THE NEWSLETTER OF THE
JAMES MADISON MEMORIAL FELLOWSHIP FOUNDATION

MADISON NOTES

No. 22 Winter 2013

From the President

The Foundation is now settled in our new building in Alexandria, VA. We are within walking distance of the King Street Metro, so please stop by when you visit the area. You can even use our "Guest Office" while you are in town.

The announced retirement of Dr. Herman Belz as Director of Academics is the most significant news of 2012. His two decades of service to the Foundation, to the Fellows, and to the Constitution is unmatched. Four pages of this issue are devoted to Fellows' memories of "Dr. B."

We are pleased to announce that the 2013 Summer Institute will be directed by Dr. Jeffry Morrison. Joining him are Dr. Daniel Dreisbach and Dr. Marion C. Nelson. The fourth faculty member will be Dr. Gordon Lloyd of Pepperdine University.

In 2012, we launched several initiatives to increase the number of qualified applicants for the fellowship. Forty Fellows submitted names through the Madison Fellows Nomination program. A Google Adword campaign resulted in over 10,000 visits to our website. A new poster was sent to colleges and universities. Finally, we opened our own Twitter account --please follow us!

We appreciate hearing about your many contributions to the field of civic education. The strong national reputation earned by the Foundation is a direct reflection of the fine work accomplished by each of you.

Lewis F. Larsen
President

Dr. Herman Belz Retires

In response to the Foundation's announcement about Dr. Belz's retirement plans, scores of Fellows submitted cards, letters, and lengthy emails in appreciation for his two decades of service to the Foundation and to the Fellows. Many of the emails are excerpted below, and the full text of all the emails (along with the cards and letters) will be presented to Dr. Belz when the Foundation celebrates his retirement.

Professor Belz expected that we read and wrestle and debate and understand the Constitution from every conceivable viewpoint. He was a demanding instructor, but he never failed to meet us with grace and good humor, and always with a sense that he was inviting us to meet a truly fascinating group of people: The Founders.
—**Mary Kate Blaine**, **'00 (DC)**

Dr. Belz has been the epicenter of the Madison program. The amazing program reflects his desire for a scholarly debate and enlightened discourse. He doesn't simply disseminate knowledge - he draws you into the debate with thought-provoking questions to ponder. Never one to give a pithy response, Dr. Belz was affectionately compared to a "benign highjacker." He eventually brought you to where you needed to go, but took you other places you never anticipated nor had thought about before.
—**Richard Vanden Bosch**, **'03 (CA)**

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From the Foundation

The Foundation is happy to welcome two new Board members recently appointed by President Obama. Pauline Maier is the William R. Kenan, Jr. Professor of American History at MIT. She received her Ph.D. from Harvard University in 1968. Her book publications include *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776 (1972), The Old Revolutionaries: Political Lives in the Age of Samuel Adams (1980), The American People: A History (1986), American Scripture: Making the Declaration of Independence (1997),* and *Ratification: The People Debate the Constitution 1787-1788 (2010)*. Historian Joseph Ellis comments, "The ratification of the Constitution was the most comprehensive and consequential political debate in American history. It is quite amazing that the story has never before been told with the knowledge and flair it deserves. Here Pauline Maier, one of the leading historians of the revolutionary era, at the peak of her powers, tells that story with style, wit, and incomparable mastery of the sources." Dr. Maier was the featured speaker at the 2011 James Madison Symposium.

Massachusetts Fellows ***Christine Chu, '10*** *and* ***Steven Cromack, '11*** *meet with Massachusetts Board Members Dr. Pauline Maier and Dr. Drew McCoy.*

New Board member Dr. Catherine Allgor meets California Fellows ***Dennis Bullock, '11, Juan Resendez, '12,*** *and* ***Christoph Brown, '11*** *at the 2012 Board Meeting.*

Our second new Board member is Catherine Allgor, Presidential Chair in History at the University of California at Riverside and Director of Education for the Huntington Library. "It is such an honor to be appointed by President Obama to this mission. What could be more important than giving a hand to teachers?" Professor Allgor, who received her Ph.D. from Yale University in 1998, has written on politics, women, and religion for many national publications. Her biography, *A Perfect Union: Dolley Madison and the Creation of the American Nation*, a finalist for the George Washington Prize, was made into an *American Experience* film, *Dolley Madison*, and was described by the *New York Times* as "Delightful and discerning . . . In this evocative study a remarkable woman, creator of the 'first lady' role, comes vividly to life." In her 2012 book, *The Queen of America: Mary Cutts's Life of Dolley Madison*, Dr. Allgor explores the memoir that Mary Cutts wrote of her famous aunt. According to Dr. Rosemary Zagarri, Professor of History at George Mason University and former Summer Institute Professor, "Insightful, engaging, and well-written, *The Queen of America* provides a brilliant examination of the meaning and limits of women's history."

Madison Fellows Know the Questions

The category is. . .James Madison Fellows.
The amount of the wager is … Priceless.
The answer is. . . Two.
And the question is, "How many James Madison Fellows appeared on Jeopardy in 2012?"

Fellows from around the country were glued to their televisions last February when Madison Fellows **Kathryn Shaughnessy Wendling**, **'04 (WI)** and **Brooks Humphreys**, **'05 (NE)** competed in the multi-day Jeopardy Teachers' Tournament. Fifteen teachers in the entire nation qualified for the tournament—and 14% of them were Madison Fellows. Kathyrn made it to the semi-finals while Brooks won $50,000 with his second-place finish in the final round.

During her conversation with Alex Trebeck, Kathryn shared information about the James Madison Foundation—and the Foundation later learned that one of the 2012 fellowship winners was inspired to apply by hearing Kathryn's presentation.

Whether offering answers on Jeopardy or asking questions in the classroom, Madison Fellows like Kathryn and Brooks will always be champions.

Kathryn Shaughnessy Wendling*, '04 (WI)* *and* ***Brooks Humphreys****,'05 (NE)* *share the spotlight with Jeopardy Host Alex Trebeck. (Photos from Sony Pictures/Television.)*

Celebrating Twenty Years of Fellows Teaching the Constitution

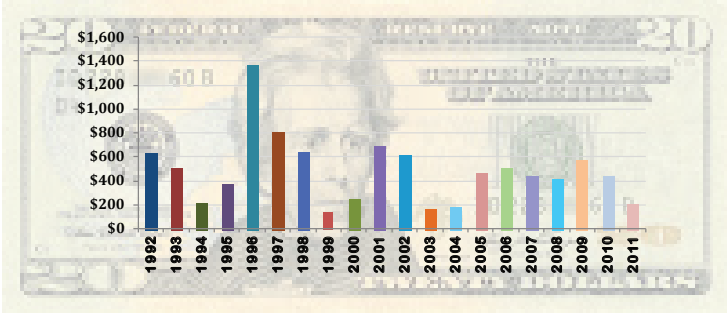
During the 2012 annual campaign, *Celebrating Twenty Years of Fellows Teaching the Constitution*, the Foundation encouraged Fellows to contribute in multiples of $20 to commemorate the past two decades of fellowship awards.

186 Fellows contributed a total of $9,984 to the James Madison Education Fund, Inc., an increase from last year of 25%. Gifts ranged in size from $20-$500, with an average donation of $53.67. Seventy Fellows donated for the first time, and contributors came from every single class and all but four states.

The Class of 2010 had the highest participation, with fifteen Fellows contributing; the Class of 1996 had fourteen. The Class of 1996 led in the total dollar amount donated ($1,370) followed by the Class of 1997 ($828).

As part of a new initiative, previous donors served as Class Coordinators and encouraged their classmates to support the Education Fund. Their efforts paid off significantly: classes with a Coordinator contributed, on average, 73% more than classes without a Coordinator. The Foundation and the Fund are very appreciative of these Class Coordinators:

David Seiter,' 92 (UT)
Sally Hermsdorfer, '93 (TN)
Mark Rogers, '95 (VA)
Stacy Bartkowski, '96 (DE)
Allan Watson, '98 (AR)
Jennifer Nicholas, '00 (UT)
Shawn Healy, '01 (WI)



Total Contribution by Class

Todd Petersen, '02 (NV)
Lynne O'Hara, '03 (PA)
Daniel Waldroup,'05 (GA)
Amy Fulton, '06 (WY)
Valerie Carnevale, '07 (RI)
Elliot Rotvold, '08 (ND)
Francis Eder, 10 (MD)

The goal of each campaign is to raise $24,000—enough to completely fund one fellowship. If all James Madison Fellows were to contribute at least $25, that goal would be achieved.

Check your mailbox for information about the 2013 campaign, *Summer in the City: Remembering Two Decades of Summer Institutes*. If you would like to serve as a Class Coordinator for this year, please contact Claire Griffin at cgriffin@jamesmadison.com.

Journey to Morocco

Sharolyn Griffith, '08 (WY)

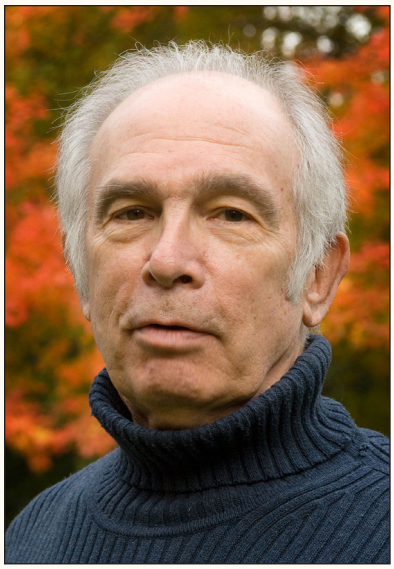
Salam Aleikum, James Madison Fellows! As a Fellow of the US Department of State's Teachers for Global Classrooms project, I participated in an intensive project to increase the teaching of global competencies. Part of my program included spending two weeks in Morocco in March 2012.

Sixty-seven teachers from 32 states participated. We all met up in Washington D.C. in February 2012 for training prior to setting off on our adventures. Throughout the next six months, six groups traveled to five other countries besides Morocco: Ghana, Ukraine, Brazil, India and Indonesia. Each group completed a capstone project, which included providing a useful global teaching resource for our schools, districts, and communities. My project can be found on my school's page here: http://schs.lcsd2.org/staff_directory/griffith__sharolyn/.

What an amazing year I experienced through this process! It helped me understand different perspectives and, more importantly, helped me learn ways to engage students in collaborative, real problem-solving work across cultures. In Morocco, I had the opportunity to observe teachers and students in private and public settings, visit with the government's Ministry of Education, and best of all, teach students in the city of Taroudant for a week. I created amazing friendships, gained a deeper appreciation for my own educational opportunities, and learned to value the concept of interculturalism, a richer concept for working collaboratively across cultures that goes beyond multiculturalism. I also partook of some of the most amazingly flavorful food I've ever had and participated in unique adventures like riding a camel. The blog of my experience can be found in the March section of www.globalgriffith.blogspot.com.

Sharolyn Griffith, '08 (WY) *shows Moroccan students an elk antler and tooth as part of a lesson about Yellowstone Park and preservation of national resources.*

Being a James Madison Fellow helped prepare me for opportunities like this one, and I encourage all to consider taking advantage of this great opportunity. Information about the program can be found at: exchanges.state.gov/us/program/teachers-global-classrooms.



