 (NV)</i>	<i>Tiffany Rhodes '10 (NC)</i>
<i>Mary Cosby '09 (VA)</i>	<i>Peggy Jackson '02 (NM)</i>	<i>Kevin Sacerdote '98 (FL)</i>
<i>Justin Crews '13 (OH)</i>	<i>Emily Jolley '07 (NC)</i>	<i>Angela Sanders '00 (MS)</i>
<i>Joel Davis '18 (CA)</i>	<i>Jennifer Jolley '10 (FL)</i>	<i>Paul Schneider '00 (WA)</i>
<i>John Deken '07 (MO)</i>	<i>Richard Judd '14 (FL)</i>	<i>Jennifer Seal '98 (OK)</i>
<i>Margaret DeWeese '09 (OK)</i>	<i>Patrick Kelly '04 (SC)</i>	<i>Donna Sharer '06 (PA)</i>
<i>David Dingler '17 (WA)</i>	<i>Anne Kelsey-Zibert '07 (SC)</i>	<i>Eileen Sheehy '92 (MT)</i>
<i>Angela Dormiani '08 (OK)</i>	<i>Christopher Kemp '01 (KS)</i>	<i>Michael Shepherd '96 (AR)</i>
<i>Tyson Emborg '05 (WY)</i>	<i>Katherine Kloster '99 (NV)</i>	<i>Sonya Shockey '19 (WV)</i>
<i>Bridget Federspiel-Newsbury '01 (OH)</i>	<i>Elizabeth Knight '06 (NC)</i>	<i>Leslie Skinner '92 (SC)</i>
<i>Melissa Finn '99 (WA)</i>	<i>Nicole Little-Cook '99 (MD)</i>	<i>Stephen Stevens '92 (OK)</i>
<i>Daniel Gallagher '04 (MD)</i>	<i>Melinda Lemke '03 (TX)</i>	<i>Casey Swift '19 (WY)</i>
<i>Emmitt Glynn '08 (LA)</i>	<i>Charles LeWarne '97 (WA)</i>	<i>George Thomson '95 (AR)</i>
<i>Sharolyn Griffith '08 (WY)</i>	<i>Amy Maddox '97 (AL)</i>	<i>Marc Turner '19 (SC)</i>
<i>Shannon Hall '01 (WY)</i>	<i>Kylie Maddy '12 (NV)</i>	<i>Kelli Tufo '17 (IL)</i>
<i>William Hartley '94 (FL)</i>	<i>Leslie Martin '15 (SC)</i>	<i>Rhonda Watton '15 (WI)</i>
<i>Lindsey Hatch '05 (WA)</i>	<i>Heather McCurdy '96 (IL)</i>	<i>Cynthia Welborn '03 (SC)</i>
<i>Dawn Hauser '04 (UT)</i>	<i>Janice Mertes '94 (WI)</i>	<i>Cherry Whipple '18 (TX)</i>
<i>Brett Helm '97 (NC)</i>	<i>Stephen Miller '03 (MD)</i>	<i>May Wong '11 (WA)</i>
<i>Mark Helms '11 (NC)</i>	<i>Rebecca Mueller '03 (KY)</i>	<i>Kevin Workman '04 (WA)</i>

If your name was left off this list, please contact Katie Robison ([krobison@jamesmadison.gov](mailto:krobison@jamesmadison.gov))



# 2019 Summer Institute on the United States Constitution at Georgetown University



From June 15 to July 12, 2019, 48 James Madison 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 2019 Summer Institute included a tour of the U.S. Capitol by Steve Livengood of the United States Capitol Historical Society. Other memorable experiences included the energetic walking tour of Arlington Cemetery with author, historian, and National 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, of course, the obligatory lunch at Michie Tavern) and Montpelier; a moving tour of the African American Museum; a visit and lecture by Mary Beth Tinker in commemoration of the 50th Anniversary of *Tinker v Des Moines*; a visit to the awe-inspiring Library of Congress, a day trip to Mt. Vernon and Gunston Hall; a tour of the White House; and the 23rd Annual Madison Lecture by the renowned historian and Pulitzer Prize-winning author, Gordon S. Wood. Readings, discussions, and guest lecturers continued to keep the Fellows intellectually engaged for a busy but rewarding month.

## 2019 James Madison Fellows at Montpelier

**At James Madison's Montpelier:**

**Top row:** Benjamin Hubing, Michael Joshi, Christopher Evans, Brent Zinkel, Benjamin Fabian, Daniel Delaney, Ryan Alfred, Ethan Rettew, Ellen Loman, Brandon Zahn, Samuel Vining, Christiana Forbush, Logan Istre

**Second row:** Jennifer Jolley, Angela Ward, Brendan Earle, Stephen Rosser, Kimbrie Vlach, Brian Milliron, Clint Rodreick, Jeffery Carter, Meghan McCormick, Meg Shadid, Lauren Lipinski, Claire Bellar, Stephanie Kaufman, Jeffrey Bush, Joshua Halperin

**Third row:** Dr. Morrison, Rich McNeil, Eric Fugitt, Joel Davis, Madeline Alvendia, Silas Richards, Michele Giacobbi, Maeve Kennedy, Karen Wagner, Hayley Whitehead, Pamela Cummings, Lauren Goepfert, Heather Riganti, Sean Hudson, Katie Robison

**Fourth row:** Dr. Halperin, Raudiel Peña-Barrios, Teresita Davila-Alexander, Ross Conner, Alexandra Alessi, Samantha Westerdale, Shelby Thompson, Erin Freeman, Stephanie Nelson, Jordan Allcorn, Halli Gerin, Cherry Whipple, Molly Schneider, Lewis Larsen

**At George Washington's Mount Vernon, Madeline Alvendia, '18 (NV), Michele Giacobbi, '18, (TN), Ross Conner, '18 (KS), and Heather Riganti, '18 (GA)**





At Arlington National Cemetery, renowned historian Phil Bigler speaks to James Madison Fellows at the Memorial Amphitheater.



During a tour at the Library of Congress by Director of Education, Lee Ann Potter, Ross Conner, '18 (KS), Lauren Goepfert, '18 (FL), and Silas Richards, '18 (NH) view Alexander Hamilton's annotated copy of the draft of the U.S. Constitution.



At Georgetown University, Professor Terri Halperin leads a spirited discussion group, where they analyze their assigned readings from the preceding lecture.



During the Closing Banquet of the Summer Institute on the Constitution, the 2019 class holds up autographed copies of John P. Kaminski's book *James Madison: Champion of Liberty and Justice*, a gift from the author.





The 2019 Summer Institute James Madison class poses during their tour of Arlington National Cemetery.



Gordon S. Wood, Pulitzer Prize winning American Historian delivered the 23rd Annual James Madison Lecture.



