



The Ashbrook Center
at Ashland University
Annual Report
2019

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Our Mission

The Ashbrook Center seeks to restore and strengthen the capacities of the American people for constitutional self-government. Ashbrook teaches students and teachers across our country what America is and what she represents in the long history of the world. Ashbrook creates informed patriots.

A Message from the Interim Executive Director

Ashbrook is in the business of educating our fellow Americans about what it means to be part of this great experiment in freedom—the freedom to flourish and govern ourselves as individuals, families, communities, and a nation. As James Madison said in *The Federalist No. 39*, we Americans “rest all our political experiments on the capacity of mankind for self-government.”

But as Madison and the other Founders knew, self-government is not easy. It takes the right habits and an understanding of the history and Founding principles of our country. We have to study history and think deeply about what it means to be an American. This thinking—and the education of students, teachers, and citizens in this way of thinking—is Ashbrook’s great contribution to keeping freedom alive in our Republic.

We have a lot of work to do. We need the American people—especially young people—to love their country. But for Americans to love their country, they need to understand why their nation deserves their affection.

This is why our country needs Ashbrook. Too many Americans, especially young people, do not share an understanding of the principles

of our Founding or see America’s history as a struggle to live up to those principles of freedom. We don’t have a crisis of facts and information—we have a crisis of understanding and devotion.

As you know, and as I’ve discovered since I came here 23 years ago, that’s where Ashbrook comes in. Everything we do is aimed at helping Americans to rediscover the foundations of their freedom and live as self-governing citizens and human beings.

In the last two decades, we’ve succeeded in creating programs for students, teachers, and citizens to do exactly that. The challenge as we go forward in 2020 is to take our excellent programs to scale nationally. I hope you will join us in this important work to defend freedom and restore the noble principles of our Founding to their rightful place in the hearts and minds of the American people.

Sincerely,



Jeffrey Sikkenga
Interim Executive Director



A Message from the Chairman of the Board

On behalf of the Ashbrook Board, I extend our sincere gratitude to you and all of our wonderful supporters and friends as well as our dedicated staff and faculty. I hope this Annual Report will give you hope that together we can preserve American self-government. With the generous support of many, Ashbrook looks to the future confidently, knowing that we will help to “nobly save” our country and “secure the Blessings of Liberty to ourselves and our Posterity.”

Sincerely,



Marvin J. Krinsky
Ashbrook Board Chairman



Creating Principled Leaders

Ashbrook Scholar Program

While much of higher education is turning young hearts and minds away from America, the Ashbrook Scholar Program is teaching young citizens why they ought to love their country, preparing them to be principled leaders who deeply understand and want to conserve American freedom. A single great leader can profoundly affect the course of a nation.

Ashbrook Scholars study freedom, virtue, and constitutionalism by getting to know the hearts and minds of great statesmen throughout history who were the architects of our country. In the course of four years, Ashbrook Scholars study the best that has been thought and done in the hope of understanding what is good, noble, and just.

After graduation, Ashbrook Scholars go on to outstanding programs in graduate school and law school or pursue careers in education, government, the U.S. military, private industry, policy centers, religious institutions, and local, state, and national politics. Regardless of where they establish themselves, Scholar alumni help promote the Founders' vision of a free, secure, prosperous, and self-governing people.

Where Are They Now?

The principled leadership of Ashbrook Scholars helps to provide the guidance that our country needs to restore and strengthen self-government.

Below are just a few examples of where Scholar alumni today:

Jay Hartz ('93) – Director of the Kentucky Legislative Research Commission

Kevin Portteus ('01) – Professor of Politics and Director of American Studies at Hillsdale College

Dan Tierney ('02) – Press Secretary for Ohio Governor Mike DeWine

Adam Carrington ('07) – Assistant Professor of Politics at Hillsdale College

Caitlin Poling ('08) – Multilateral and Technical Affairs Section at U.S. Mission to International Organizations in Vienna

Joseph Griffith ('14) – Assistant Professor of Politics at The Kings College

Courtney Upton ('15) – Dean of Students at Founders Classical Academy of Schertz, Texas

Nathaniel Urban ('18) – Program Manager for Curricular Improvement at the American Council of Trustees and Alumni



Ashbrook Scholar Rachel participates in a class discussion.