When my colleagues and I planned and taught the Foundation's early summer institutes—you'll recall those colleagues: Roger Brown, Rosemary Zagarri, the late Lance Banning, Kent Newmyer, and Sandra Van Burkleo, all superb scholars—we set ourselves three goals: 1. to offer you as much of the history of the founding of US constitutional government as could legitimately be covered in four July weeks; 2. to challenge you to meet the highest standards as you studied that history; and 3. to help you see yourselves not just as history teachers but as members of the community of historians. The institutes didn't come to be called Constitution Boot Camp for nothing.

But as you know, we were simply asking of you what we hoped each of you in turn would ask of your own students—to stretch themselves to learn and never to think that learning and understanding are easy. In that, we had the same responsibilities as teachers of you as you have to the students you teach. Accordingly, we never wavered from holding you to tough expectations. And you never balked at trying to meet them.

To be sure, like all students, occasionally you'd gripe or complain of the grades we affixed to your papers. We'd empathetically explain that you'd been let down by those earlier teachers who'd let you think that such papers were good ones, and we'd give you the chance to re-write them. When you did, of course you wrote far better papers and learned how satisfying tough standards can be.

As I write this some years later, I have the same hopes for all of you: that you'll always think of yourselves as historians as well as teachers of history and that you'll expect as much of yourselves as you do of those you teach. And I hope you know of the high regard and affection in which I hold all of you I taught.—**James M. Banner, Jr.**

20 Years of Summer Institutes

The first Summer Institute of the James Madison Memorial Fellowship Foundation was held in July 1993. 56 Fellows from the Inaugural Class of 1992 gathered at American University for a month-long examination of the Constitution and America's Founding principles. Since that first Institute, much has changed:

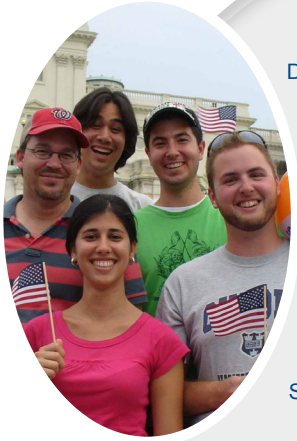
Then	**Now**
American University	Georgetown University
Desktops	Ipads
Quigley's	The Tombs
20 books	10 Books
2 original research papers	2 analytical essays
DuPonts at Montpelier	Madisons at Montpelier
Libraries	Google
Antonin Scalia	Sonia Sotomayor
Baseball at Camden Yards	Baseball at National's Park

But. . . some things have not changed. Every Summer Institute in the past twenty years has included

- Inspirational faculty, encouraging Fellows to intellectually "bend and stretch"
- Demanding primary sources, challenging Fellows to develop their analytical skills
- Professor Ed Smith, sharing with Fellows his unique vision of Washington, DC
- University housing, reminding Fellows of their own college dorm days
- Excursions to historic sites, providing memories for Fellows to share with their students
- Collegial and convivial classmates, creating for Fellows lifetime professional and personal connections
- And, most significantly, thoughtful and purposeful study of the American constitutional system, empowering Fellows to pass on their understanding of our Founding principles to their students

Summer Institute 2012 was truly an unforgettable experience. I'll never forget asking Supreme Court Associate Justice Ginsburg how she balances work with her personal life. My group of Fellows taught me to embrace my love for history and teaching, and share it with the world. Thank you for the long talks in the cafeteria, pick-up basketball games, Saturday walking trips around DC, and study groups in the dorm hallway. —**Elizabeth Todd, '11 (KY)**

I remember attending the Fourth of July festivities and reading the *Declaration of Independence* in the midst of the fireworks.
—**Maria Savini, '08 (PA)**



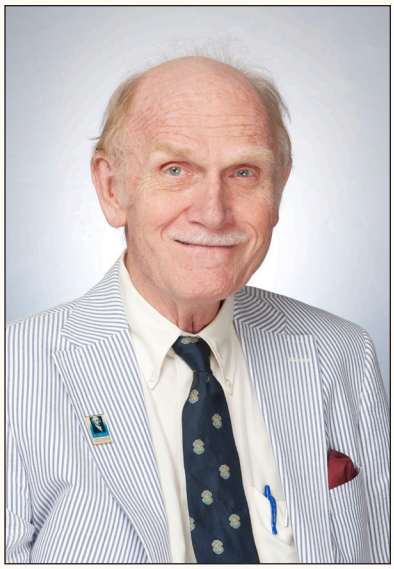
Faculty

Herman Belz (1996-2012)
Daniel Dreisbach (2009-2012)
Jeff Morrison (2002-2012)
Marion Nelson (2009-2012)

Previous Faculty

James Banner (1993-1995)
Lance Banning (1993)
Roger Brown (1993-1995)
Susan Hansen (2008)
Jerome Hanus (1998-2001)
Kevin Hardwick (2002-2008)
Suzette Hemberger (2001-2007)
R. Kent Newmyer (1993)
Whit Ridgway (1996-2001)
Sandra Van Burkleo (1993)
Rosemarie Zagarri (1994-2000)

The month spent in summer '03 at Georgetown is still a highlight in my professional development. To be at work with 50 plus teachers as passionate as I am about the American government and history was a true gift. No other professional development has been near the quality and the depth of my time spent at Georgetown.
—**Jennifer Reidel, 02 (WA)**



It has been a pleasure to serve as director of the James Madison Memorial Fellowship Foundation Summer Institute on the Constitution since assuming the duties of Academic Director in 1995. The subject matter of the course--the foundations of American constitutionalism broadly conceived--necessarily involves the disciplines of history and political science in a dialectical examination of fundamental principles of liberty, law, and limited government. This consideration is situated in the context of social and cultural conditions that impart to political speech and action a contingent historical character seemingly at odds with the idea of universal principles of justice and right. The combination makes for a provocative and enriching interdisciplinary experience not ordinarily available in the standard offerings of graduate training in history and political science.

The intellectual range and diversity of the Summer Institute are of course fittingly complemented by the invigorating variety of regional, local, and intellectual and cultural traits and tendencies evinced by Madison Fellows from across the country and abroad. May I note too that quite as impressive as intellectual aptitude, if not more so, is the palpable sense of purpose, motive, and responsibility that Madison Fellows have brought to the academic work of the Summer Institute. Teaching and working with Madison Fellow graduate students has been an immensely rewarding intellectual and personal experience for which I am most grateful.—**Herman Belz**

The Madison Summer Institute on the Constitution was a new and fledgling undertaking during the three years I taught in it (1993,1994,1995). But already it had the makings of a quality educational enterprise. We had a teaching staff of three accomplished historians headed by an energetic academic director, Dr. James M. Banner. The sixty or so graduate fellows chosen competitively were housed on the American University's leafy campus where classes met every morning for lectures and discussion. There was a formidable reading list geared both to mainstream Revolution and Constitution-era topics as well as to themes in African-American history, women's history, and Native American history. To vary the fare, Banner brought in other constitutional scholars for special lectures. A key ingredient in the course was a substantial term paper, which required not only extensive reading and research but effective writing. The program included field trips to Washington's Mt. Vernon, Madison's Montpelier, Jefferson's Monticello, the National Archives, the Library of Congress, and the Supreme Court.

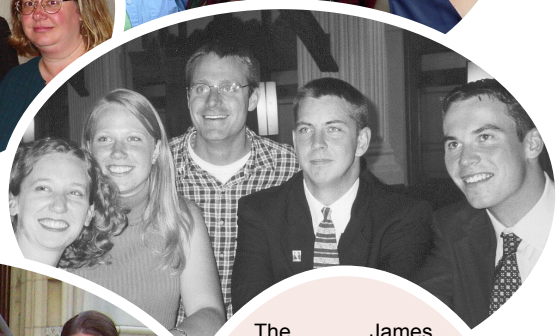
We on the teaching staff aspired to make Madison Institute fellowships akin to Rhodes scholarships in terms both of quality and appeal. To this end, we tried to make the program intellectually and academically demanding, but we also wanted it to be a substantively and pedagogically useful resource that our fellows could take with them into their own classrooms. Some of the fellows later told us that a month in the program led them to label their experience "Constitution Bootcamp." I interpret this designation as an indication that our efforts were successful.—**Roger H. Brown**

Several things made my stint as a lecturer at the Madison Foundation (Summer 1993) memorable and inspiring. The goals of the enterprise, as defined and implemented by Jim Banner, were as noble and relevant then as they are now. Above all, the Fellows radiated a passion for learning and a willingness to share their own knowledge of history and teaching: they taught me more than I taught them. A night or two of music, conversation, and laughter at Quigley's was frosting on the cake.
—**R. Kent Newmeyer**

Summer Institute Coordinators

Stacy Moses, '92 (NM)
Jeanne Salvado, "96 (FL)
Kathryn Robison, '00 (VA)
Jennifer Nicholas, '00 (UT)

I cannot say enough about the amazing experience at the Summer Institute. I had previously visited Washington DC but always found myself rushed to see everything. The Summer Institute really allowed me to immerse myself into all the great things that DC has to offer. I loved feeling like a student again, living in the dorms at Georgetown. My students are always so impressed when I tell them that I was able to take classes there. I am still in close contact with some other great teachers I met on that trip. Having a network of teachers across the country is such a great resource. I loved visiting James Madison's home and hope to see it as a finished product. I also enjoyed the time spent at Harper's Ferry and Gettysburg. It was an amazing experience and as a teacher I am so grateful for the opportunity I had to attend the Summer Institute.
—**Julie Major, '06 (TX)**



The James Madison Summer Institute was the most enjoyable, rewarding, and profound educational and professional experience I have ever had. It was inspiring to spend four weeks with fellow educators who shared my passion for teaching and learning about this critical period in our nation's history. Following the Summer Institute, I returned to teaching with not only a tremendous amount of new content knowledge, but I also experienced a rebirth of faith in my fellow teachers. From the collegial spirit and lively discussions to the academic rigor and in-depth analysis of our nation's founding documents, I cannot see how this Summer Institute could ever be topped.
—**Michael J. Feldman, '05 (DE)**

Fun and spirited games to relieve the stress of studying. . . The Black History tour of Washington, DC offered great information that I have used for more than 20 years in my classes. The very thoughtful lecture style of Dr. Belz and his explanation of how the Constitution dealt with the slavery issue is something else which I've used for 20 years in both high school and university teaching. . . It was a great time filled with tremendous learning, tours of important places, and opportunities to get to know some great people.

—William (Bus) Gillespie, '95 (UT)

When I was checking into Copley Hall for the 2005 Summer Institute, I was delighted to learn that my next door neighbor would be **Cheryl Cook-Kallio (CA-97)** who was returning to D.C. for a federal courts fellowship through the James Madison Foundation. You see, Cheryl is kind of a big deal: a Madison Fellow, a Madison Congressional Fellow, a Madison Federal Courts Fellow, an accomplished *We the People* teacher, and even an elected official in her hometown of Pleasanton, CA! Needless to say, it was so much fun spending the summer with her.