*Halli Gerin, '18 (NJ), and Madeline Alventia, '18 (NV) outside Michie Tavern in Charlottesville, Virginia.*



Guest speaker Dr. Frank Garmon, Assistant Professor of American Studies at Christopher Newport University, gives a lecture on "Economics and the Constitution."



At the White House East Room, *Sean Hudson, '17 (LA), Brent Zinkel, '17 (WI), Joel Davis, '18 (CA), and Claire Bellar, '18 (KY)*



Jeffery Rosen, president of the National Constitution Center, speaks to the James Madison Fellows in the classroom at Georgetown University.

At the U.S. District Court in Washington, D.C., James Madison Fellows participate in a thrilling mock trial.



James Madison Fellows with the Honorable Royce C. Lamberth.





At James Madison's Montpelier, *Kimbrie Vlach, '18 (NE)*, *Heather Riganti, '18 (GA)*, *Molly Schneider, '18 (OH)*, and *Stephanie Kaufman, '18 (SD)* pose with Mr. and Mrs. Madison.



*Angela Ward, '18 (CA)* speaks with former Secretary of Education *John B. King, Jr. '95 (NJ)* after his guest lecture.



*Mary Beth Tinker* signing a poster commemorating the 50th anniversary of *Tinker v. Des Moines* for *Meghan McCormick, '18 (NJ)*.



*Ellen Loman, '18 (ID)* and *Alexandra Alessi, '18 (MA)* at the North Portico of the White House.



Professor *Jeffry Morrison* with *Dr. William B. Allen*, renowned American political scientist, following *Dr. Allen's* lecture "George Washington and Slavery."



*Stephanie Nelson, '18 (WA) and Angela Ward, '18 (CA) observe the laying of the wreath at George Washington's tomb at Mount Vernon.*



*Alexandra Alessi, '18 (MA) with Mary Beth Tinker.*



*2019 Cuban Fellow Raudiel Peña-Barríos at Monticello.*



*Erin Freeman, '18 (WY) at Mount Vernon.*



*Ryan Alfred, '18 (IA) and Stephen Rosser, '18 (AK) at the Library of Congress.*





*Stephen Rosser, '18 (AK), Ryan Alfred '18 (IA), Michael Joshi, '18 (CT), Molly Schneider, '18 (OH), Kimbrie Vlach, '18 (NE), Stephanie Kaufman '18 (SD), and Ross Conner, '18 (KS) on the grounds of George Mason's home, Gunston Hall.*

*Kimbrie Vlach, '18 (NE), Jeffrey Bush, '17 (MS), Molly Schneider, '18 (OH), Sean Hudson, '17 (LA) and Professor Kevin Hardwick in a discussion group.*



*Kimbrie Vlach, '18 (NE), Molly Schneider, '18 (OH), Michael Joshi, '18 (CT), Samuel Vining, '18 (NC), Ryan Alfred, '18 (IA), and Brian Milliron, '18 (MI) at the National Museum of African American History and Culture.*

*Claire Bellar, '18 (KY), and Lauren Lipinski '18 (MN) touring the grounds at Thomas Jefferson's Monticello.*



## IN THEIR WORDS

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The 2019 Summer Institute Class had enthusiastic praise for the Summer Institute on the Constitution. They remarked on the academic rigor, the enriching perspectives of faculty and colleagues, and the once-in-a-lifetime opportunity for on-site instruction regarding the Founding and the Constitution. Read, in their own words, why the Fellows loved the Summer Institute.



I was exposed to such a well of knowledge about the Founding and was brought into contact with such a delightful band of educators that I can say the course of my teaching will be forever altered. The material we received is, of course, only the tip of the iceberg, but it opens the door to the vast world of people, ideas, and struggles that birthed the American Republic and provides us, the fellows, with the keys to do the same for our students.

—Logan Istre, '18 (LA)



## IN THEIR WORDS, *continued...*



The Summer Institute exceeded all of my expectations. I was exposed to new ideas about the Founding Era from professors that wanted to improve each Fellow's understanding of the content. The best part of the Summer Institute was discussion with the professors and other Fellows about content presented in class.

—Ryan Alfred, '18 (IA)



I met some of the most amazing teachers in the country and experienced things I would have never had the opportunity to do without the Fellowship. It was the best professional development I've ever been a part of.

—Jordan Allcorn, '18 (NM)



I genuinely believe that the friendships and experiences of the Summer Institute are life-changing for educators. The ability to interact on such a high level with other teachers and government professionals is a powerful way to improve as a teacher.

—Ben Fabian, '18 (VA)



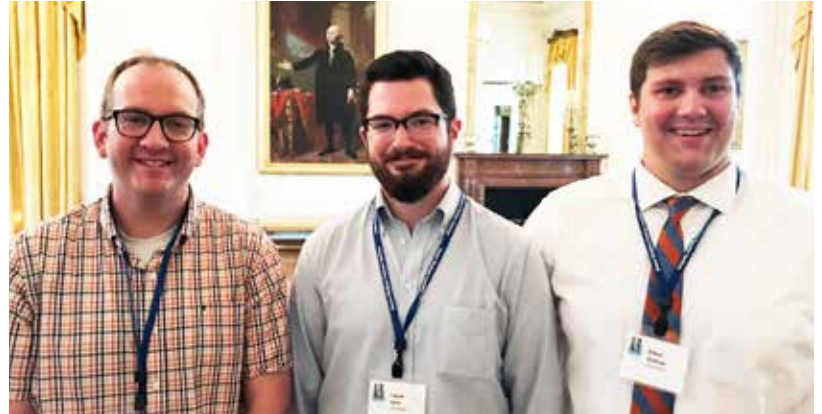
I appreciate all the field trips being included as part of the experience. The hands-on learning is amazing, as well is the ability to learn from experienced professors who gave well thought-out lectures.

—Stephanie Nelson '18 (WA)

## IN THEIR WORDS, *continued...*

The Summer Institute was amazing, and it was an eye opener for the way I teach and look at the founding of our nation. The opportunity to study the Constitution in the capital with four experienced professors is invaluable.

—**Ethan Rettew, '18 (ME)**



*Ben Hubing, '18 (WI), Logan Istre, '18 (LA), and Ethan Rettew, '18 (ME) visit the East Room of the White House.*



The Summer Institute was an incredible experience, enriching the multiple perspectives of our nation's founding. Not only this, what's better than living in a community of some of our nation's best educators?

—**Sam Vining, '18 (NC)**

*Samuel Vining, '18 (NC) with former Secretary of Education John B. King, Jr. '95 (NJ), also a James Madison Fellow.*

The opportunity to connect and learn with exceptional teachers from all across the nation was incredibly rewarding, and these relationships will continue long after the Summer Institute is over. I cannot imagine a program that could be more in-depth on the origins of American democracy and the development of constitutional principles. The insights and understandings of American government gained from this experience will be shared with my colleagues and students for years to come.