“It was in the Ashbrook Scholar Program that I began to think seriously about Western civilization and the American experiment through a great deal of writing and many hours of classroom discussions led by excellent professors. This experience taught me how to think, as opposed to what to think, which is so common these days in the academy.”

— Andrew Braun (‘07),
Military Legislative Assistant to Congressman Doug Lamborn

“The Ashbrook Scholar Program, especially in my line of work here in Washington, DC, is very well known. It turns as many heads as having gone to an Ivy League school would have.”

— Rebecca Heinrichs (‘04),
Senior Fellow at Hudson Institute specializing in nuclear deterrence and missile defense



Thank You to Donors Who Have Funded Our Named Scholarships!

While the American Revolution was still being fought, Thomas Jefferson put forth a bill in the Virginia legislature to establish a system of public education, arguing in part that those fit to be leaders of our new nation “should be called to that charge without regard to wealth, birth or other accidental condition or circumstance.”

While Ashbrook Scholars are ambitious and talented students, they typically come from hard-working middle-class families and could not participate in the Ashbrook Scholar Program without the financial assistance of our donors. We are grateful to the following generous donors who funded named scholarships and make it possible for Ashbrook Scholars to pursue their education.

Dennis E. Bechtel Memorial Scholarship

Duane O. and Penelope J. Boyer Endowed Scholarship

Lt. Colonel Joseph K. Griffith Endowed Scholarship

The Paul and Gwyneth Hoff and Lewis and Margaret Stranahan-Gibson Endowed Scholarship

Robert and Rebecca Humrichouser Scholarship

Marlowe L. and Bess Kiplinger Endowed Scholarship

Harold and Lillian Kirkpatrick Scholarship

James Harold and Mabel Read Endowed Scholarship

Arthur and Maxine Rybolt Endowed Scholarship

The Peter W. Schramm Endowed Scholarship

Louise and Edward S. Young Endowed Scholarship

Creating Principled Leaders

The Hilda E. Bretzlaff Ashbrook Academy

The Hilda E. Bretzlaff Ashbrook Academy for the Founding, Development and Future of American Self-Government is a week-long summer program that invites rising high school juniors and seniors to acquire a deep understanding of the fundamental principles that define and unite us as Americans.

Two options were offered for participants in The Hilda E. Bretzlaff Ashbrook Academy from June 17-23:

Telling America's Story

Students participated in a careful study and discussion of the three most famous documents from the most significant epochs in American history—The Declaration of Independence, the Gettysburg Address, and the “I Have a Dream” speech. These documents have helped to define and shape critical moments in American history in the 18th, 19th, and 20th Centuries.

Abraham Lincoln and the Civil War

In an in-depth exploration of the most difficult era in American history, students discussed the fundamental questions about America based on the writings of President Lincoln and his contemporaries.

Led by Ashbrook faculty, participants considered the American experiment as a struggle to live up to the noble principles of freedom from our Founding, which demand serious study.

This opportunity is funded by the Hilda E. Bretzlaff Foundation in honor of Mrs. Bretzlaff, a German immigrant, who loved America and established a foundation upon her death in 1993 to promote democratic principles, free market economics, and good citizenship.

Over 20% of Academy participants become Ashbrook Scholars

“A brave patriot is worth more than gold. The education and the ideas and the discussion that we experienced at the Ashbrook Academy is worth more than any amount of money.”

— Gavin M., Academy participant, Cincinnati, OH



“I came here disliking history. I just did it for college credit, but it's changed my life. I thought I hated history, but now I want to be an Ashbrook Scholar.”

— Alyssa H., Academy participant, Redford, MI



The Ashbrook Academy in Political Economy

The Ashbrook Academy in Political Economy is a new three-day program for high school students, offered for the first time in 2019. The academy focuses on the critical link between political and economic freedom. Twenty-one students participated in a discussion based on primary documents to consider the biggest economic challenges that faced our young Republic.



Academy participants discuss Abraham Lincoln's legacy.

Elijah W. from
Pennsylvania
participates
in the "Telling
America's Story"
Bretzlaff Ashbrook
Academy.



The 2019
graduating class
of Ashbrook
Scholars.