—Emma Kiziah Humphries, '95 (FL)

Visiting the "highest court in the land": the basketball court on the top floor of the Supreme Court building. . . Orrin Hatch, Ted Kennedy, and Antonin Scalia interacting with Fellows. . . Admiral Yost and "sea" stories. . .The first (and only?) elevator malfunction with a number of Fellows stuck between floors at American University. Nothing like being rescued by a "fire rescue team" on a calm, quiet day at AU. . . . I'm impressed that I could remember this much. At this point in my life, I've forgotten most of what has happened—and gotten over the remainder.

—Audrey Micaletti, '92 (PA)

Hi, Fellow Constitutionalists! I hope you have recovered from Constitution "boot camp" but learned a lot from the experience. I have so many fond memories of my time with the Madison Fellows: our field trips to Montpelier, Monticello, and the Supreme Court; lunches where we debated the merits of the Antifederalists or the supremacy clause; and great class discussions where we did a close reading of the Ninth and Tenth Amendments.

I am still a Professor of History at George Mason University in northern Virginia. My latest book, *Revolutionary Backlash: Women and Politics in the Early American Republic*, came out in 2007. Last year I had a year-long National Endowment for the Humanities fellowship to facilitate research on my current project, "A Tale of Two Empires: Thomas Law, British India, and the Early American Republic." I learned so much from my encounters with you. Your hard work and dedication to your students still inspire me. Keep up the good work! **—Rosemarie Zagarri**

The seven summer Constitutional Institutes in which I participated were uniformly engaging and memorable. Each class of enthusiastic teachers brought experience and insight to our discussion of the materials and each lecture, especially those of Professor Rosemarie Zagarri, brought new understanding to wide ranging topics. Our visits to Monticello coincided with the growing evidence of the Sally Hemming affair, which was reflected in subtle changes in our guide's interpretation each summer, while the reconstruction of Montpelier offered priceless opportunities to observe how a historical structure could be dismantled, examined for authenticity, and restored.

My favorite memory, however, was a student parody during our final dinner, which captured each of the instructor's foibles with devastating insight as only a fellow teacher could do, and another where a student composed and sang a rap session on the creation and ratification of the Constitution.**—Whit Ridgway**

Recommending Fellows

The Foundation extends its gratitude to over 50 Fellows who wrote letters of recommendations for applicants during the 2012 competition. We hope to receive many more such letters in the next competition.

Alternates

Erin Brisbin, '07 (OR)
Del Carillo, '97 (NM)
Valerie Carnevale, '07 (RI)
Christine Chu, '10 (MA)
Benjamin Knight, '09 (IA)
Jada Kohlmeier, '92 (KS)
Mark Oglesby, '02 (MI)
Rose Paluch, '11 (VA)
Sandye Reed, '07 (TX)
Theresa Silvester, '08 (ID)
Brian Stevens, '98 (MI)
Chris Ulrich, '04 (NH)
David Volkman, '99 (OH)
Mike Wilmoth, '08 (KS)
Jeremy Yenger, '07 (IA)

Finalists

Hassan Adeeb, '96 (MD)
Dave Alcox, '00 (NH)
Chase Anfinson, '03 (WI)
Elizabeth Bailey, '07 (IN)
Brett Barry, '03 (NV)
Stacy Bartkowski, '96 (DE)
Jason Beavers, '09 (OH)
David Bennett, '92 (MA)
Brandie Benton, '04 (AR)
Michael Bowers, '01 (NV)
Sarah Brown, '08 (NV)
Molly Bruzewski, '96 (OK)
Mary O. Cosby, '09 (VA)
Amy Fagnilli, '06 (OH)
Jennifer Faris, '03 (AK)
Kevin Fox, '06 (CA)
Richard Ochoa, '00 (UT)
David Reader, '07 (NJ)
Elliot Rotvold, '08 (ND)
Joseph Sangillo, '06 (MD)
Richard Vanden Bosch, '03 (CA)
Laura Wakefield, '00 (FL)
Kathryn Wendling, '04 (MN)
Tim Zacharias, '00 (OR)

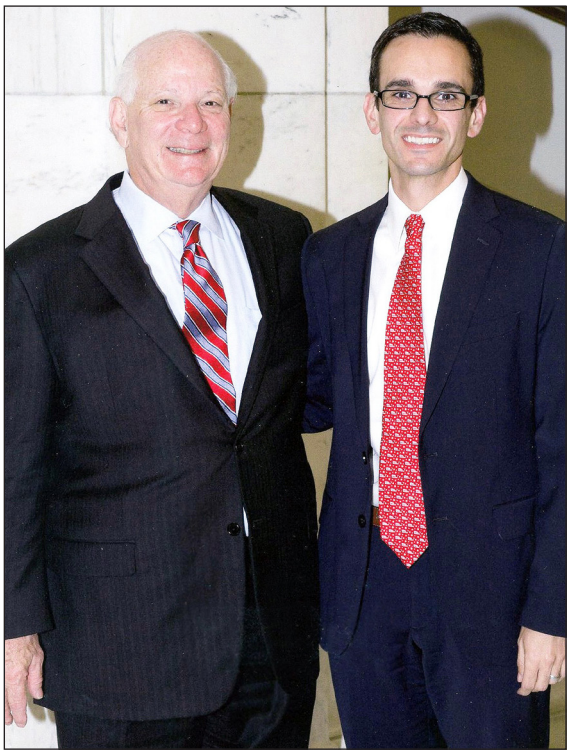
Honorable Mentions

Mike Bell, '01 (TX)
Michael Ellery, '10 (WI)
Emmitt Glynn, '08 (LA)
Shawn Healy, '01 (WI)
Amber Hodges, '08 (AR)
Clayton Lucas, '96 (AZ)
Matthew Roy, '07 (PA)
Grace Small, '09 (MA)
Hardy Thames, '08 (TN)
Tom Vontz, '92 (NE)
Robert Walters, 07 (MS)

2012 Congressional Fellow Crafts Statement Commemorating the War of 1812

Joseph Sangillo, '06 (MD)

Once again the James Madison Memorial Fellowship Foundation provided me with an enriching and rewarding experience to strengthen my teaching. I was fortunate enough to serve as a Congressional Fellow for Senator Ben Cardin (D-MD), a member of the James Madison Foundation Board of Trustees. I was a bit unsure what to expect when I reported on my first day, and was pleasantly surprised to work alongside legislative staff on substantive policy issues. I worked 12 hours on my first day, writing a floor statement on the Bicentennial of the War of 1812, and researching amendments to the Farm Bill pending in the Senate that week. Most of my work, however, focused on education issues. Senator Cardin and his staff were so appreciative to have a teacher's perspective on education policy. I wrote two additional floor statements on public sector job losses, one solely focused on the hemorrhaging of education jobs by state and local governments. My proudest contribution was raising awareness of the need for federal support of history and civics education. I learned so much about federal education and labor policy, and as well as environmental issues.



Joe Sangillo,'06 (MD) *meets with Senator Ben Cardin (D-MD)*

It was tremendously exciting to be "on the inside" of Congress, especially during the historic healthcare ruling by the Supreme Court. I walked over to the Court that day and took in the sights of passionate constituents on both sides, as well as the national media reporting on the ruling. I was in Senator Cardin's office when the decision was announced. Within minutes, Senator Cardin was giving a live interview on MSNBC and the entire staff was working hard on next steps.

As teachers, we rarely have opportunities to work in the fields we teach about. I was humbled and honored to work for Senator Cardin alongside his incredibly intelligent and hardworking staff. I better understand the legislative process, and all the variables and dynamics that shape public policy. This will surely enable me to teach Social Studies at a higher level, and with greater relevancy. It has now been 6 years since I was awarded the James Madison Fellowship, and I know wholeheartedly that I'm exponentially a better teacher because of the tremendous opportunities afforded to me by the Foundation.

What's On Your Bookshelf? (Chapter I)

In April, Madison Fellows were asked the following question: What book (fiction or nonfiction) have you read in the past year that you would recommend to other Fellows? Why? The response was overwhelming. Nearly 300 Fellows offered ideas.* Since Madison Fellows are scholars and teachers of the Constitution, it is not surprising that most of the books are nonfiction treatments of American history and politics. However, the list also includes works on pedagogy, mental health, European culture, and even one or two "gripping adventures."

Here are comments about the most frequently cited works:

*The complete list can be found at http://www.jamesmadison.com/pdf/RecommendedReadings.pdf.

Hunger Games Trilogy
by Suzanne Collins

These books are compelling reading for young readers as well as adults, and offer a range of critical thinking questions for discussion on the role of government and the social and cultural aspects of human nature.
—Diane Robitaille Hemond, '93 (UT)

This series addresses fascinating social issues.
—David Mayne, '09 (MO)

This is a great series to use with a government class of struggling readers. The students get the ideas and enjoy the process of discovering how government should work.
—Rachel Kohl, '10 (AK)

Even though it is written for a young audience, the connections and inferences that it makes to the control that government seeks to impose upon society makes for an excellent story.
—Jacquelyn Wamser, '10 (MO)

Destiny of the Republic
by Candice Millard

The book takes a deeper look at a president who often becomes a footnote in history, but he was an amazing figure. James Garfield could be talking about our contemporary society in much of what he said and wrote. The book sheds light on the attitudes and madness of the time.
—Jean LaBelle, '95 (MA)

Unbroken
by Laura Hillenbrand

It is a story about a WW II soldier, Louis Zamperini, and his experiences, which include ditching his plane and surviving life in a prisoner of war camp.
—Rebecca Lacquey, '07 (TX)

This is a well-told story of grace under pressure; of an ordinary person doing extraordinary things.
—Sally Hermsdorfer, '93 (TN)

Girl With the Dragon Tattoo
by Stieg Larsson

It addresses sexual assault, rape, and trafficking, and has an empowered heroine who does not play the victim. Enough said.
—Melinda Lemke, '03 (TX)

Anything...by Gordon Wood

The Radicalism of the American Revolution *presents the Founding Era from a dramatically different perspective, speaking to societal changes that precipitated the revolution and formation of our democratic republic.*
—Shawn Healy, '01 (WI)

The American Revolution *provides a quick, easy, and comprehensive look at the events leading up to the American Revolution.*
—Heather Loeschke, '10 (MN)

The Empire of Liberty *provides a great in-depth analysis of the Critical Era.*
—Zack Crandall, '09 (IL)

As with all Dr. Wood's books, The Empire of Liberty *is extremely well-written and thought-out. It is highly informative and yet very easy and enjoyable to read. Anyone who loves American History or just history in general would enjoy this book.*
—Sarah Smith, '95 (WA)

Professor Daniel Dreisbach submitted the following article independent of the survey. You will notice that many Fellows are already following his recommendations.

What's On Your Bookshelf? (Chapter II)

Daniel L. Dreisbach

James Madison Fellows are not alone in their fascination with the American founding and the Founders. Rarely a week passes that the *New York Times* best seller list does not contain a biography (or two) of an American Founder.

This is not new. The reading public had developed an extraordinary – even obsessive – curiosity about the Founders, even before they were dead and buried.

Why do Americans have this insatiable interest in the men and women who fought for and secured American independence and then established a new constitutional republic?

One explanation is that we are all too familiar with the flaws and inadequacies of our leaders today, and we look back with nostalgia to leaders of the past whom we imagine were more principled, courageous, and selfless.