—**Jeff Carter, '18 (MO)**





The Summer Institute was life-changing and transformational.

The expansive, challenging curriculum and superior instruction were integrated perfectly with exciting, carefully structured trips and authoritative guest speakers. This unprecedented experience has uniquely equipped me to passionately inspire constitutional literacy in students, using richly diverse primary sources and my own hard-obtained knowledge.

—Angela Ward, '18 (CA)



Angela Ward, '18 (CA), Stephen Rosser, '18 (AK), Brent Zinkel, '17 (WI)



Molly Schneider '18 (OH), Heather Riganti, '18 (GA), and Ellen Loman, '18 (ID) at Georgetown University

Of all the professional development I have had the opportunity to participate in, this is the most valuable and rewarding of my career. I was able to enhance my knowledge of my content while at the same time making connections to other educators who were just as passionate about teaching history and civics education. Because of this opportunity, I will be a better teacher for my students for the rest of my career.

—Heather Riganti, '18 (GA)



I have never felt more confident in teaching about the American Constitution, and I am so thankful for all of the background knowledge that I gained during the Summer Institute. The professors assigned documents to read that I hadn't read before but that added such valuable context to the American Constitution. I am excited to share this information with my students in the fall! I am also so thankful for the experiences I shared with my peers in the DC area. I really enjoyed getting to know the other Fellows from around the country as we explored important museums and sites. These experiences made me so proud to be a Social Studies teacher and so proud to teach my students about the wonderful country that we live in.

—Meg Shadid, '18 (OK)



*Meg Shadid, '18 (OK), Adena Barnette, '11 (WV), Lauren Lipinski, '18 (MN)*



*Brian Milliron, '18 (MI) and Ryan Alfred, '18 (IA)*

I found the Georgetown Summer Institute an extremely valuable experience in terms of the information gained, the sites visited, and the interaction between myself, the professors, and the other Fellows. It was the shortest month of my life, as well as the most rewarding professionally.

—Brian Milliron, '18 (MI)



The James Madison Summer Institute is an experience that I will never forget as it both challenged me as an educator and reinforced my pedagogy on how to hold a critical lens to the foundations of this country. The readings, lectures, discussion groups, and field trips, which focused on core aspects of American constitutional law, were absolutely wonderful and essential for my learning in graduate school as a Political Science major.

—Samantha Westerdale, '18 (CO)





Healy Hall, Georgetown University



# Lessons from My Congressional Fellowship

BY ADENA BARNETTE, '11 (WV)

*Have you ever wondered what the James Madison Congressional Fellow does for their month in Washington? Adena Barnette answers that question in her speech at the Closing Banquet of the 2019 Summer Institute on the Constitution. Adena spent her Congressional Fellowship in the office of Senator Joe Manchin (WV).*

**W**ow! This has been the fastest four weeks of my entire life. Not only have I survived walking from Union Station to the Hart Senate Building in a full-blown monsoon, figured out how to operate Senator Manchin's autopen, and watched "A Capitol Fourth" from the Capitol steps, but I even dined in the U.S. Senate's Private Dining Room. All in all, I can say it has been a month for the record books.

I have learned so much about myself, about the leaders who represent my state, and about how our government works, and I would like to share a few of the lessons I have learned with you.

**Lesson 1: Tell your story and let it be the driving force behind your work—whether it be in the Senate or in your classroom.**

My experiences as a student and an educator in West Virginia public schools are the very backbone of everything I do. They are the reason I am so engaged in local and state politics; they are why I ran for and was elected president of my local NEA affiliate; and they are why I applied for the James Madison Congressional Fellowship.

When Senator Manchin said in a meeting, "You need to tell your story or

someone else will tell one on ya," I recognized that is up to us—the educational leaders of this country—to have the courage and willingness to speak our truth and to share it with others.

For example, when I met with the junior Senator from West Virginia, Shelley Moore Capito, she had only planned for a photo-opportunity with a James Madison Fellow. I, however, had come prepared to tell her all about how the opioid crisis is affecting my family and my students. Never pass up an opportunity to share your truth with others and to tell those in positions of power you are willing to do the hard work of finding solutions.

**Lesson 2: Working in Washington is much more about helping people and much less about political parties.**

When folks call in to our Senate office each day, our interns never ask the caller whether they are Democrat or Republican. Instead, they ask, "How can we help?" or "What is your concern?" Then, they either convey the issue to our amazing caseworkers or do what they can to solve it—whether it's getting West Virginia benefits or renewing a passport. Other times, they pass along the call to one of the legislative staffers who use that



Adena Barnette, '11 (WV) with Senator Joe Manchin of West Virginia

feedback to drive our positions on particular bills.

From day one, I saw that our legislators and their staffers truly care about the people back home—especially since so many staffers work for a member of their home state. It was inspiring to be surrounded by West Virginians fighting for West Virginians. Every cause has a face and a name, and that person is probably related to someone we knew growing up or knew in college.

Legislative offices work across the aisle to tackle tough problems such as drug abuse. Just this week, both of West Virginia's U.S. Senators, the Acting Secretary of Homeland Security, and the First Lady spent the day in Huntington, West Virginia—ground zero of the opioid crisis in this country—to listen to what's happening in the community and brainstorm short and long term solutions to the crisis.

As Constitutional scholars, we believe in a government that stands for the people.

There are members of Congress who are constantly working together to come up with bipartisan solutions. These solutions are often the brainchild of the Problem Solvers Caucus, where Senator Manchin is the ranking Democrat. Bipartisanship is not dead, and it is up to our citizenry to elect legislators who are willing to work across the aisle to do what is truly best for their state and our country.

### Lesson 3: Congressional politics are nothing like they are portrayed on the news or on television.

I am so thankful that Congress is not really like House of Cards or the proverbial swamp that needs draining. During my time on the Hill, I realized that working at the Capitol is more like The West Wing, but we spend all of our time doing research instead of fast-forwarding through the work for juicy bits of Sorkin-esque dialogue. People work hard every single

day, and their legislation is firmly rooted in studies and report findings.

People are working on lots of amazing legislation, and sometimes the bill might go viral, sometimes it may get little to no attention. For example, during my month in Senator Manchin's office, we announced an Equal Pay Bill for the Women's and Men's U.S. Soccer Teams that garnered lots of press and cable news interviews. We also announced our bill calling for a three-digit code for the National Suicide Hotline which we hope can help us intervene on behalf of the 20 to 30 U.S. Veterans who commit suicide every day. Additionally, we announced a bill that will streamline student loan paperwork to help borrowers clearly understand the terms and conditions of their student loans.

It has been the chance of a lifetime. I am a better person because I am a James Madison Fellow, and I am a better teacher and advocate because my experiences, such as these, have shaped me into who I am today.

*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: **kalldredge@jamesmadison.com**. Let's show the world how our Fellows are impacting America's future!