Teaching American History

America is facing a crisis in civic education. This problem is not simply a failure to teach and learn basic facts about how our system of self-government works. A recent poll found that less than a quarter of young Americans (24%) say they are extremely proud to be an American. Those who will one day be charged with crafting, executing, and interpreting the law do not have the knowledge of nor affection for our republic needed to perpetuate it because they have not been given a sufficient opportunity to think impartially about the truths that make America great.

248 programs held in 2019—**25%** more than in 2018!

Teaching American History programs help confront the crisis by reaching the young through those who teach the young. Ashbrook's 27,000-strong network of teachers has already reached millions of students.

Ashbrook teachers supplement or replace textbooks with primary source documents and engage their students in thoughtful conversations about the enduring questions of American history. They help their students discover for themselves the true story of America. And to understand the truth of America's story is to rediscover respect for and devotion to America.

ONE teacher can reach up to **5,000** students

Teaching American History Graduate Program

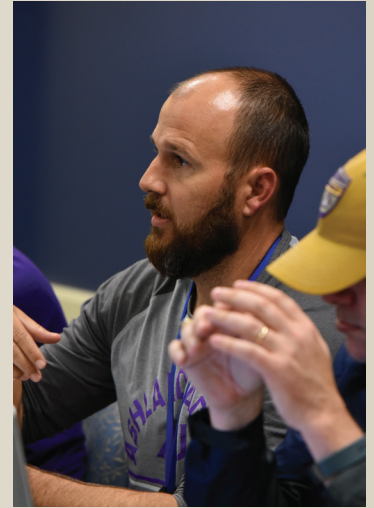
Designed specifically for high school teachers and offered on a convenient schedule, Ashbrook's Teaching American History graduate program offers substantive coursework in American history and government. In summer courses held on campus, teachers are immersed in the study of the American experience. In live online courses held throughout the year, teachers and professors see, hear, and speak to each other in real time. Course topics range from the American Revolution to Executive Power and the Constitution to the Cold War.

In 2019, 394 teachers from all 50 states participated in graduate courses, including on-campus and online. These teachers describe transformative experiences for

their teaching, and ultimately, for their students. Charles M. from Ohio said that the graduate program was "the single greatest thing I've done to improve my teaching ability...I feel so much more comfortable challenging my students to get deeper into the content because of the confidence I now have in my own knowledge."

Tyrel R., a teacher from California said that the program made him "a more proactive teacher." For example, when his school district asked him to start his American history class at Reconstruction, skipping the Founding entirely, he refused. "You can't teach U.S. History without teaching the Declaration of Independence," Tyrel said.

Teachers like Charles and Tyrel, with a deep passion for teaching their students about America, are the vanguard who will inspire future generations to stand up and say, "We hold these truths."



California teacher Tyrel R. participates in a graduate course seminar.

59 graduates in 2019

One-Day Seminars

In 2019, 140 daylong seminars were held where teachers live and work in 24 states and Washington, DC—45 more seminars and seven more states than in 2018. In each seminar, teachers used primary historical documents and conversation to explore a particular era, person, or theme in American history, including, "The American Founding," "Causes of the Civil War," "The Constitution and Limited Government," and "The American Presidency."

Multi-Day Seminars at Historic Sites

Multi-day seminars offer teachers an immersive experience at historic sites where the ideas that shaped our nation were conceived and sometimes defended by force. In 2019, ten multi-day seminars were held, including:

- “George Washington and the American Founding” at Valley Forge, Pennsylvania
- “The Declaration of Independence” at Independence Hall
- “Abraham Lincoln” in Springfield, Illinois
- “Ronald Reagan” at the Reagan Library in Simi Valley, California

“My learning experience was definitely top-notch. It meant more to me personally because I was able to participate. I was taking part in a conversation.”

— Stephanie N.,
Tennessee teacher,
attended one-day seminar
on Reconstruction

Teachers discuss “Presidents and Political Parties” at a
▼ one-day seminar in Colorado Springs, Colorado.