In times of crisis and challenge, which surely characterizes our post-9/11 world, our attention is naturally drawn to "first principles." We seek comfort and stability in the fundamental principles articulated by the Founders.

Finally, many Americans believe that, notwithstanding their faults, the Founding generation was a remarkable generation of brilliant and creative individuals who pledged to each other their lives, fortunes, and sacred honor, and that there is much we can still learn from their examples.

The next time you are in a library or bookstore, pick up a book on a Founder. As we think about where we're headed as a nation, it helps to know where we've been.

The Foundation delights in hearing about Fellows who marry each other like **Scott Dolan**, **'00 (NY)** and **Saskia Dolan**, **'99 (ME**); or those who become in-laws to each other like **Glenna Humphries**, **'95 (FL)** and **Emma Kiziah Humphries**, **'04 (FL).** However, 2012 brought a first: father-daughter Fellows. **Shannon McLean**, **'12 (MN)** carries on the family tradition of her father, **Tim McLean**, **'98 (MN.)** It is clear that each has been inspired by the other.

Being named a Madison Fellow is the proudest accomplishment of my professional life. The opportunity to become a better teacher is invaluable, and one that I greatly cherish. However, none of this would have been possible without the inspiration and guidance I've received from my father. His example, through his love and appreciation for not only his students, but his content areas as well, is a model for my career. We are both incredibly proud to be Madison Fellows, and I only hope to become half of the teacher and scholar that he is. I'm very thankful to the Foundation for the opportunity to pursue that goal, and I'm eternally grateful to my dad for setting such a wonderful example to try to live up to!

Shannon

This year I will complete my thirty-seventh year as a teacher in the Minnesota Public School System. However, I will always believe that my career truly began fourteen years ago when the selection committee found enough merit in my clumsily-worded application to select me as a Madison Fellow. It was a wholly unexpected honor, which in retrospect has become the most formative event in my teaching career. Through the Madison program I have developed a deep and abiding respect for the Founding generation and the seminal documents of American liberty. I believe that I now understand the early years of the Republic in a way that has fundamentally reshaped my pedagogy, my conception of citizenship, and my personal scholarship.

Today, without question I am a better and more confident teacher than I was fourteen years ago. Since receiving my MA in American History, I have earned two additional advanced degrees. I have participated in the National Academy of "We The People" and the Monticello-Stratford Hall seminar on Colonial Life and Leadership. Last summer, I attended a Gilder Lehrman seminar on the Civil Rights movement. I am an adjunct instructor in the Minnesota College and University System. I have been Teacher of the Year in two high schools and been selected as a recipient of the KMSP FOX 9 Top Teacher Award, and a KS95 Teacher of Excellence Award. Each of these accomplishments I attribute at least in part to the support I received from the Madison Fellowship Program.

In 2012, my daughter, Shannon McLean, was a Minnesota winner of the Madison Fellowship. She started her graduate program in Political Science last fall at Marquette University. I hope that in her career she comes to feel the sense of pride and accomplishment which I have been privileged to experience because of the fellowship program.

Tim

Arizona Fellow Presents to Statewide DAR Meeting

Danna Spence Koelling, Arizona State Regent of the National Society of the Daughters of the American Revolution (NSDAR), presents a certificate of appreciation to **Edward Denny, '04 (AZ)** for his speech about the 1781 Yorktown Articles of Capitulation at the Arizona Society's Statewide Board Meeting. Said Cricket Revell, Arizona State Historian, "Thank you so much for sending us Edward Denny as a speaker for our DAR Fall Conference. He is a delightful young man and was a big hit with our membership. His knowledgeable and well prepared speech was stimulating. He has stirred a renewed interest for many of us to learn more about the surrender at Yorktown."

To Glimpse Another World

Susan Piekarski, '08 (CA)

Last July, I stepped off the edge of the world. Vultures circling overhead, our bus pulled into the local dump. Our task was to teach children who live among the filth and fight with dogs over food to understand that they have the ability to attend school. In extreme situations, we cannot predict how we will respond, and I was surprised by my own reaction. Instead of feelings of guilt, pity, or fear, I felt pride as twenty-one students from across the San Francisco Bay Area stepped off the bus, took a deep breath, and smiled.

I had traveled to Nicaragua with the non-profit student leadership program, Global Glimpse. My students had lessons in comparative history and politics with visits by Sonia Hernandez - a local Sandinista guerilla fighter - and officials from the US Embassy. They unraveled the connection between economics, poverty and education by living on $1 a day with a local family in the barrio, and shadowing teens at a local school. Then they were asked to make a change. Given three days and only the skills they possessed, the students completed a service project of their own design. My students created a "mobile school" out of a hot-dog stand to assist a local non-profit to educate street children. Global Glimpse does not emphasize the end result, but, rather, the journey. Recognition of their privilege and an understanding of the world beyond our borders taught my students that we have a responsibility to each other, no matter where we live.

Susan Piekarski, '08 (CA) *and her students show off their "mobile school" in Nicaragua.*

Madisons Meet in Madison

Brian Gunn, '93 (WI)

Tim Moore, '99 (WI), Michael Ellery, '10 (WI), Marcie Reynolds, '05 (TX), *and* ***Alison Turner, '05 (WI)*** *focus their attention on Supreme Court cases while attending the first* Madisons in Madison *gathering.*

In the spirit of the Founders who gathered to discuss the framework of government 225 years ago, the James Madison Fellows of Wisconsin and Illinois met on a summer's day in July at the University of Wisconsin-Madison. Working in conjunction with the Center for the Study of the American Constitution, six Fellows--**Shawn Healy, '01 (WI), Alison Turner, '05 (WI), Michael Ellery, '10 (WI), Marcie Reynolds, '05 (TX), Timothy Moore, '99 (WI),** and **Brian Gunn, '93 (WI)**--spent the day examining current constitutional issues and their underlying founding principles. Initiated by Tim, Deputy Director of the Center and Brian, the gathering was a forum for Fellows to convene regionally, to deepen their understanding, and to exchange classroom lessons and experiences.

Collegiality among all was quickly established when each person recalled his/her best personal memory of the Summer Institute. Humor and hardships were remembered as were the lasting contributions that each person gained from the experience of being a Madison Fellow. The book read by all prior to the meeting, *The Supreme Court and the American Elite* by Lucas Powe, initiated a discussion of contemporary Supreme Court issues. Examining the current session's cases in light of Founding principles made for an engaging conversation.

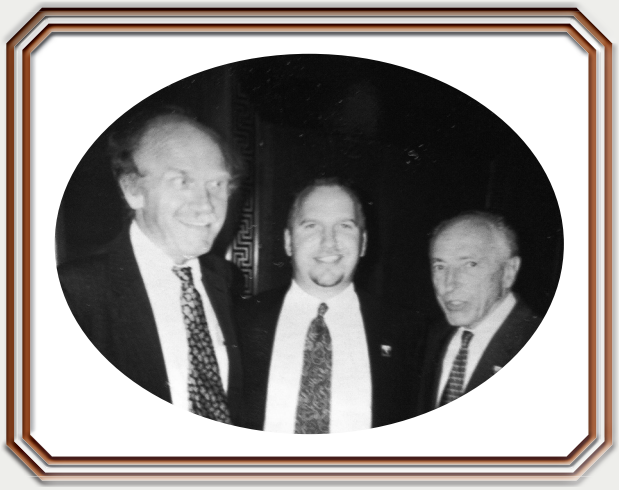
Following an excellent lunch at the University Club where many were introduced to a traditional Wisconsin fish fry (a delight that all should share), the afternoon session was lead by John Kaminski, Director of the Center for the Study of the American Constitution, who spoke on "The Original Debates About the Judiciary." Providing unique and scholarly insights, Dr. Kaminski's remarks clarified the process that occurred as the judiciary evolved in the Early Republic. The concluding session, led by Tim, demonstrated how the materials from the Center for the Study of the American Constitution can be employed in the classroom.

Plans were set in place for the next gathering, and all agreed that this initial meeting of *Madisons in Madison* provided a valuable means of support for teachers working to further the understanding of the Constitution. (Note from the Foundation: The letter accompanying this edition of *Madison Notes* contains information about a new national program based upon Tim and Brian's initiative.)

continued from p. 1

Dr. Belz's understanding of the Constitution regularly astounded us, and his lectures became the stuff of legends during our summer stay at Georgetown. His depth of knowledge, his dedication to his craft, and his gracious demeanor helped foster an intellectual and collegial environment.
—**Stephen Popp**, **'03 (TX)**

I am grateful for your leadership in crafting the course of study for the Summer Institute on the Constitution—also known as "academic boot camp." The Fellowship's goal is to boost the skill—and the passion—that history and government teachers bring to their craft, and, thanks to your leadership, that goal will continue to be achieved in countless teachers' lives. I can think of no greater gift that an educator can bestow than the one you have granted to a generation of teachers—an understanding of the legacy of liberty.—**Gennie Burleson, '00 (TX)**



My personal recollection of Dr. Belz centers on the small group discussions that followed lecture during the 2002 Summer Institute at Georgetown. We rotated among the instructors during the four week institute, but the discussions Dr. Belz led were most vigorous. He was truly interested in what each of us had to say, challenged our core assumptions, and helped us collectively discover foundational and constitutional truths through the Socratic method. These discussions were the most intellectually intense experience of my academic career.—**Shawn Healy, '01 (WI)**

The time came for our first paper on fundamental principles of the Revolution. I didn't like the prompt, so I wrote a paper about when we first became Americans. He pulled me aside after class and said I was "very brave", but he liked the paper and gave me an "A". I was stoked! My next paper was on Chaos Theory and how the constitution and the federal system was a fractal, triangular form, and this new idea of government would have a butterfly effect on governments around the world. Dr. Belz was not amused and gave me a "B". Well, now the gauntlet had been thrown down. For my last paper I researched all of Dr. Belz's works and used him to argue with himself, writing my last paper on the ratification debates and using Paulo Frerre's book *Pedagogy of the Oppressed* to show that the Constitution was just an excuse to maintain power by the elite landowners in America. I was again rewarded with an "A", but no comments.—**Don Memmer, '01 (HI)**

I"ll never forget the respect Dr. Belz garnered from not only the fellows, but also our other professors. It was evident that his mastery in the field of Constitutional studies had earned him their deepest admiration. Having the opportunity to sit with him and discuss the nuances of the Bill of Rights or the motivations of the Founding Fathers was truly enjoyable and fulfilling.—**Ian Lowell, '99 (CT)**

I will be forever grateful for Dr. Belz's tough approach. Despite the fact that I earned my one and only B while I was at Georgetown, I had a wonderful experience and continue to reap the rewards as a result. Seven years after that summer, I earned a perfect score on the writing portion of the GRE, a feat that few accomplished in my Ph.D. program at WVU.
—**Tamara Denmark**, **'97 (WV)**

I will always have fond memories of my summer at Georgetown through the James Madison Fellowship, and I have Dr. Belz to thank! Thanks so much, Dr. Belz, for all you have done for Fellows like myself.—**Sara Arcaro Ziemnik**, **'02 (OH)**