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## Meet the 2019 Fellows' Fellow *Lucas George, '19 (OH)*

Dear James Madison Fellows,

It has been an honor to be accepted into an organization that has so many passionate, engaged, and caring social studies teachers. The James Madison Fellowship not only benefits these educators, but also the countless students they work with. I am grateful to receive this opportunity and I am sure that this will help enhance my teaching for many years to come. The special part about my fellowship, the Fellows' Fellowship, is that it is supported by all of you through your generous donations to the Foundation.

Being in the teaching profession, I understand that we may not have the highest paychecks, however, I can tell you that we truly know how to appreciate the value of the dollar. We work hard everyday, we spend our own money on various different parts of our classroom, and we try our best to invest in our own future. The fact that so many Fellows took their own money to help fund my future and my goals of continuing education, is humbling. It is obvious that you all see great worth and merit in this Fellowship and

continually advocate for its success. I promise to use this gracious opportunity to better myself as an educator and continually integrate the values of this program into my teaching profession.

Without even taking a graduate course, without even going to the Summer Institute, and without even meeting any of you, I have learned an abundant amount about the educators that make up this Fellowship.

They are ones that look to make an impact in and out of their classrooms by encouraging and cheering for those teachers who are eager to “walk an extra mile” for their students and their colleagues. This Fellowship continually inspires me to be my best and I promise to represent us well in my graduate studies and in the professional world. I want to thank you all, from the bottom of my heart, for the impact this will have on me and all of my students.

Sincerely,  
Lucas E. George  
*Social Studies Teacher, Franklin City Schools*  
*James Madison Fellow '19 (OH)*

# JAMES MADISON FOUNDATION



## James Madison Medal

To acknowledge and celebrate our graduating Fellows who have successfully completed their graduate degree under the James Madison Fellowship, the James Madison Memorial Fellowship Foundation is now providing James Madison Medals. These may be worn with other graduation regalia at convocation and commencement ceremonies. The medal will come with a neck ribbon, and it will also come with a wooden desk holder so that it may be displayed in homes and offices.

The medal's obverse features the bust of President James Madison and the name and establishment date of the James Madison

Memorial Fellowship Foundation. The reverse side of the medal is a seal which recognizes the bicentennial of the Constitution, and specifically The Commission on the Bicentennial of the United States Constitution. The Commission, a former federal organization, conceptualized the genesis of the James Madison Memorial Fellowship Foundation, which was ultimately approved by the U.S. Congress in 1986.

These medals will be sent to current and alumni James Madison Fellows free of charge. If you would like to receive a medal, please email Oliver Alwes at [oolwes@jamesmadison.gov](mailto:oolwes@jamesmadison.gov).



## COVID-19 Response

As COVID-19 has hit and continued to spread throughout the U.S., our offices have taken extreme precautions to ensure the safety of our staff members while also maintaining contact with Fellows and taking care of all administrative needs. We have closely followed all recommendations of the Center for Disease Control (CDC), the World Health Organization (WHO), as well as federal, state, and local authorities.

After the Virginia stay-at-home order was lifted, symptom-free staff members have come into the office, when necessary, on a rotating basis and isolated themselves in their air-conditioned offices, always wearing masks. We have daily Zoom staff meetings

and coordinate via WhatsApp so that all paperwork can continue to be processed and mailed remotely. At the end of each work day, we complete our various assigned chores, sanitizing all surfaces and making good use of our stash of Clorox wipes.

Although we did not hold our annual Summer Institute at Georgetown University, our staff has stayed as busy as ever with the various development projects we are rolling out (some of which have been featured in this issue), new Constitutional Conversations videos, annual paperwork, academic advising, and finalizing certificates for our hard-working Fellows who have completed their programs in these unprecedented circumstances.

*Visit our  
updated website!*

**JamesMadison.gov**

All James Madison Fellows recently received an email from President Lewis F. Larsen with the new username and password for the "Fellows Only" section.



# Get to Know...

## Sheila Osbourne, Assistant Director of Academics

Sheila Osbourne has now been working at the Foundation for over 20 years and is an invaluable member of our staff. She is a licensed professional counselor and will soon be defending her dissertation for her Ph.D. in Advanced Studies in Human Behavior from Capella University.

This background in counseling has made Sheila an excellent academic advisor who has helped hundreds of Fellows through the James Madison Fellowship program. In her current role, she handles all phases of advisement, from helping people choose the best program to attend, to finding the necessary constitutional courses, to helping them move through the teaching obligation phase.

Sheila is your go-to contact for all academic questions. She wears many hats at the Foundation, but most importantly, she helps Fellows create a strong plan of study and manages any changes they experience as they go through their programs.

When asked what advice she has for the Fellows, Sheila responded:

1. Always refer to the Fellows' checklist at the beginning of the Fellows' handbook. This will help you as you transition between different phases of the program.
2. When you finish your master's degree and are wondering "what do I do next?" send us your official transcript and your verification of employment, and I'll send you the teaching obligation letter. For Fellows in the middle of their program, you need to send in your grades with your annual paperwork (the transcript does not need to be official) so we can verify your constitutional courses.
3. Let me know if you need to make any changes to the approved plan of study.
4. The money from the fellowship is only to be used for the cost of graduate school. Fill out your payment request forms. Do not use the money for personal or family expenses.
5. Don't panic! Life circumstances always happen, and we are there to help you through them. We will work with you, and we are flexible, you just need to communicate with us. Tell us what is happening, and we will help you. We have saved many teachers from losing their fellowship simply through clear communication.



Sheila Osbourne

## Abby Clayton, Summer Intern



This summer, although we were unable to hold our Summer Institute at Georgetown, we welcomed Abby Clayton into our (socially-distant and virtual) offices as our intern. Abby grew up in the D.C.-metro area and has loved history, museums, and old collections since the first time she went to the Smithsonian as a child. She recently graduated from Brigham Young University with a Bachelor of Arts in English and will begin the English Literature Ph.D. program, with an emphasis in Victorian Cultural Studies, at Indiana University-Bloomington in the fall. "I am grateful for the opportunity I have this summer to engage in work that furthers the cause of education in real, tangible ways at a national level. It is incredible to see not only the passion and dedication of the Fellows and the staff at the James Madison Memorial Fellowship Foundation, but also their caliber of scholarship and pedagogy that is making a difference in classrooms everywhere."