Teaching American History Instructional Resources

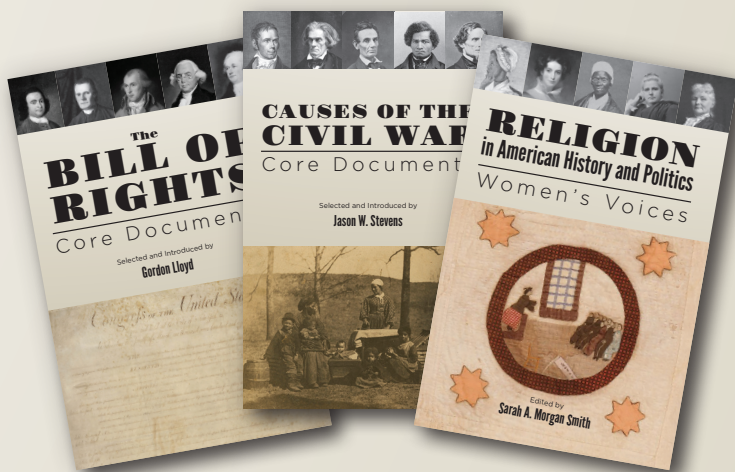
Core Documents Curriculum

Ashbrook published three additional *Core Documents* volumes in 2019:

- The Bill of Rights
- Causes of the Civil War
- Religion in American History: Women's Voices

Teachers have been eager to put each new *Core Documents* release to use in their classrooms. "These volumes have been wonderful," said John A., a teacher in Tennessee. John told us that the volumes help him to find the documents he needs to generate a conversation about American self-government with his students.

So far, 13 of a planned 45 volumes have been published, each one providing a deep look into a specific era or theme in U.S. history and government. When complete, the series will tell America's story through the eyes of those who wrote it—politicians and philosophers, farmers and industrialists, soldiers and statesmen. Combined with Ashbrook's unique method of teaching and learning, the Core Documents Curriculum is a resource to help teachers fulfill their role in the classroom and help their students begin to think deeply about the core ideas and events that define who we are as Americans.



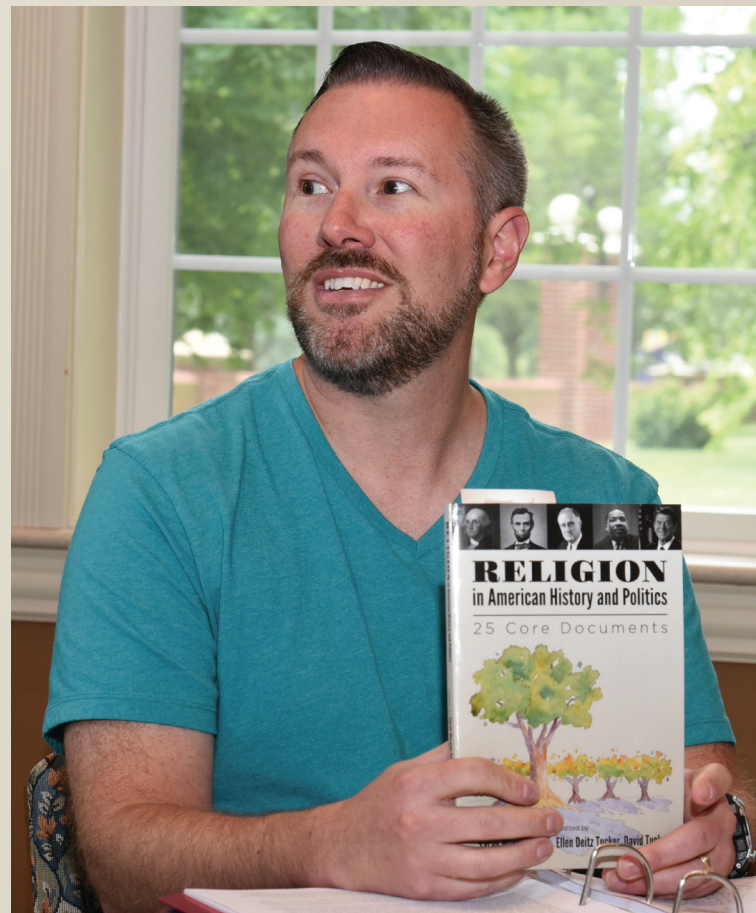
"I try to convey what's beautiful about the Founders' design. Their careful framework of government makes our nation exceptional. It's designed to allow a deliberative approach to self-government."

— Maureen S.,
Pennsylvania teacher

.....