Dr. Belz's leadership, wit, and humility were essential parts of the success of the Summer Iinstitute. Dr. Belz always made himself available to the Fellows to assist in our studies, or just to wax philosophical. He clearly went out of his way to get to know each of us on a personal basis, which really commanded our respect and admiration.
—**Erik Johnson, '11 (CT)**

Dr. Belz steadily led us by supporting and challenging the Madison Fellows to become teachers worthy of the Constitution and by being life-long students of its history.
—-**Dan Wakefield, '05 (ND)**

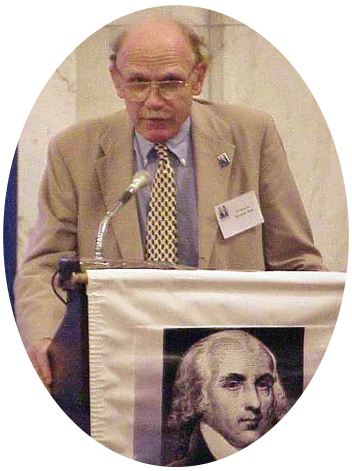
Thank you for your dedication to improving civics instruction throughout our nation. The curriculum that you created and delivered served as the best example of quality teaching for me.
—**Mark Allendorf**, **'03 (CA)**

I've still yet to see someone sport a seersucker better than Dr. Belz. . . . As part of reminding us that the work of the fellowship really just begins with our pre-seminar reading and the month at Georgetown, he encouraged us to "take these books out onto the world that you teach." It's one of my favorite memories from the institute, a reminder of how critical it is that we take the long view in things important to us.—**Adam Krauss, '10 (NH)**

For the third paper that summer, I took a chance with the essay. I entitled it *Thirteen Angry States* and put the Constitution on trial. As I completed the first draft, I passed it around to some of my peers. Almost every person said, "He won't accept this. You will have to rewrite it." I submitted the paper as written, and he gave me an "A+." I honestly don't think I've ever been prouder of a grade in my life.
—**Lynette Wallace, '96 (IN)**

On one of the final days of the Summer Institute, I sensed my opportunity to make Doctor Belz proud. One of our assigned readings was from one of his works, and I decided to challenge the validity of the thesis of his work. But as I boldly stood up in class to offer my criticisms, a voice inside reminded me that I was challenging perhaps the greatest Constitutional scholar of our time. Before I finished speaking, I began to wonder if I had foolishly chosen valor over discretion and would soon be subject to the normal recourse that course of action produces. To my relief, however, Doctor Belz greeted my remarks with respectful acceptance, publicly engaging as though I was a fellow scholar, not an over-matched student.
—**Tom O'Hare**, **'00 (SC)**

Congratulations, Herman, on your retirement from the Foundation. It was a pleasure and an honor to teach with you. You have provided many years of intelligent, thoughtful, and dare I say "prudent" leadership on all matters relating to the Constitution. I hope you enjoy perfecting your golf game in retirement!—**Rosemarie Zagarri**, Professor of History, George Mason University, Constitution "Boot Camp" Faculty, 1994-2000



One of Dr. Belz's common standard responses to questions posed to him was, "It depends on your definition of _____." Seemed like he used that almost every lecture. I find myself using that same phrase in my classes. I guess imitation is the best indication of respect.
—**Daniel Lamb, '02 (WI)**

Dr. Herman Belz's impact on my life has been profound. In the spring of 2005 I decided to leave my teaching job in Providence, Rhode Island and pursue a doctorate in early American history. During my time at Syracuse University I often reached out to Dr. Belz for help with seminar papers. In 2006, Dr. Belz was instrumental in helping me to settle on a dissertation topic: the 1842 Dorr Rebellion. Dr. Belz is a true scholar and leader in the historical profession--his willingness to share his knowledge with young teachers has had a profound effect on my life and career.
—**Dr. Erik J. Chaput, '03 (RI)**

Your instruction at the Summer Institute was an educationally life changing event. I still use your lectures as I teach American History at Converse College and the University of South Carolina as an adjunct professor. I will never forget how you built a lecture on one word.—**Idell Koury, '05 (SC)**

I am not sure which year it was - probably 1997 or 1998. I was an older Fellow and had lived in England for a lot of my life. I am/was particularly interested in the similarities and differences between the US and UK systems so I would frequently ask Professor Belz about this and sometimes imply that the UK had the better system! Professor Belz was very understanding but one day I think that I needled him a little too much. I made a comment about the English system and he replied: "Well, James, here in AMERICA (his emphasis) we do it differently." The room erupted in laughter.
—**James Marshall**, **'96 (CT)**

I consider it one of the highlights of my educational training to have had the opportunity to sit at the feet of Dr. Belz. I took great pride in letting everyone know, when he appeared on TV as a constitutional expert, that he was my professor. He will be missed, but his knowledge will live on in his students.
—**Robert Edison**, **'96 (TX)**

Dr. Belz has a wonderful sense of humor. When I published the "Federalist Papers" (Motto: All news is fit to print) four times during the 1995 session, Dr. Belz greeted the papers with a sense of humor not often shown in the day-to-day classroom interaction.
—**Mark Rogers**, **'95 (VA)**

In addition to teaching, I'm also a musician, which was the topic of a couple of discussions I had with Dr. Belz last summer. Upon arriving back home after the institute, I composed a jazz tune in honor of my experience called "Belza Nova."
—**Jason Danielson**, **'11 (IA)**

Fellows delight each summer in a poised professor who has mastered not only the material but the stage movements. Who could forget peering over his glasses while he awaits student understanding. . . . Removing his spectacles for a slight nibble on the end of the earpiece while deeply formulating a response. . . . The delicate pour of a short bottled water into an even shorter cup.
—**David Wolfford, '99 (KY)**

As a junior Fellow I was always nervous to speak up in the large group discussions, but one day I did and Dr. Belz questioned me further on the point I brought up. Even though my mind was racing, I must have responded correctly because he responded, "I think Liz is absolutely right." I was on cloud nine! —-**Liz Todd, '11 (KY)**

I will never forget the great one-on-one talks that we had over many cafeteria lunches during my 2010 stay on the Georgetown campus at the Summer Institute. You are a scholar and an inspirational educator. I am so grateful for the time I spent learning from you. It has been a highlight of my career.
—**Dominic Caserta**, **'10 (CA)**

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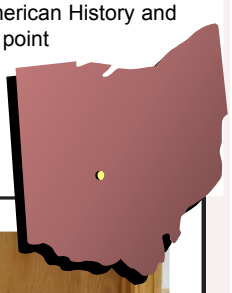
We the Teachers

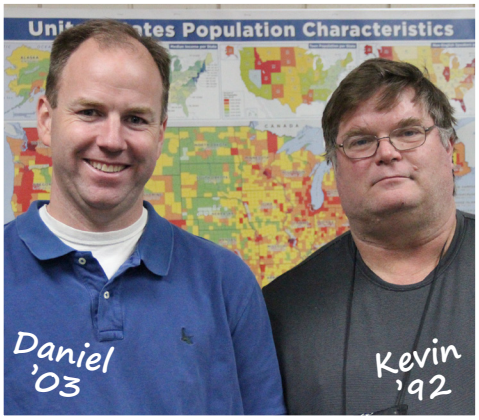
Nearly 100 James Madison Fellows teach in the same school with another Fellow. Two schools—Salesianum High School in Delaware and Spanish Springs High School in Nevada—are fortunate to have four Fellows on their staff. Three more schools—Alta High School in Utah, North Smithfield High School in Rhode Island, and Millard West High School in Omaha, Nebraska—have three Fellows in their social studies department. What brings James Madison Fellows to the same school? How do these Fellows create a constitutional culture in their schools? The Fellows' stories are as varied as they are.

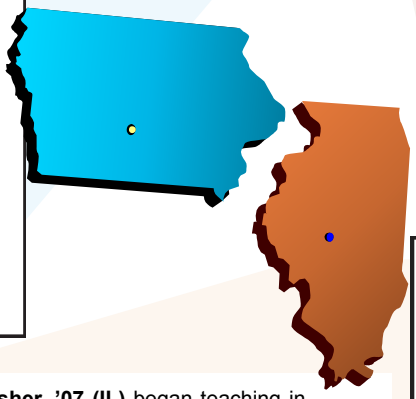
"**Jason Milczewski, '12 (OH)** and I (**Amy Fagnilli, '06 (OH)**) hit it off because we are basically both nerds who love teaching and enjoy a good laugh. In 2006 I was awarded the James Madison Fellowship and after attending the Summer Institute (which was phenomenal!) I encouraged Jason to apply since he was already in the MAHG program at Ashland. I knew the rigor and depth of the Madison program was exactly the type of educational experience he would appreciate. I have a profound respect for Jason's intellect and passion for history and politics, so I knew he'd be the perfect candidate for the program. I was proud to write his letter of recommendation and I was so happy for him to have been selected."

"We collaborate regularly on the best way to teach the Constitution to our students. So many of our classes touch upon the Constitution. Our American History and Government classes make it a focal point but even electives like Street Law regularly reference the document. And of course, the Constitution, politics and historical resources crop up at lunch discussion every week."



"**Kevin Neal, '92 (IA)** has long been dedicated to creating a climate of professional growth among social studies teachers in our district. His experiences as a Madison Fellow led him to participate in Gilder Lehrman Seminars, NEH seminars, and numerous other summer workshops. While I (**Daniel Kelly, '03 (IA)**) was still working in another building, Kevin's example inspired me to apply and have the wonderful experiences of my fellowship. I then transferred buildings and joined Kevin. He has been a friend and mentor to me as well as other department members. From Foundation for Teaching Economics programs around the country to the University of Mississippi Teacher Workshops in Oxford, Mississippi to NEH Seminars in Vienna, Austria and Washington, DC, Kevin has challenged us to constantly improve our understanding of content. Kevin's emphasis on life-long learning has helped to foster an academic climate in which his colleagues engage in rigorous inquiry, and also push our students to do the same."





Both **Kim Huelsman, '11 (IL)** and **Pat Usher, '07 (IL)** began teaching in 2002 at Carl Sandburg High School in Orland Park, IL. Pat was aware of the Foundation, but was motivated to apply when a former colleague, **Steve "Brady" Phillips**, **'96 (IN),** enlightened him on the value of the fellowship experience. Mr. Phillips recommended Pat and, in turn, Pat recommended Kim. Both Kim and Pat are fortunate to have their fellowship sponsored by the Robert R. McCormick Foundation and consider the Madison and McCormick organization "amazing" supports to their teaching.

In recent years, Carl Sandburg High School has proudly been named a Democracy School by the Illinois Civic Mission Coalition for its commitment to civic education including events such as the Honor Wall which acknowledges those enrolled at the nation's service academies. Most recently, they sponsored an armed services game and the football team raised money for a veterans' organization.

"**Dave Alcox, '00 (NH)** and I (**Stephen Vetack, '12 (NH)**) have worked together for 15 years at Milford High School. Prior to working together, we did not know each other--even though we live right around the corner from each other.

Dave has run the We the People team for more than 10 years. The team has won numerous state championships and has received national recognition. Dave also organizes a Constitution Day seminar for students to discuss the Constitution in the context of how it applies to schools.