# The Revolutionary Beginnings of the Civil War

DR. GORDON S. WOOD, 23RD ANNUAL JAMES MADISON LECTURE

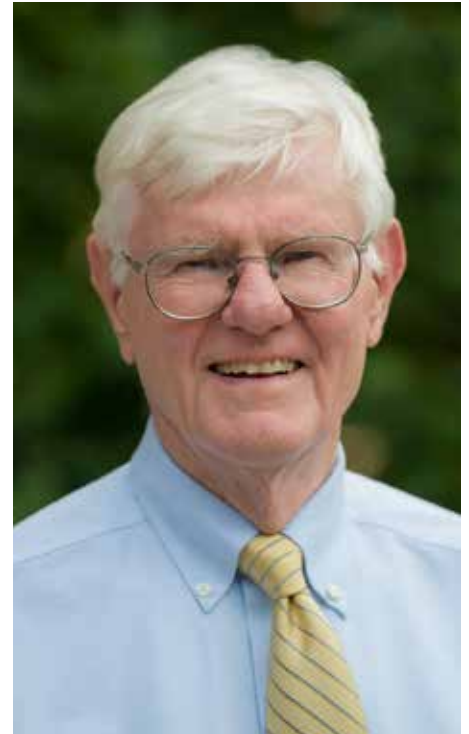
Last summer, the James Madison Memorial Fellowship Foundation was honored to host Dr. Gordon S. Wood, who addressed Fellows, alumni, and staff for the 23rd Annual James Madison Lecture, held at Georgetown University in Washington, D.C. The Pulitzer Prize-winning author, Alva O. Way University Professor, and Professor Emeritus of History at Brown University, spoke on “The Revolutionary Beginnings of the Civil War.” Dr. Wood outlined how the ideals of the Revolution fueled the North’s decision to engage in a long and bloody war in order to prevent the secession of the Southern states. According to Lincoln, “the American people of 1860 deeply felt this moral principle of equality expressed in the Declaration of Independence, and this moral principle made them one with the Founders.” Spreading freedom and democracy around the globe had been an explicit goal of the Revolution, and as Lincoln expressed, it promised that soon all would have an equal chance in the race of life. It was the Revolution that created unity of the disparate thirteen North American colonies; it was British tyranny and a war causing every part of the country to suffer that seared a nation together.

Dr. Wood claimed that, at the outset, leaders were well aware of the serpent of slavery and how incompatible it was with the very ideals of the Revolution. Prior to the mid-18th century, Americans—and most of the world—took slavery for granted as the most degraded status in a hierarchical world of degrees of unfreedom and dependency. However, the Revolution changed everything at once: leaders could not talk about freedom for themselves and at the same time own Black slaves if all men were created equal. Subsequently,

the first anti-slave convention in the history of the world was held in Philadelphia in 1775. So why did these Revolutionary leaders not do more to end the institution? Dr. Wood shared his reasoning: many of them perhaps thought that time was on the side of abolition. For instance, in 1774, Dr. Benjamin Rush predicted that in 40 years, there would not be a slave on the American continent. Jefferson, too, thought light and liberality was moving among the slaveholders and slavery would not stand against the relentless march of liberty.

Far from being doomed, we know, slavery was on the verge of its greatest expansion. Now, Dr. Wood queried, how could Revolutionaries have deceived themselves so completely? Their self-deception and mistaken optimism is understandable, Dr. Wood posited, because they wanted to believe the best, and initially, there was evidence of moving to end slavery. By 1804, every Northern state had provided for the eventual end of slavery, and even in the South, there were encouraging signs of movement against the institution, especially in the largest and richest state—Virginia. In perhaps the most conspicuous and promising endorsement of the anti-slave cause in the South, the College of William and Mary’s Board of Visitors, made up of wealthy, slave-holding plantation owners, conferred an honorary degree on the celebrated British abolitionist Granville Sharp in 1791. Additionally, other anti-slave societies brought freedom suits to the state courts which led to piecemeal emancipation in places.

By the 1790s, the free black population in the upper South had reached 30,000, and by 1810, it had increased to over 94,000. In the aftermath of the



Dr. Gordon S. Wood

Revolution, even Whites in Charleston, South Carolina expressed squeamishness about the evils of slavery, especially the public trading and punishment of slaves. What helped to convince many people in the North that the days of slavery were numbered was the promised ending of the despicable slave trade. The deep South and the rest of the New World needed slave importation to maintain their institutions, so many Americans were deluded into thinking that ending the slave trade would end slavery itself. This, combined with misleading migration statistics and other movements made Revolutionary leaders postpone dealing with the issue, even though they were drastically wrong about its future.



Other differences between the North and South, meanwhile, were becoming more severe in the three or four decades following the Revolution: “one coming to honor common labor as the supreme human activity, the other continuing to think of manual labor in traditional terms as mean, and despicable, and fit for only slaves,” Dr. Wood explained. After the Revolution, the North was radically transformed politically, economically, socially, and culturally while the South—as it rightfully declared on the eve of the Civil War—had remained true to the 18th-century republic. It was not just population growth that made the North so different from the South, it was the varied nature of that growth. The Northern states were creating turnpikes, canals, banks, and corporations, and growing internal trade with paper money, all to an extent much beyond the Southern states. And, even though the North was still agricultural, artisan and manufacturing shops were growing exponentially—from shoemakers, to wool-spinning machinists, to sawmills. The North was becoming the most highly commercialized society in the world and increasingly dominated by a new middle class.

These middling men of the North used the egalitarian rhetoric of the Revolution to launch a wholesale campaign against the aristocrats who had scorned them for ages. They urged each other to shed their political apathy and rise against all those gentlemen “who were not under the necessity of gaining their bread by industry,” calling them “parasites living off the labor of honest farmers and mechanics.” Northern critics said these aristocrats, who did not labor but enjoyed the fruits and luxury of labor, should have no right to decide the law as they had in the past. In reaction, the Southern aristocrats began emphasizing their cavalier status in contrast to the money-grubbing Yankees up North, claiming that they themselves were the only true gentlemen left in America.

Slavery in the South created a different society, a different economy, and a different culture from the North. Even some Southerners began to worry about the discrepancy between the industrious



Dr. Gordon S. Wood and Dr. Jeffrey Morrison at Georgetown University

North and the lazy South. One concerned Virginian told James Madison that “where there is slavery, there will be laziness, carelessness, and wastefulness... among the white masters.” While the South prospered, its society and culture remained traditional in many ways as it was still an eighteenth-century staple-producing, slave-holding, hierarchical society. Planter-dominated legislatures kept government to a minimum, taxed their citizens much less heavily than the Northern legislatures, and spent much less on education and social services. There were fewer middling institutions and middling people in the South—meaning fewer businesses, fewer manufacturing firms, fewer teachers, fewer engineers, and so on. As James Madison privately admitted in the 1790s, “in proportion as slavery prevails in the state, the government, however democratic in name, must be aristocratic.”

As North and South grew apart, differences that had been present from the beginning of the Revolution became even more aggravated. Northerners, especially New England Federalists, began to complain about the unjust Southern domination of the federal government. And what was more unsettling, Northerners realized

that slavery in the South was not dying out as they had once thought. The earlier leniency in judging freedom suits ended, emancipations declined, liberalism in the slave system dissipated, and Southerners reversed their earlier examples of racial mingling. New Black codes tightened the institution of slavery and restricted behavior of free Blacks.