"The Core Documents collections are invaluable teaching tools."

— Chris P.,
Arizona teacher



Tennessee teacher John A. with a Core Documents volume.

TeachingAmericanHistory.org

In 2019, Ashbrook launched a newly redesigned TeachingAmericanHistory.org. Aside from a fresh look, the site also includes new features like a documents timeline making it easier for teachers to find relevant documents for the topic they are teaching, an expanded blog with helpful content, and a membership sign-up that allows teachers to save documents and resources to

their own personal dashboard. Teachers can create and print customized document packets and more easily sign up for programs. Already, over 3,000 teachers have signed up to become a member.

Visit TeachingAmericanHistory.org today to see for yourself the resources made possible by your support!

2.1 million
visitors in 2019

Over 3,000 new teacher
memberships
in 2019



Webinars and Podcasts

Webinars allow teachers to experience Ashbrook's unique method of teaching and learning from the comfort of their own home. This convenience makes webinars a great way for teachers to sharpen their mind in the midst of a busy school year. It also offers new teachers an entry point into Ashbrook's wider array of programs and resources. We offered 20 webinars in 2019 on a variety of topics, including:

- Benjamin Franklin
- Harriet Beecher Stowe
- The Virginia Statute for Religious Freedom

- Secessionists vs. Unionists
- Woodrow Wilson's 14 Points
- Great Society vs. Modern Conservatism

Each webinar is recorded and released in podcast form, providing an additional resource for teachers to brush up on key topics and questions in American history. Our webinars in podcast form have been downloaded more than 47,000 times, with popular topics in 2019 including Federalists vs. Antifederalists, MLK's Letter from Birmingham Jail, and Imperialists vs. Non-Interventionists.

Refining and Enlarging the Public View

Ashbrook in the News

Ashbrook's op-eds appeared in
103 publications
—up from 40 in 2018!



30% increase in the number of newspapers publishing Ashbrook's monthly history and civics quizzes!

Ashbrook content featured in:

6 of the **15** largest newspapers in the U.S.:

Chicago Tribune

Los Angeles Times

HOUSTON★CHRONICLE

DAILY NEWS
NYDAILYNEWS.COM

Austin American-Statesman

Newsday

44 states, Washington, DC, and the U.S. Virgin Islands



Ashbrook Events

Colloquia

January 25, 2019

“Defense and Technology: What the Future of Cyber Warfare Holds for Us”

James Jay Carafano,
Vice President, Kathryn and Shelby Cullom
Davis Institute for National Security and
Foreign Policy at The Heritage Foundation

March 1, 2019

“The Political Architecture of the Compound Republic”

Connor Ewing,
Assistant Professor of Political
Science, University of Toronto

March 29, 2019

“Othello: One Who Loved Not Wisely but Too Well”

Timothy Burns,
Professor of Political Science and Graduate
Program Director, Baylor University

September 13, 2019

“War and the Good Life: The Spartan Regime”

Susan Collins,
Associate Professor of Political Science,
University of Notre Dame

October 4, 2019

“Ethics, Markets, and the Limits of Intellect: What Edmund Burke Can Teach Modern Economists (and You)”

Gregory Collins,
Postdoctoral Associate and Lecturer of
Political Science, Yale University

November 1, 2019

“Aristotle on the Art of Rhetoric: An Introduction”

Robert Bartlett,
Professor of Hellenic Political
Studies, Boston College

Major Issues Lecture Series

February 19, 2019

“Financial Stability Oversight Council: What It Is and How It Works”

Thomas E. Workman,
Independent Member with Insurance Expertise,
Financial Stability Oversight Council

March 12, 2019

“Spoils Society”

Robert Samuelson,
Journalist, Washington Post

Constitution Day: September 17, 2019

“Close Encounters of a Judicial Kind: The Sometimes Alien World of State Judges and State Constitutional Law”

Patrick F. Fischer,
Justice, Ohio Supreme Court

October 22, 2019

“Remembering What Made America Great”

Jon Husted,
Lieutenant Governor, State of Ohio

November 14, 2019

“Our Populist Moment”

Chris Stirewalt,
Politics Editor, Fox News Channel

33rd Annual John M. Ashbrook Memorial Dinner

April 12, 2019

“On Civic Education”

Bobby Jindal,
Governor of Louisiana (2008-2016)

Friends of Ashbrook

Giving to the Next Generation

John E. N. Howard lived a life of giving. He gave to his country when he served in France and Germany during World War II. He gave to his students in St. Joseph, Michigan. As a music teacher and band director for four decades, he instilled in his students an appreciation for music that enriched their lives. Dede Howard, John's beloved wife of 35 years, says that she still hears from his students today.