I organize our mock Congress. I also run the MHS National History Day competition. Dave and I discuss the Constitution in our classes and collaborate on presentations concerning politics, especially during presidential elections."

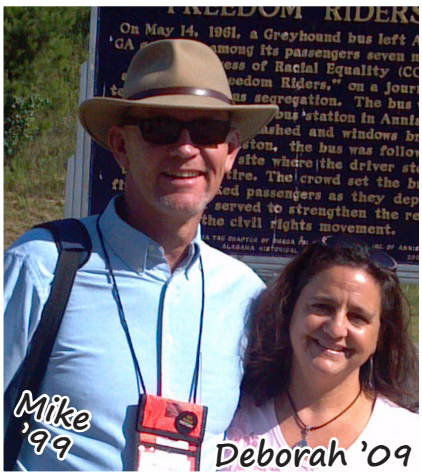
"**Hassan Adeeb, '96 (MD)** was the 1996 Fellow from Maryland. When I (**Kathryn Wathen, '12 (MD)**) was hired to teach at Westlake High School, he told our department about the fellowship program. He also shared his experiences at Georgetown, including the visit to the Supreme Court and meeting with a Supreme Court Justice. He wrote me a letter of recommendation. Mr. Adeeb believes that the Madison program is great because of its focus on the nation's Founding principles.

Mr. Adeeb and I both teach World History. In our classes we teach not only about the United States Revolution and creation of a Constitution but also about the expansion of democratic ideals in global revolutions and the establishment of constitutional governments in other countries."

"Who knew when I (**Stacy Bartkowski, '96 (DE)**) received the fellowship in 1996 that I would end up teaching in a school with a total of four James Madison Fellows! I have been the social studies department chairperson for eight years at Salesianum School in Wilmington, DE and I am pleased to say that three other members of our Social Studies department are also Fellows (**Joe Gioffre, '12 (DE)**, **Bill McGowan, '08 (DE)**, and **Bill Sutherland, '11 (DE)**). We joke that we could have our own summer seminar right here at Salesianum!

All of us bring what we have learned as Fellows into our lesson plans and we believe in teaching the values of our Constitution to our students in all of our courses. We are a very cooperative department, sharing and discussing new and better ways to teach our students content, skills and values, including the importance of understanding the US Constitution.

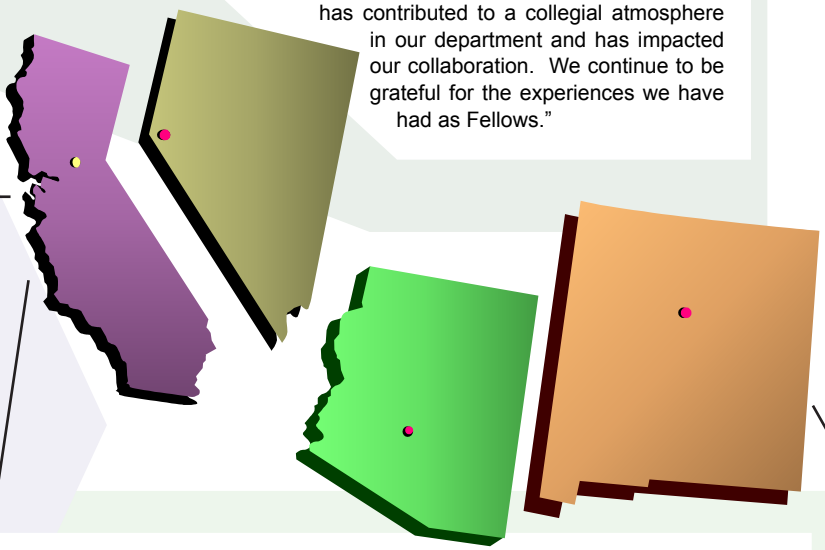
All four of us will continue to encourage the rest of our department to apply. Who knows – perhaps we can be the first school in the country with an entire department of Constitutional Scholars!"



"**Mike Klapka, '99 (FL)** has been at Largo High since 1982; I (**Deborah Pettingill, '09 (FL)**)started at Largo High in 1999. We began team teaching AP US History in 2003 – he was an experienced AP teacher and I was teaching it for the first time. Through that team teaching we became very good friends and Mike encouraged me to apply for the Madison Fellowship. He wrote me a fabulous letter of recommendation and, as they say, the rest is history!

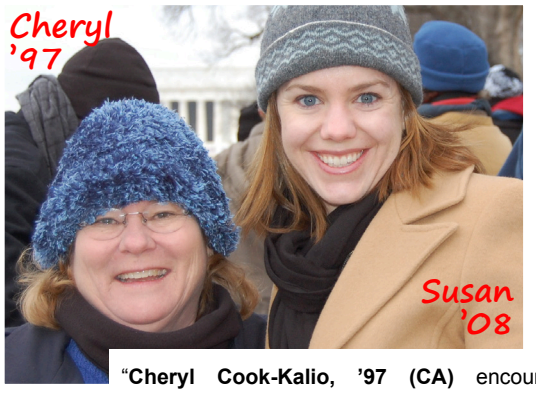
We created the first Rho Kappa (History Honor Society) chapter in our county and promote both history and civic involvement as the co-advisors of the group. We have organized trips to the presidential inaugurations, and had voter registration drives on campus. We teach our students about the writing of our constitution and discuss constitutional issues throughout our US History curriculum."

Sarah Brown, '08 (NV), **Brett Barry, '03 (NV)**, **Mike Bowers, '01 (NV)**, and **Kylie Miller '12 (NV)** all teach social studies at Spanish Springs High School in Sparks, NV. Mike was the first Fellow. He is now in charge of the Digital Media Academy in addition to his social studies role. Brett teaches AP Government and AP Art History, and is the Mock Trial coach. Sarah is teaching AP US History and AP European History and is the acting Department Chair. Kylie teaches AP European History and World Cultures and is currently pursuing her MAT at the University of Nevada, Reno. Brett, Sarah, and Kylie participate in a vertical team through a Teaching American History Grant. "We all continue to be passionate about teaching foundations of the Constitution and encouraging our students to be civically engaged. Participation in the Fellowship has contributed to a collegial atmosphere in our department and has impacted our collaboration. We continue to be grateful for the experiences we have had as Fellows."



"**Reece Talley, '97 (CA)** was kind enough to recommend me (**Dennis Bullock, '11 (CA)**) for the Fellowship, which I received in 2011. We've worked together since 2004 and have always had a wonderful working relationship. We've attended workshops together, chaperoned Close Up to Washington DC together, and in the process, have become friends. I am lucky to have had Reece around when I began, and we today collaborate in many ways in our classes—sometimes co-lecturing, and sometimes posting discussions for our students to read, and question. Through such active collaboration, we do our best to enrich our students' learning experiences—and in the process we continually gain deeper knowledge of our subject matter!"

"I (**Julie Wilkinson, '99 (WY)**) came to Basha HS in Chandler, AZ in 2004 after moving from Wyoming. Tiffany came to Basha the following year and quickly emerged as an excellent government teacher. I shared my Madison story with my department members and Tiffany decided to apply. I was pleased to write a letter of recommendation for her and was thrilled to have her join me as a Madison fellow!!"



"**Cheryl Cook-Kalio, '97 (CA)** encouraged me (**Susan Piekarski, '08 (CA)**) to apply for the Fellowship and wrote my recommendation letter. She started as my mentor, but we've grown to be two peas in pod. Together, we live the Constitution. Not only do we coach our school's We the People team together, but I served as the campaign manager for her Mayoral campaign: We had fifty students from three local high schools knocking on doors for the campaign."

"Julie teaches AP US History and I (**Tiffany Frane, '08 (AZ)**) teach AP American Government so we piggyback quite well. Students are well-prepared to take my course because of the depth and culture created in her classroom. We have one of the highest percentages in the state of students taking AP tests, and were ranked 6th nationally and named the #1 comprehensive high school in the state last year according to *US News and World Report* because of the success of our AP testing program."

"We all ended up at Alta High School in Sandy, UT through different circumstances. I (**Richard Ochoa, '00 (UT)**) have been at the school since it opened 35 years ago. I recall the day I received my notification of the Fellowship: the different size envelope arrived instead of the normal 'thanks-for-trying' letter. I also remember that when I first met Dr. Belz, he commented that I was the 'old guy' in the group that summer in Georgetown.

As department chair, I was involved in the hiring process for both Pat and Cody. I was impressed by both of them. I felt that they had the ability to reach students and I have not been disappointed. I wanted to share the fellowship experience with these other members of my department.

Cody Nesbit, '12 (UT) is a proud graduate of the University of Utah and is making the shift from World History to US History. His interest in the Founding Era has brought him to conferences on the Founders and Revolutionary War History. **Pat Thurman, '11 (UT)** was a natural. A former White House intern, Pat gives his government students a unique perspective on the workings of government

I am excited for these two young teachers to get this opportunity, and we are proud to be one of five schools to have three or more Fellows on staff."

David Peterson, '96 (WY) and **Renel Ellis, '11 (WY)** create a "constitutional" climate at Sheridan Junior High School in Sheridan, Wyoming. Renel teaches 7th Grade American History and provides students with a background on the Founders of our country. Seventh graders study the Founding principles and the circumstances which brought about the need for a new federal government. David reviews this period with his eighth graders and then examines challenges to the Constitution as he moves through history to the American Civil War. Both Renel and David bring current constitutional issues into their classes.

Because of the shared Madison Fellowship experience of David and Renel, the students at SJHS get "double-teamed" with a strong emphasis on the impact of the Constitution in their lives. When Renel finally got around to completing the application for the Fellowship, David wrote a recommendation. Both Renel and David are recruiting new staff members to add a third Madison Fellow to SJHS.

"As department chair at Duchesne, I (**Laura Hickman, '94 (NE)**) had an opportunity to hire a new teacher. When the principal brought me the resumes of candidates, Donna's fellowship set her apart. A Fellow myself, I knew that the application process was intense, so some of my vetting was already done. **Donna Harrison, '95 (NE)** had completed the program and thus brought her superior understanding of US constitutional history to the department. I let the principal know she was my top pick--and we have been working together for the last 14 years!"

"Duchesne Academy of the Sacred Heart in Omaha, NE does much to develop a constitutional culture. We require four years of social studies. As our students progress through the curriculum, they find many opportunities for activities including *Choices* units from Brown University and participation in State and National History Days. Duchesne students make their voices heard through the Colonial Dames Society Essay Contest, Being an American Essay Contest, and the Anti-Defamation League's Tribute to the Rescuers Essay Contest. They also become involved in law-related activities including government service hours, Model United Nations, and Mock Trial."

"Del Carrillo,'97 (NM) single-handedly started a revolution in our school's culture by sharing his love of the Constitution. I (**Marisa Silva, '10 (NM)**) first met him at Valley High School in Albuquerque, New Mexico in 2006. I was a rookie teacher and Del was the department co-chair. I observed magic in his classroom when I saw him interweave his life experiences as a Laguna Pueblo man who had fought in Vietnam, and organized with César Chávez, into his own teaching of United States History. Del invited me to a Bill of Rights Institute seminar in 2007, and it changed my life. I received my fellowship in 2010 and am currently enrolled at the University of New Mexico. Del inspired two additional teachers at Valley to attend BRI seminars, thus unifying the department around curriculum that centers on the Constitution. Del is retiring at the end of this school year, but not without having profoundly impacted our school's culture."