The final blow to the Founders’ illusions was the Missouri Crisis of 1819, Dr. Wood claimed. Attempts to attach a bill prohibiting slavery upon Missouri’s admission to the Union precipitated a sectional crisis more severe than any felt before. Jefferson told John Adams, “from the Battle of Bunker Hill to the Treaty of Paris, we never had so ominous a question. I thank God that I shall not live to witness its issue.” The scales fell from the Northerners’ eyes, so to speak, as they realized the South was not going to abolish slavery and aimed to carry the institution into the West. On the other hand, Southerners realized that the North really cared about abolishing slavery and would never stop trying to end it. Dr. Wood concluded that from that moment, Americans saw the storm on the horizon, and the Civil War became inevitable.

# CLASS NOTES

## 2012

**Maureen Gray, '12 (TX)** successfully developed a local history unit for her students, including everything from civil rights history, to architectural history, to field trips downtown. She also presented her ebook on a local civil rights hero for numerous local organizations, such as the Rotary Club, a private school, and a museum.

## 2013



**Andrew Otocka, '13 (NH)**

**Andrew Otocka, '13 (NH)** spent last summer teaching a course in Law and Governance at the Advanced Studies Program at St. Paul's School. His class was made up of rising seniors from New Hampshire public and parochial schools, and it had a strong constitutional component.

**Howard Warren, '13 (MO)** presented his research "The Evolution of Affirmative Action from Kennedy to Nixon" at the Missouri Council for the Social Studies's annual statewide conference.

## 2014

**Winifred S. Anderson, '14 (MN)** is the advisor for her school's newly-formed Current Events Club and is excited to help foster more civic engagement. Last year, she organized the Central Minnesota Civil War Roundtable and attended the Friends of the National World War II Memorial Teacher Institute. Win continues to enjoy teaching AP and non-AP Government.



**Dustin Hornbeck, '14 (OH)**

**Dustin Hornbeck, '14 (OH)** completed his Ph.D. in Educational Policy. He teaches AP Government to high-schoolers, and the highlight of this last year was having the Ohio state governor come and talk to his classes. Dustin continues to create knowledge and engage in his community as he lectures on the Founding Fathers, Abraham Lincoln, and the Civil War at various events.

**Jill Martinez, '14 (CO)** worked with a civic group to pass a B.E.S.T. grant bond that would go toward constructing a new school. In their November election, the bond mill levy passed raising 22 million for their project. The state of Colorado matched their local funding and construction of the new school began early last summer. Jill also worked with the Colorado Department of Education to revise

the Colorado Academic Standards in History, Civics, Geography, and Economics. In addition to her classroom teaching, she is a contracted laborer for Pearson as an item writer, a range finder, and a reviewer of bias in their state CMAS assessments.

**Kelly Steffen, '14 (IA)** successfully made it through her first year of teaching a college course—dual-enrolled U.S. history. She also enjoys teaching high school American History, World History, and World Religions.

## 2015

**Dustin Baker, '15 (NC)** helped his school establish a successful debate team that contributed in four area debates sponsored by the Calvin Coolidge Presidential Foundation. He also took his students on a field trip to the state Legislative Building and Museum of History for the first time.

**Charles Brand, '15 (MS)** is in his fifth year teaching at Pearl High School. He teaches AP World History and U.S. History, both AP and non-AP. Charles was chosen as one of three STAR teachers for the school—an award determined by the STAR students who had the highest ACT scores in the school. Both teachers and students are recognized at the state level. He also sponsors the Pearl High School Key Club, which recently began partnering with the PEARSON Learning Foundation in Pearl to tutor and mentor elementary and middle school students within the district.

**Kimberly D. Grosenbacher, '15 (TX)** is a deputy registrar and was able to register several of her students to vote last year. She also worked as an Elections Judge during the General Election and local May election, so she was able to see her students vote for the first time.



**Georgette Hackman, '15 (PA)** was elected to the Board of Directors of the National Council for the Social Studies in January 2019, and she continues to serve on the boards of both the Pennsylvania and Middle States Councils for the Social Studies. Additionally, she works as a Master Teacher for the Colonial Williamsburg Foundation and the Gilder Lehrman Institute of American History.

**Stuart M. Leo, '15 (OH)** says that thanks to the James Madison Fellowship, he was able to teach a dual-enrollment African American history both semesters last year at his high school. This was the first time in years the school was able to offer a dual-enrollment history course, and he hopes to add more classes like this in the coming years. Stuart also coaches his school's Scholastic Bowl team and coordinates the school credit recovery program.

**David Mercante, '15 (RI)** attended the TEACH Workshop at the Harvard Business School. There, he learned about the Harvard Business case study method and went on to have a successful year applying it in his high school U.S. history classes.

**Tyrel Rose, '15 (CA)** was named the 2019-2020 Teacher of the Year at his high school. He was also chosen to present at CCSS Conference in Costa Mesa, CA, where he partnered with another Fellow, Joseph Biron, to present on "The Impact of Founding Era Ideals on the Civil War and Reconstruction."

**Michael Sandstrom, '15 (CO)** began a second Master's degree with the Gilder Lehrman Institute focusing on modern American history. Michael says his experience with the Madison Summer Institute inspired him to reach out to more programs, so he went on to attend the Monticello Teachers Institute as a Barringer Research Fellow, exploring early American history through the lens of Jefferson and the slaves on his plantation. Additionally, he was appointed as a Teacher Ambassador for the World War I Centennial Commission. Last summer, he had the opportunity to visit several American battlegrounds and cemeteries in Europe.

**Rhonda Watton, '15 (WI)** is returning for her second term on the National Council for the Social Studies Board of Directors through 2021.



**Jerome Bailey, '16 (MD)**

## 2016

**Jerome Bailey, '16 (MD)** began teaching sixth-grade American History and English at Episcopal Academy. He added the Constitution to his English course by assigning the book *Roll of Thunder*, which takes place during the Jim Crow Era and pre-Civil Rights Movement. Students learned about the segregation laws and constitutional amendments. In his history class, he focuses on the period from pre-American colonies through the foundation of the American government.

**M'Kenzie Elsberry, '16 (MT)** facilitated volunteer positions for her high school students at community non-profit organizations, and she says it has been a great experience for all the community members, students, and government teachers involved.

**Nick Kintzle, '16 (NE)** organized and implemented a visit from his district's Congressman, Don Bacon, to students at his high school. He says it was gratifying to see how the students engaged and how Congressman Bacon did not shy away from any of the topics raised. Nick also participated in a workshop at his local Smithsonian affiliate museum on their new exhibition about democracy and American government.