**"We're not going to be able to take it with us and there's no law against leaving part of us here."
— John Howard**

John taught his children to give back and encouraged others to do so as well. His giving extended deep into the roots of his community but also beyond to the entire nation. Dede says that the views of young people today about their country are too often sad and worrisome. John and Dede support Ashbrook's message of hope about equipping teachers with the knowledge and confidence they need to help their students rediscover their respect for and devotion to America.

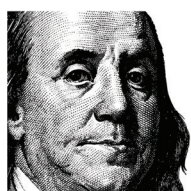
"We're not going to be able to take it with us," John said in 2004, "and there's no law against leaving part of us here."

True to his word, with John's passing in November 2019, he gave a truly transformational gift to Ashbrook. John structured the gift from his estate as a temporarily restricted endowment and established The John E. N. &



John and Adelia Howard

Dede Howard Fund. His thoughtful generosity will help to transform the way social studies and civics teachers are teaching American history throughout our country for years to come. And these teachers will honor John's legacy by instilling in their own students the same kind of appreciation for America that moved John in his own extraordinary life of giving.



The
**Benjamin
Franklin
Legacy Society**
at the

 **Ashbrook Center**

Plan Now to Preserve Your Legacy

Become a member of The Benjamin Franklin Legacy Society by making a commitment to the Ashbrook Center in your will. You will leave a legacy of freedom that reflects your life and your beliefs. Please contact Tim Haglund at thaglund@ashbrook.org or (419) 289-5834 for more information or visit www.Ashbrook.org/legacy.

Rediscovering Abraham Lincoln's Washington, DC

In October, Jeff Sikkenga, Ashbrook's Interim Executive Director, opened the third annual Rediscovering America Weekend with a poignant reminder of the crisis that we face in America. Our crisis is not merely of civic knowledge but is defined by "a lack of understanding of and devotion to the Founding principles of this country. The kinds of things that Abraham Lincoln meant when he called 'America a new nation conceived in liberty and dedicated to the proposition that all men are created equal.'"

At Rediscovering America Weekend, Director's Club members had the opportunity to rediscover these principles for themselves and to hear Ashbrook teachers talk about how they are doing the same for their students. Over the course of the weekend, guests participated in an Ashbrook-style seminar, spent quality time with Ashbrook teachers, and visited historic sites. From the floor of the U.S. House of Representatives to Ford's Theatre to President Lincoln's Cottage at the Soldier's Home, attention was focused on Abraham Lincoln's life and legacy.

Thank you to all who joined us for another successful Rediscovering America Weekend! For information about this year's Rediscovering America Weekend in Boston, MA, contact Stacey Zion at szion@ashbrook.org or (419) 289-5411 today!

"The time seemed to just fly by. There was not one minute when I was anxious to move on to something else!"

— Janice Breitenstine,
Director's Club member and 2019
Rediscovering America participant



▲ Dr. Lucas Morel speaking with Director's Club members during a night tour of the Lincoln Memorial.

▼ Director's Club members at the National Museum of American History.



Many Thanks to Our Generous Donors

Benjamin Franklin Legacy Society

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The Benjamin Franklin Legacy Society recognizes those who make a commitment to Ashbrook and to helping preserve American freedom through their estate plans.