Fellows Convene for Twentieth Summer Institute

Fellows from around the nation gathered at Georgetown University in July 2012 for the twentieth annual Summer Institute. Dynamic lectures and energetic discussions about the Constitution were supplemented by excursions to historical sites; meetings with federal officials, including Associate Supreme Court Justice Ruth Bader Ginsburg; and a visit to the US Federal Court where Fellows argued a hypothetical case before Judge Roy Lambeth (the plaintiffs won!). **Erik Johnson, '11 (NY)** captures the Fellows' common sentiments: "The Summer Institute, hands down, was the most informative, accomplished, and satisfying month of my career. Our comaraderie, our experiences, and the expertise of the faculty made all of us better teachers and better citizens."

I am more knowledgeable about the Founding, and that deeper and richer understanding has already made me a better teacher of American Government. Consequently, my students will be the benefactors of James Madison's legacy.
—Christopher Carl, '11 (FL)

Because of the incredible minds that were gathered for the month, the Summer Institute was an invaluable experience that changed my perspective on the Constitution, inspired me to push myself harder to communicate the civic message to my students, and strengthened my faith in the country.
—Richard Meserve, '11 (ME)

This opportunity to study the Constitution so intimately while at Georgetown married book knowledge to our own lived experience.
—Marisa Silva, '10 (NM)

The Summer Institute was of tremendous benefit and will have an impact on future generations of students.
—Julie Nelson, '11 (MO)

This was one of the best experiences I ever had as a teacher and as a student of history. I gained new understanding of the Founding; I learned techniques, and each professor brought something to the table that inspired me to be a better educator. The comaraderie was amazing and I made lifelong friends. I wish I could go back every summer.
—Stuart Wexler, '10 (NJ)

Photo Courtesy of Steve Petteway, Collection of the Supreme Court of the United States

Madison Scholar Engages Madison Fellows

When discussing constitutional issues, Madison Fellows often ask themselves, "What would Jemmy say?" Anyone who attended the 2012 James Madison Symposium, held on July 12 in Georgetown University's Copley Formal Lounge, is now well-equipped to answer that question thanks to our speaker, Dr. Stuart Leibiger. Dr. Leibiger is an Associate Professor and Chair of the History Department at La Salle University and author of *Founding Friendship: George Washington, James Madison and the Creation of the American Republic.* An expert on all things Madison, Dr. Leibiger spoke to Summer Institute participants, other Fellows, and guests about *James Madison: Republican Revolutionary--An Overview of Madison's 1780's-1790's Political Career.*

Tracing the evolution of Madison's political thinking, Dr. Leibiger made a convincing case for Madison's consistent support for balanced government throughout his long public life:

> *We run the heat in the winter, and we run the AC in the summer. Does that mean we are inconsistent? No! We want the temperature 75 degrees year round. It was the same with Madison. When the states were too strong (1780s), he wanted a stronger federal government. When the federal government became too strong (1790s), he wanted stronger state governments. Was he being inconsistent? No! He was searching for the elusive federal-state balance of power, the Madisonian Medium. It is the eternal question in American politics from the 18th century to today.*

A lively Q and A session followed Dr. Leibiger's formal address.

According to **Jason Danielson**, **'11 (IA)**, "This was a wonderful opportunity to meet past Fellows and hear from an expert 'outsider.' Professor Leibiger was intelligent, organized, and engaging." **Erik Johnson**, **'11 (NY)** commented that, "Dr. Leibiger is renowned, and it was an honor to hear him speak."

***Katie (LaPointe) Robison**, '00 (VA)*, ***Stuart Wexler**, '10 (NJ)*, ***Cynthia Burgett**, '12 (VA)*, *Dr. Stuart Leibiger,* ***Jennifer Mileski**, '11 (NY)*, *and* ***May Wong**, '11 (WA)* *socialize following Dr. Leibiger's talk.*

2013 James Madison Symposium

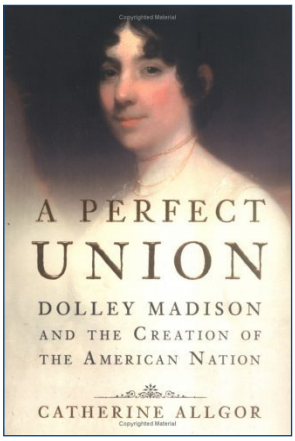
Monday, July 8, 2013
Georgetown University, Main Campus
2:00 pm

Dr. Catherine Allgor

Presidential Chair in History at the
University of California at Riverside
Director of Education for the Huntington Library
will speak about

Ghosts in the Machinery:
Women and the United States Constitution

Fellows, friends, and family are invited to join Summer Institute participants and Foundation staff at this annual gathering. Additional details will be sent in the May Madison Memo, but please mark your calendar now for this special event.



1992

Jada Kohlmeier (KS) is a professor of secondary social studies education at Auburn University, where she works with pre-service and in-service teachers on shaping history and social science education around persistent issues that bring democratic values into conflict.

Stacy Moses (NM) was named the 2012 New Mexico History Teacher of the Year by the Gilder Lehrman Institute of American History. Stacy was recognized for the "use of primary sources in the classroom, the level of inspiration that she provides to her students, and her career achievements in education."

1993

Dennis Webber (WA) has retired from teaching and is the President of the Longview Education Association. He also serves as the Mayor of Longview and as a Cowlitz County Commissioner.

1998

Brent C. Myers (NE) was named National History Day Teacher of the Year for Nebraska in 2011.

1999

John Reynolds (SC) currently teaches Eighth Grade Global Studies at the Hutchinson School in Memphis, TN.

2000

Thomas Noonan (WI) earned his Ph.D. in Educational Policy and Leadership in Fall 2011 and in July 2012 was named Principal of St. Catherine's High School.

Richard (Rique) Ochoa (UT) was named one of three winners in the 2012 American Civics Education Teacher Award program for his "exemplary work preparing young people to become informed and engaged citizens." He is currently the only high school teacher working on the Civics exam for the National Assessment for Educational Progress (NAEP).

2002

Jenny Mitnick (PA) encourages her American Government students to read the blog she wrote while serving as the 2008 Congressional Fellow: (www.msmitnick.blogspot.com)

Laird Small, '02 (UT) *brings students from E.J. King School in Sasebo, Japan to the Harvard Model Congress in Singapore. Participants were challenged to resolve crisis situations and deal with issues facing the American and international community.*

2005

Charles Abolafia (AK) serves as his district's Social Studies Specialist. He brought National Geographic's giant floor map (25' x 35') to Bethel, AK where over 400 children had the opportunity to interact with the map.

Doug Craig (CT) and his school will participate in a veterans' history project sponsored by the History Channel.

2006

Elizabeth Glasgow Knight (NC) took fourteen of her AP Comparative Government students to Europe. The highlight of the trip was having tea and discussing politics with the Leader of the British House of Lords.

While on a service trip to Nicaragua, two students and ***Andrea Grimes****, '06 (MA) climb Cerro Negro, an active volcano in Nicaragua.*

2007

Brian Bohnert (CO) teaches constitutional history into the modern period. One of his students led an initiative to enforce curfew laws and increase police presence in a neighborhood park.

Valerie Carnevale (RI) brought her students to the Rhode Island State Capitol to present their play, *Lincoln and the Civil War*. During the summer, she participated in a TAH program and learned about the Dorr Rebellion from **Eric Chaput, '03 (RI).** Eric recently created a curriculum guide about the establishment clause (http://rihs.org/establishment%20clause.html).

Matthew Turner (NY) spoke to students at Schenectady Community College about the *Declaration of Independence*, the American Revolution, and the Romantic Art Movement.

Jennifer Melville*, '07 (WI) and three students prepare to "luge" down a New Zealand mountain.*

2008

Sarah Brown (NV) completed her MA in May 2011. She currently serves on the board of the Northern Nevada Council for the Social Studies.

Tiffany Frane (AZ) completed her MA, and has applied to a doctoral program in Educational Policy. She current teaches AP American Government.

Robert Stoddard (UT) is "excited that next year, my class will be a concurrent enrollment class with Utah Valley University. Students taking my course will have the opportunity to earn university credit."

Robert Taylor (IL) recently completed his Masters Degree and attended AP training last summer.

***Mike Wilmoth**, '08 (KS) (far right) officiates at an NFL game between the Denver Broncos and the Seattle Seahawks. Serving as an NFL replacement official was, according to Mike, "Living the dream!"*

2009

Kelly Eddy (MI) was named the 2012 Michigan History Teacher of the Year by the Gilder Lehrman Institute of American History. As part of her application package, Kelly created a lesson in which students assume the role of individuals in the ratification debates, and then create a Facebook page advocating a Federalist or Anti-Federalist point of view.

Terry Johnston (MS) teaches US History to juniors and seniors at Amanda Elzy High School in Germond, MS.

Daniel Jordan (AZ) teaches US History and Economics. He has been elected to the board of directors for Sons and Daughters in Touch, an organization whose purpose is to locate, unite and provide support to the family members of those who died or remain missing as a result of the Vietnam War.

Deborah Pettingill (FL) has switched to using History Alive! Curriculum and she finds it "phenomenal! I have used some of their methods and activities since I began teaching in 1998, but this has been the first year I could teach a class using solely the History Alive! method. I would highly recommend the program."

Craig Uplinger (NJ) was inducted into Phi Alpha Theta, the national history honor society. His *We the People* team from Marlboro High School placed 4th in the New Jersey competition.

Alison Warner (MD) recently moved from teaching middle school Special Education to high school World History. "I am excited about this opportunity."

2010

David Elbaum (IL) sponsors his school's Law Club and teaches US History, Constitutional Law, and AP Government.

Ali Jessie (OR) spent last year as a full-time graduate student and completed a research seminar on the American West.

Jennifer Jolley (FL) spent nine days last March in Mongolia, collaborating with teachers and civic leaders who are documenting their history as they transition from a communist to a capitalist economy.

Rachel Kohl (AK) and four students created a video of their life in rural Alaska, and then travelled to an urban area near Anchorage for additional filming. They created three documentaries comparing urban and rural life in Alaska. "The exchange program encouraged respect, communication, and understanding for all those who participated."

Jaime Leverington (AZ) studied American Political Theory and took a Research Methods course. "I believe that my experience at the Summer Institute helped me to excel in class discussions."

Jason Schumann (WA) completed his Masters in Teaching at the University of Seattle. He moved to Iowa City last summer, where he is hoping to find a teaching position.

Sara Banyai (ND) teaches US History, World History, American Government, Psychology, Sociology, North Dakota History, and Eastern Geography.

Peter Bartels (MI) participated in the annual Right to Life March in Washington, DC.

Brandon Barter (AK) teaches AP US History and Honors US History at West Anchorage High School.

William Bogeman (MN) was inspired by his attendance at the Annual NCSS Conference. "Looking back someday, I think this will stand out as a pivotal point in my graduate career, as it was there that it really became clear to me what it meant to be a researcher/student in the field of social studies."