**Erica Martin, '16 (NY)** serves as president of the Central New York Council for the Social Studies, advocating for over 300 teachers across the region.

**Howard Muncy '16 (KY)** published several articles in *Public Discourse* on historical literacy, and he finished his first year teaching American Government and Western Civilizations.

**Teresa Obedzinski, '16 (CT)** helps her students tackle civic action projects within their community, the nation, and the world. One of her students in particular worked with a group of middle-school peers to petition the Connecticut State Legislature. They argued for raising the age to buy energy drinks in the state, even helping support a bill that prohibits the sale of energy drinks to children under the age of 16.



**Derrick Saenz-Payne, '16 (CA)**

**Derrick Saenz-Payne, '16 (CA)** was nominated and chosen as the Ceres High School "Teacher of the Year" due to his positive interactions with students in and out of class, his lesson and assessment design, and his promotion of civic engagement. He coordinated internship opportunities with multiple local campaigns so that students (past and present) could work and engage in the civic process.

## 2017

**Kristofer Atkinson, '17 (FL)** had the opportunity to lead a group of over 50 students to Washington, D.C. last year. He said one of the highlights for him and the students was going to Arlington National Cemetery. Kristofer also coached several students who competed at the National History Bee. One of his mentees is now a member of the Gilder Lehrman Student Advisory Council and participated in a webinar with Yale historian David Blight.

**Wendy M. Bergeron, '17 (NH)** applied much of what she learned at the Madison Summer Institute to the classes she teaches in U.S. History, AP U.S. History, Foundations of Democracy, and Women's Studies. She continues to serve as a teacher liaison for Fort Ticonderoga at their spring and fall symposiums on the Seven Years War and the American Revolution, respectively. In addition to her teaching, Wendy works as a docent at three historic New England properties in New Hampshire.

**Jason Berling, '17 (OH)** reached out to the Federal District and Circuit Court in Cincinnati after his experience at Madison Summer Institute on the Constitution, and he had his students observe a sentencing hearing of a money launderer. The judge, prosecutor, and defense attorney stayed after and held a long Q&A conversation with the students. He said his students gained an enhanced understanding of the Federal Court system by seeing how the Constitutional structure of the courts plays out in reality.

**Lynda Boyle, '17 (UT)** teaches classes on the Constitution and Enlightenment, but she also began her first year as Region History Day Coordinator, sending thirty of her own students to the State History Day competition. Additionally, she introduced a Poetry Out Loud competition in her school and sent one of her students on to the state level.

**Evan Blasingame, '17 (CA)** continues to help his students engage in civic matters; on one occasion, he coordinated a mayoral debate in which St. Helena High School students posed all the questions to the candidates. He also helped students conduct research and organize in order to convince the city council to suspend the city's 10 p.m. youth curfew.



Evan Blasingame, '17 (CA)

**Dan Clason, '17 (TX)** had his students spend a week developing and discussing their own classroom constitution. He is also incorporating Gordon Wood's *The American Revolution* and the *Narrative of the Life of Frederick Douglass* narrative in his classes in order to teach U.S. History through the scope of identity and what it means to be an American. Recently, Dan was made the department head for his school and is inspiring his fellow teachers to bring their knowledge out into the real world.



Lynda Boyle, '17 (UT)

**Dave McIntire, '17 (KS)** was named a Barringer Fellow through Thomas Jefferson's Monticello. There, he attended the Monticello Teacher Institute and studied the contributions of John Hemmings, a Monticello slave and a master carpenter.

**Robert Schwartz, '17 (ND)** sits as chairman for District 3 of the Dem-NPL in his state. His teaching successes this year have been inspiring two seniors to pursue careers in the criminal justice system, one in law enforcement and one as an attorney.

## 2018

**Joel Davis, '18 (CA)** says his graduate studies have greatly increased his ability to help his students fully understand the Constitution and the Civil War. By strengthening his own content knowledge, he could more clearly bring high-level concepts down to the eighth-grade level. At the same time, he can create more engaging assignments because of his expanded pool of primary source material.

**Christopher Evans, '18 (AZ)** taught three AP U.S. History courses to juniors where he was able to provide a greater level of content depth due to his graduate work. His increased knowledge and understanding of primary sources allowed him to focus on the use of those primary sources in his classroom. Chris was thrilled by the positive feedback students gave in response to the changes made in the classroom.

**Joshua Halpren, '18 (MD)** works collaboratively with English and Media teachers to develop interdisciplinary lessons and units for their Humanities and Communication Magnet Program. This collaboration includes a year-long documentary project where they take students to New York City for a week and have the students conduct interviews with a variety of professionals in many fields.



**Michael Joshi, '18 (CT)** worked to change his AP Government curriculum to reflect the redesign of the AP exam. His class's election project was also mentioned in *The New York Times* Learning Network blog (Seven Ways to Teach the Midterms with *The New York Times*).

**Stephanie Kaufman, '18 (SD)** has taught high school social studies for 23 years. Recently, she took students on the Close Up Washington, D.C. program for an engaging study of the federal government and current issues. Stephanie also worked with the South Dakota Department of Education to survey the state's school administrators about civic education in their districts and encourage and inform future action.



Stephanie Kaufman, '18 (SD)

**Margaret Shadid, '18 (OK)** has presented at a number of workshops on the topic of technology integration in the classroom. Her own classrooms are dynamic places of learning; recently, she had her AP Economics students participate in a stock market simulation. Outside of class, she sponsors her school's chapter of Youth and Government, a program through the YMCA that allows students to participate in mock scenarios as attorneys, judges, lawmakers, lobbyists, and members of the media. Three of her students went on to represent the chapter at national competitions.

**Joshua J. Spiegel, '18 (OH)** is proud of his students' political clubs that worked together to plan events and discuss bi-partisan solutions on difficult problems like school shootings and environmental protections. Joshua teaches both American Government and Sociology, and he loves to show how the overlap between the two leads to a richer understanding of current issues.

**Cherry Whipple, '18 (TX)** was recognized as one of four Charles Redd Center Teaching Western History award recipients for creating a lesson plan related to western history, which she presented at the Western History Association conference in October 2018. This lesson centered on Native American identity and can be used by other teachers to expand their teaching practice.



Joshua J. Spiegel, '18 (OH)

## 2019

**Alona Whitebird, '19 (OK)** loves teaching AP U.S. History and is about to start her third year at Southmoore High School. Last summer, she won the #APTeacherAppreciation contest hosted by the College Board.

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

**Are you a veteran?** Many of our James Madison Fellows have served in the Armed Forces. Director of Development, Kimberly Alldredge, wants to hear from you! Send Kimberly Alldredge an email at [kalldredge@jamesmadison.gov](mailto:kalldredge@jamesmadison.gov).