* Deceased

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Director's Club (annual gift of \$1,000-\$9,999)

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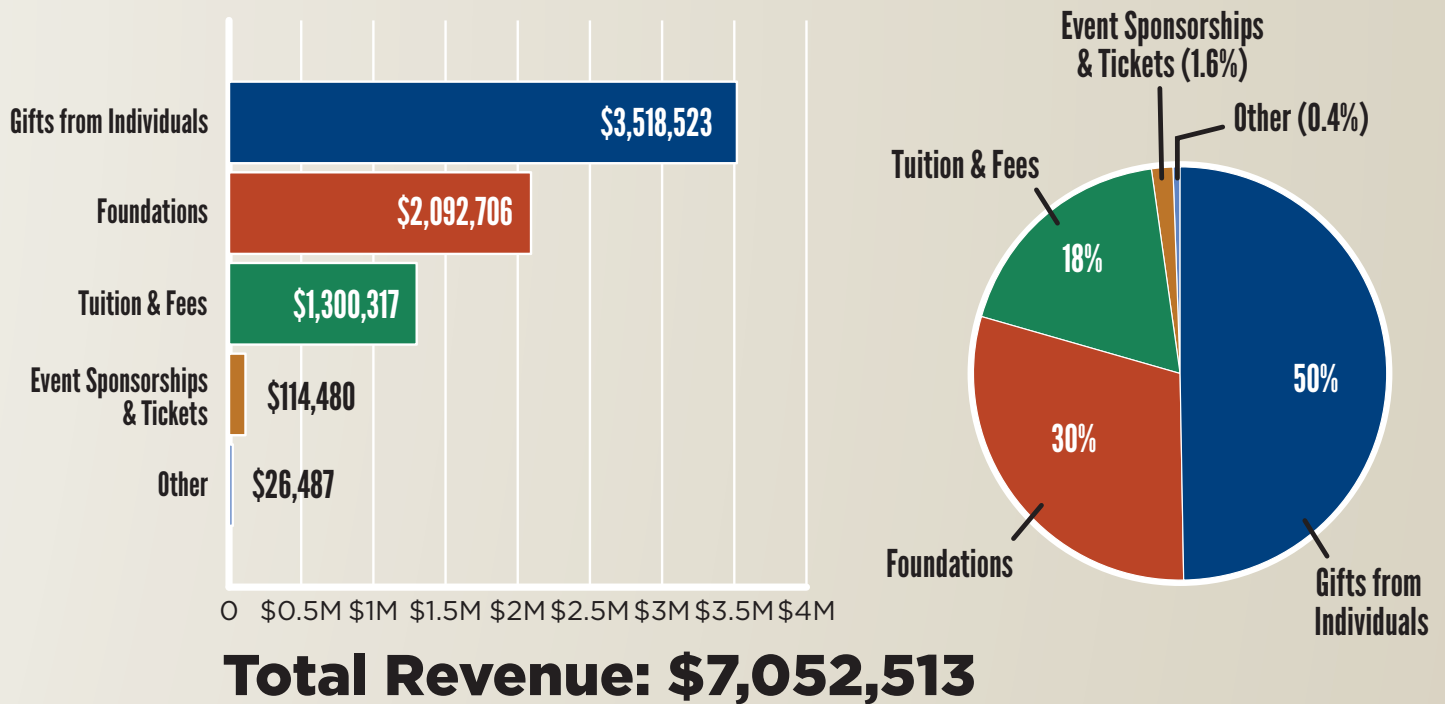
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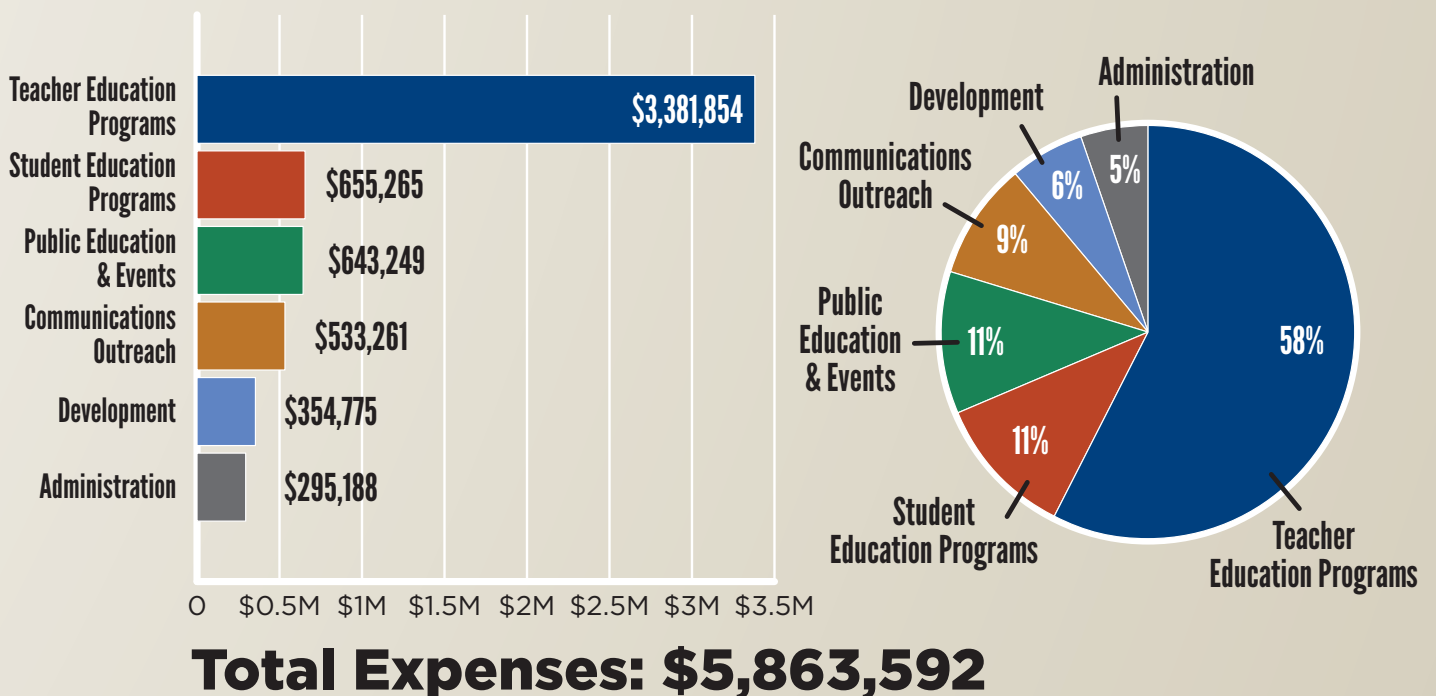
2019 Financial Report