Adam Bulava (NV) started his graduate studies in the on-line program of American Military University. Adam's coursework will focus on American politics and government.

Dennis Bullock (CA) took "a fascinating class taught by Professor Charles Kessler entitled *Political Philosophy and History*" and wrote a paper discussing to what extent the Arab Spring could be viewed as Hegelian.

Christopher Carl (FL) completed his seventeenth year of teaching. He now has an extended day, teaching five Honors American History and an AP Government and Politics class. He is also Department Chair and Advisor to the Senior Class.

Madison Fellows celebrate their December 2012 graduation from Ashland University: **Cathy Alderman, '08 (CA), Donna Devlin, '10 (KS), Michelle Hubenschmidt, '10 (FL), Michelle Holowicki, '10 (MI),** and **Jennifer Reiter, '07 (OK)**.

Steven Cromack (MA) advises the Westwood Police Explorer Program, working closely with high school students seeking to be police officers.

Kenya Doyle (DC) completed her first year teaching in Virginia public schools. "88% of my students had proficient or advanced scores on the Standards of Learning annual state assessment."

Susan Earl (PA) utilized more of the content from her graduate studies than in any other previous year. "I was able to reach several challenging students. . . They went from not wanting to study the Constitution to acting out some of the arguments."

Renel Ellis (WY) "found success in turning a difficult young man into a student. His mother told me that 'He wants to be a history teacher just like Mrs. Ellis.'"

2011

Joseph Abarr (RI) took part in an NEH Seminar entitled *Let's Talk About It: Making Sense of the Civil War.*

Danielle Gurnea (NM) completed her first year of graduate school and decided that her thesis topic would be the constitutionality of American foreign policy decisions during the Korean War.

Daniel Helms (NC) studies at Virginia Tech and teaches Civics and Economics and AP American Government and Politics.

Shawn Hornung (KS) "engaged in an independent study with my major professor, **Tom Vontz, '92 (NE)**. I felt very fortunate to study the Constitution under his tutelage."

Kimberly McKinley (OK) was pleased when "several of my lower level students asked to enroll in my AP course because they enjoyed having me as a teacher and wanted to excel in the future."

Richard Meserve (ME) teaches at an alternative high school for at-risk students on an island off the coast of Maine.

Jennifer Mileski (NY) was appointed to be on the Board of Directors for Franklin Stage Company, a non-profit professional theater group.

James Moran (ID) and students in his Current Events class participated in a webinar with students from Kyrgystan.

Janella Myers (HI) participated in The Girl Friend Ride in Dayton, OH. "It was a bike ride with the proceeds going to Turning Point Domestic Violence Services for Women."

Julie Nelson (MO) serves as chair of the Gallatin Community Teacher Association. "As Chair, I follow legislation pertaining to education with the Missouri General Assembly, and keep educators informed with the Gallatin R-V School District."

Thomas Ng (NJ) received his Masters of Science in Urban Education, and moved to New York to teach at Uncommon Charter High School. He is also a First Year Seminar Professor at his alma mater, Ramapo College.

Christian Pirlet (SD) is researching constitutional rights as they pertain to American expansion and Native American rights.

Jennifer Powell (FL) has been hired as a Senior Teaching Associate for the Florida Joint Center for Citizenship where she will be a lead trainer for the civics legislation, curriculum, and end-of-course exam for the state. "I am excited to be a part of the civics education movement in Florida." Some of Jennifer's work will be in conjunction with **Emma Humphries, '04 (FL)**, the Assistant in Citizenship at the Bob Graham Center.

Barbara Roberts (TX) "evaluated the past consequences of the economy on voter choice, and reviewed models to predict the winner of the 2012 election."

Kelly Rodgers (GA) started a competitive history team at her school. "We participated in the Eastern Georgia Bee and Bowl, the Georgia Championship Bee and Bowl, and the National History Bowl in Washington, DC."

Sandy Smith (MD) returned to the classroom after serving as Principal for seven years. "I was thrilled to be able to go back into the classroom and teach US History and Civics."

William Sutherland (DE) recently completed a class on the judicial branch with Professor Robert Langran at Villanova. "It was an exciting time to take the class; a flurry of judicial decisions were studied in light of how they buttressed, altered, and interacted with the citizenry."

Patrick Thurman (UT) teaches American Government, "focusing on the Constitution, Bill of Rights, and responsibilities of citizenship."

Elizabeth Todd (KY) is a full-time graduate student and works as a graduate teaching assistant.

Stephanie Walsh (CO) is a concurrent enrollment teacher at the Community College of Aurora and the University of Colorado. She is working with the CU Success program, an initiative for students to earn college credit while still in high school.

Charles Williams (AR) had ten students qualify for the National History Day finals in College Park, MD, and one student finished in the top ten in the nation.

Sharon Wilson's (TX) students earned Sixth Place in Senior Display at last summer's National History Day Competition in College Park, MD. Their project was entitled "Triangle Shirtwaist Factory Fire: Tragedy Ignites Reform."

Kymberli Wregglesworth (MI) helped Ashland University to pilot its on-line courses.

May Wong (WA) and her students followed the Supreme Court hearings about the Affordable Care Act. "The best part of teaching government is when students approach me about what they saw or heard on the news."

2012

Greg Brenner (MO) teaches American history and government; serves as his school's Athletic Director and assistant coach for boys and girls soccer; and received a School Board Recognition for Achievement in 2012.

Eric Cameron (MN) hosted an "Introduction to Voting" program, and registered nearly 1/3 of the school. One of his students commented, "I never thought of myself as a 'political person' who would watch a debate but it was really interesting and important to do."

Derek Hughes (WV) teaches AP US History and AP World History. "Many of my students who had not taken AP classes before were able to pass the tests after working hard in my class."

Jason Milczewski (OH) teaches in the Revere Local School District. Over 70% of students at Revere take the AP exams. Jason is also the At-Large Executive Board Member for a large advocacy group within the Ohio Education Association. "I feel it is important to become involved in causes which you believe in."

Kimberly Moore (MD) took students from Gaithersburg High School to visit the National Archives in Washington, DC.

Kari Ramsey (FL) and a colleague recently founded SpeakingofHistory.org, an organization which provides social studies and English teachers with resources and professional development opportunities that combine elements of history and literacy for cross-curricular instruction.

In Memory

The Foundation was saddened to learn of the death of **Jerome Detviler, '96 (MN).** Jerry, a popular teacher and coach at Park High School in Cottage Grove, MN, died on January 2, 2012 following a long bout with cancer. He graduated from Park in 1968 and then taught and coached at the high school for more than three decades. Jerry earned his MA at Hamline University. He was an accomplished coach, helping to lead the Park girls' soccer team to a state championship in 1990. In November, 2011, Detviler was inducted into the seventh class of Park's athletic Hall of Fame. The Hall of Fame announcement noted his efforts as a long-time soccer, Nordic skiing, and track and field coach: "While his teams were very successful, his ability to bring a love for the sport to his athletes made him a great coach." The Foundation sends its condolences to his wife, Irene, as well as his children and grandchildren.

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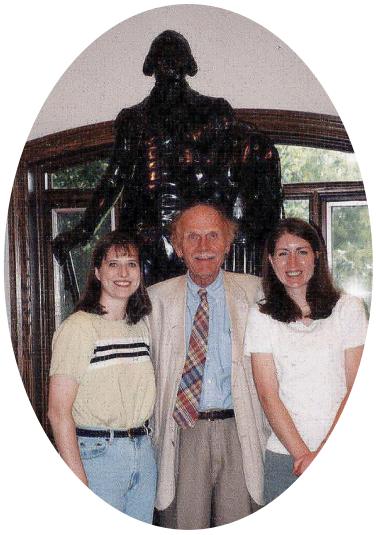
My greatest memory of Dr. Belz was during our first small group session at Summer Institute 2006. Dr. Belz was leading the discussion and asked a general question about the importance of political history. To break the ice, I tried to provide what I thought was a good answer, but Dr. Belz stated that I was "intellectually out of order." I will never forget his response. Dr. Belz also critiqued my essays and helped me develop sound arguments based on solid research. Unfortunately, as a high school administrator I'm still "intellectually out of order" these days, but I'm thankful for my James Madison experience and the contributions of Dr. Belz.
—Brad Lewis, '05 (AL)

I remember his humor and the fiery debates that he fostered. I remember the constitutional jokes. In one argument about literal interpretation of the Constitution, a Fellow challenged Dr. Belz to name a completely literal portion of the Constitution. Dr. Belz replied, "35 years" in reference to the age a President must be when assuming office. The Fellow responded, "Is that from birth or conception?" The whole room, including Dr. Belz, roared with laughter. It was a pretty neat moment.
—Alexander Phillips, '99 (RI)



The best memory I have of Dr. Belz was during a discussion with him and Admiral Yost. Dr. Belz wanted to know a little about my family. I told him I had two children and my sons name was Alexander. He noted it was a strong historical name. But when I told him my newborn daughter was named Madison, his face lit up with a huge bright smile. He said it must have been destiny I was selected a Fellow. To this day, my daughter believes she was named for the James Madison Foundation even though she came first.**—Michael Hunt, '97 (DC)**

My favorite memory of Dr. Belz is when we were at Monticello. I was sitting on a low wall outside of the gift shop near Michie's Tavern and he came over and sat by me. We talked for about ten minutes about why I had applied for the fellowship and what I hoped to gain from it. After he had spoken with me, I watched him as he made the effort to talk personally with as many fellows as he could. I have always been impressed about that part of Dr. Belz.**—Theresa Silvester, '08 (ID)**

His intellect was impressive and his expectations of students were high; but he never allowed his intellect to get in the way of his students finding their own powerful connections, and for that, he was a great teacher.
—James J. Betres, '10 (RI)

I specifically remember sitting in an office with Dr. Belz as he critiqued my papers. He was articulate, knowledgeable, and caring. I will be forever grateful for his patience with me.
—Jeff Aas, '97 (ND)

I actually read all of the assignments, but lacked an ability to write decent papers. I will never forget your blunt words about my poor writing skills, and though I was humbled, you encouraged me to better construct my thoughts on paper. I appreciate your lectures, intellectual curiosity, and candid humor; but most of all, your dedication to help me cultivate my own original thought.
—Barnaby Cook, '04 (SD)

During every class, each student in the room was constantly aware of your presence, and it seemed as if we all were speaking directly to you during our discussions. Your passion for both the Constitution and academic excellence made all of us strive for the quality you demanded, and I believe that is the mark of a truly great educator.
—Amy (Burnett) Fulton, '06 (WY)

At our first gathering, Dr. Belz expressed to the fellows that there were high expectations placed on being a James Madison Fellow. It was not just an honor but a responsibility. In encouraging us to do our best you admonished us with the North Dakota Mantra, "You can always work harder." I felt instantly at home.
—Susan Reinhiller, '10 (ND)

Dr. Belz forced me to critically examine my ideas and beliefs about the Founding Era and I feel that I have a much greater understanding of that time period as well as our Constitution because of him. The fact that he pushed me has had a profound impact on my teaching - I feel more comfortable pushing my own students and am confident that I can help them grasp the complex topics surrounding the Constitution.
—Kymberli A. Wregglesworth,'11 (MI)