## FROM OUR PROFESSORS

## Truth in the News

TERRI DIANE HALPERIN  
*JMMF Newsletter*

“[N]othing can now be believed which is seen in a newspaper. truth itself becomes suspicious by being put into that polluted vehicle,” complained Thomas Jefferson in the summer of 1807 in a letter to Kentuckian John Norvell. Jefferson was then more than half way through what proved to be a difficult second term as president. The cautious optimism expressed in his First Inaugural Address faded as he weathered relentless attacks from the Federalist press. On one point, however, Jefferson did not waiver—the need for freedom of press and speech in a republic as important tools to check and uncover abuses of government.

To be clear, Jefferson never advocated for these freedoms to operate without restraints. He had at least two caveats. One was truth. He believed that newspapers lost their credibility when filled with lies—the message he was conveying to Norvell. Ironically, on this point, he agreed with Federalists. They had explicitly made truth a defense in the Sedition Act of 1798 in contrast to English common law in which the accused could not use the truth of their statements as a defense. Second, although Jefferson argued forcefully that the Sedition Act of 1798 was unconstitutional because it violated the First Amendment, he also asserted that the law conflicted with the Tenth Amendment. He never questioned states’ authority to pass such laws and encouraged states to enforce their laws against seditious speech. When in 1803, Pennsylvania’s governor, Thomas McKean, asked for Jefferson’s blessing to prosecute an editor who had lobbed “infamous & seditious libels” against him, Jefferson endorsed the project and even enclosed a newspaper whose editor he thought would be a good candidate for such a prosecution. Jefferson reasoned that Federalists who had failed to destroy the freedom of the press

through the law now were attempting to do so through “pushing it’s [sic] licentiousness and it’s [sic] lying to such a degree of prostitution as to deprive it of all credit.”

Jefferson continued to stress that the continuation of the republican experiment required all “avenues to the truth” remain open. The press was both the most effective avenue and the easiest target. As he told Judge John Tyler in 1804, the press was “the first shut up by those who fear the investigation of their actions.” As long as the people had access to truth and reason, Jefferson trusted that citizens would make the right decisions about who should govern the republic. He continued, “[t]he firmness with which the people have withstood the late abuses of the press, the discernment they have manifested between truth and falsehood, show that they may safely be trusted to hear everything true and false, and to form a correct judgment between them.” He made this point publicly in his Second Inaugural Address when he celebrated the people’s rejection of Federalist policies, especially the Sedition Act. However, he explained that he did not mean to imply that state sedition laws should not be enforced. In fact, he thought these laws were underused tools against excesses of the press. Such law would be unnecessary, he opined, if only the press adhered to the truth, the press would need “no other legal restraint.” On the occasions the press did not follow this practice, “the public judgment,” Jefferson trusted, “will correct false reasonings & opinions....”

Jefferson could not escape attacks from the press. Through his personal correspondence, he continued to express his frustration. He insisted that the press’s credibility was at risk and the lone way to restore it was with “true facts & sound principles only.” “True facts” is redundant as facts by their nature should be true and Jefferson did not always distinguish between fact and opinion. He was confident that the truth would prove his ideas and policies best for the nation. Jefferson thought the best way for that to happen was for editors to be constrained

by the truth and he trusted the people to reason their way to the truth. Unfortunately, in Jefferson’s analysis, misinformation sold newspapers as people had become so accustomed to reading defamations that it became “a necessity of life: insomuch that a dish of tea...cannot be digested without this stimulant.” Seamlessly, Jefferson could in one sentence express such pessimism in people’s character and in the next extol the people’s capacity for reason and ability to discern the truth on their own.

Jefferson, like almost every president, believed that he was treated unfairly by the press. Jefferson saw no contradiction in both condemning what he saw as the excesses of the press and extolling the virtues of its freedom. He, in his own way, understood the fragility of this right and that it depended as much on the Constitution and federal and state laws as on the people’s confidence and trust in the press itself.

### FURTHER READING

**Primary sources** (available on <https://founders.archives.gov/>)

- Thomas Jefferson, First Inaugural Address, March 4, 1801
- Thomas Jefferson, Second Inaugural Address, March 4, 1804
- Thomas McKean to Thomas Jefferson February 7, 1803
- Thomas Jefferson to Thomas McKean, February 19, 1803
- Thomas Jefferson to John Tyler, June 28, 1804
- Thomas Jefferson to Thomas Seymour, February 11, 1807
- Thomas Jefferson to John Norvell, June 11, 1807

### Secondary sources

- Merrill Peterson, *Jefferson and the New Nation* (1970)
- Dumas Malone, *Jefferson: The President, Second Term 1805-1809* (1974)
- McDonald, Robert. *Confounding Father: Thomas Jefferson’s Image in His Own Time* (2016)



# American History Videos: *Constitutional Conversations!*

Did you know we have a YouTube page? James Madison Fellows, other teachers, and people from around the world are viewing multiple episodes of the James Madison Memorial Fellowship Foundation's video series, *Constitutional Conversations*. Funded by generous grants from the Fairleigh S. Dickinson Jr. Foundation as well as the

James Madison Education Fund, Inc., each of these videos replicates one or more lectures of the Summer Institute course, Foundations of American Constitutionalism. Find them on our Youtube page, American History Videos, at [www.youtube.com/user/MadisonFoundation](http://www.youtube.com/user/MadisonFoundation).

## Check out our two newest *Constitutional Conversations*:



### **Friends Divided: John Adams and Thomas Jefferson** *featuring Dr. Gordon Wood being interviewed by Dr. Jeffry Morrison*

Dr. Wood discusses the topic of his most recent book: the friendship and subsequent falling out of John Adams and Thomas Jefferson. The two were initially united in their radicalism, eager to break from Britain well before most, and they became good friends when they served diplomatic missions together in England and France. However, they fundamentally differed as to the function of the national government, and their rivalry was cemented with the rise of their respective political parties—the Republicans and the Federalists—and the Revolution of 1800. Dr. Wood goes on to analyze both the similarities and differences in Jefferson's and Adams's manner of thinking, political views and legacies.



### **Hamilton and Washington** *by Professor Stephen Knott*

In this episode, Professor Stephen Knott of the Naval War College discusses the life and legacy of Alexander Hamilton. Professor Knott suggests that Hamilton is a misunderstood founder who was, perhaps, the most exceptional common man of the period—not a Wall Street elitist, a belief that exists to this day. The video also explores Hamilton's early beginnings, his significant relationship with Washington, and his contribution and legacy; a story that, in Professor Knott's view, has not been adequately told.

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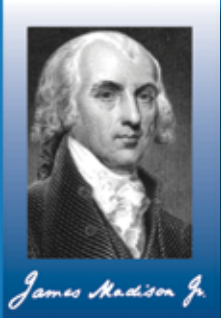
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*Interpreted as it ought to be interpreted, the  
Constitution is a glorious liberty document.*  
— Frederick Douglass, 1852