Fiscal Year 2019: June 1, 2018 - May 31, 2019

Revenue



Expenses



Ashbrook Center Staff and Faculty

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Ali Brosky

Teacher Programs and
Special Projects Coordinator

Carrie Clever

Events and Development
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Katherine Fossaceca

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Jeremy Gypton

Teacher Programs Manager

Tim Haglund

Manager of Strategic Partnerships

Danielle Howell

Foundation and Major Gifts
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Michelle Hubenschmidt

Teacher Programs Manager

Ben Kunkel

Director of Student Programs

Gordon Lloyd

Senior Fellow

Tyler MacQueen

Major Gifts Officer/
Creative Projects Manager

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Deputy Director

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Research Manager

Monica Moser

Teacher Programs Administrator

Chris Pascarella

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Sarah Morgan Smith

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Ann Stiteler

Office Manager

Jason Stevens

Director of Teacher Programs

David Tucker

Senior Fellow

Ellen Tucker

Publications Editor

Ray Tyler

Teacher Programs Manager

Stacey Zion

Development Manager

Faculty

Christopher Burkett

Acting Chair, Department of
History and Political Science;
Co-Director, Ashbrook Scholar
Program; Associate Professor of
Political Science

David Foster

Associate Professor
of Political Science

David Hadley

Visiting Assistant Professor
of History

Gregory McBrayer

Assistant Professor of Political
Science; Director of the Political
Economy Program

John Moser

Chair, Teaching American History
Graduate Program; Professor of
History

Rene Paddags

Assistant Director, Ashbrook
Scholar Program; Assistant
Professor of Political Science

Cara Rogers

Assistant Professor of History

Jeffrey Sikkenga

Interim Executive Director of the
Ashbrook Center; Professor of
Political Science

Jason Stevens

Director of Teacher Programs;
Co-Director, Ashbrook Scholar
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Professor of Political Science
and History

David West

Assistant Professor of History

23 Student Interns

**52 Visiting Faculty from colleges
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Our Mission

The Ashbrook Center seeks to restore and strengthen the capacities of the American people for constitutional self-government. Ashbrook teaches students and teachers across our country what America is and what she represents in the long history of the world. Ashbrook creates informed patriots.

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