

## Announcements:

Any veteran or their dependants, who qualifies for the G.I. Bill, may now apply their veteran's benefits toward tuition at GWC.

Oliver DeMille's newest lecture, [World Views and the Emerging State \(CD\)](#), is now available for purchase.

## Seminars:

April 5-6 [Current Events](#)

June 17-18 [Core & Love of Learning](#)

June 17-26 [Youth for America \(Sessions 1-3\)](#)

June 25-26 [Scholar Phase: An In-Depth GWC Seminar](#)

For a Face to Face with Greatness seminar in your area, [click here](#).

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## President's Message

This has been a great semester at George Wythe College. Some of the highlights include:

1. In October we held the 2002 commencement ceremony-- 10 students graduated. Next year we are planning to do a joint commencement and the first ever alumni celebration.

2. Also in October we held a 2 day seminar on the Writings of Thomas Jefferson. Attendees read the first 4 volumes of the complete writings of Thomas Jefferson-- over 2000 pages small print, technical writ-

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## The First Principle of Higher Education

by Steve Farrell

In my home state, and probably in yours, we often hear about the deplorable state of public education.

The cure always involves more money, either to shrink classroom size, to hike administrator's salaries, to install a few extra computers, or to build shiny new buildings.

Some states even shovel some of that money back to the parents in order to force the public schools to "compete" for those same dollars.

But what if the real cure isn't about money and gadgets and buildings?

In choosing a path for education and for life, Thomas Jefferson outlined a course of education for one Peter Carr over two centuries ago. His recommendations, by today's standards, are remarkable.

In a letter from Paris dated August 19, 1785, he advised the young Peter to "begin a course of ancient history, reading everything in the original ..."

"First read Goldsmith's history of Greece ... [for] a digested view of that field ... and then take up ancient history in the detail, reading the following books in the following order: Herodotus, Thucydides, Xenophonti's Anabasis, Arrian, Quintus Curtius, Diodorus Siculus, Justin."

"The next will be of Roman history", says

Jefferson [to include, Livy, Sallust, Cæsar, Cicero's epistles, Suetonius, Tacitus, and Gibbon].

After laying that foundation, the youth should move on to a study modern history.

But this was not all. Greek and Latin poetry ought to be studied daily. "[Y]ou have read or will read at school, Virgil, Terence, Horace, Anacreon, Theocritus, Homer, Euripides, Sophocles", Jefferson said. "Read also Milton's "Paradise Lost," Shakespeare, Ossian, Pope's and Swift's works, in order to form your style in your own language."

A study of morality was part of the program, as well. "[Read] Epictetus, Xenophonti's Memorabilia; Plato's Socratic dialogues, Cicero's philosophies, Antoninus, and Seneca."

And let's not neglect the body.

"In order to assure a certain progress in this reading, consider what hours you have free from the school and the exercises of the school. Give about two of them, every day, to exercise; for health must not be sacrificed to learning. A strong body makes the mind strong."

Early to bed, early to rise, was part of the above, as well as an additional half hour morning walk first thing in the morning to invigorate the mind and body for the day ahead.

From what we know about the Jeffersonian model of education, all of the above would be followed at the University level with a rigorous study of all useful sciences, the arts, attendance at religious seminaries (across the street from every campus), and after the university, a lifelong commitment to continuing education.

More importantly, there was purpose for all this learning.

One must apply knowledge to "the interests of ... country ... friends ... and [self]—and in one way only;—that is, "with the purest integrity, [and] the most chaste honor."

And listen to this:

"The defect of these virtues can never be made up by all the other acquirements of body and mind."

"Make these, then, your first object. Give up money, give up fame, give up science, give the earth itself and all it contains, rather than do an immoral act."

He wasn't kidding. He continued.

"And never suppose, that in any possible situation, or under any circumstances, it is best for you to do a dishonorable thing, however slightly so it may appear to you.

"Whenever you are to do a thing, though it can never be known but to yourself, ask yourself how you would act were all the world looking at you, and act accordingly."

If he did this, Jefferson promised the lad, no matter the perplexity, no matter the odds of success, the supposed Gordian knot would untie, and peace of mind would be "[his] in every moment of life, and in the moment of death."

Could this be the cure to our modern educational crisis;—not gold, not gimmicks, not gadgets, but a need to return to the Jefferson styled classical education of old, an education in mind and in morals, that puts love of neighbor, country and personal integrity first? I suggest that it is.

*Steve Farrell is associate professor of political economy at George Wythe College, a pundit at America's News Page, NewsMax.com, and an author.*

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Bibliography

Bergh, "The Writings of Thomas Jefferson," Volume 5, pgs. 82-87.

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For more newsletters, [click here.](#)

Announcements (continued)

## Essay contests:

George Wythe College  
(Students and Alumni)

Deadline February 1, 2004

The Thomas Jefferson Education Method  
(Anyone)

Deadline February 1, 2004

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### Presidents Message (continued)

ing. We had a diverse group attend-- several doctors, attorneys and other professionals, several CEOs and executives, professors from at least 3 other universities, 34 people total. It was an intensive and exciting discussion-- mostly about how Jefferson's writings apply today, with lots of specific application. It was the best seminar I think we've held. It was powerful! We had a follow up, 4 more volumes from Jefferson, in December-- and most of our attendees signed up to come back for it.

3. The Freshman/Sophomore Core class this semester is Economics-- they read the great economists down through history, in the original source and in detail. The emphasis is on the writings Ludwig von Mises and Frederic Bastiat. The class is mostly discussion and reading, with interspersed simulations and field experience. We run the courses in intensive studies called seminars-- so instead of students enrolling in a number of subjects, they focus on ONE subject per semester, with all electives held in 10 day blocks the last two weeks of the semester. This kind of depth allows students to gain real expertise-- every semester our goal is to move each student into the top 3% of academic experts in a given area of expertise-- a full field of knowledge. Of course, this only happens if they do the study, and they are doing it! Then we add simulations and field experience in the areas of their highest interest.

4. We also added a tutoring program this semester, which provides Juniors and Seniors mentoring for underclassmen-- so the upperclassmen tutor in the subjects they became experts during the past 2 years. This refresher is powerful-- it moves them from student experts to a higher level. Interestingly, though

the students see it as help for the underclassmen, Drs. Groft, Earl, Brooks and myself actually adopted it in response to the need to give upperclassmen more field experience, actual teaching opportunity.

5. The Junior/Senior Core class is entrepreneurship and statesmanship--with a dual focus on business planning and current events. We've had numerous successful business people come as visiting speakers to GWC to teach the students, give feedback to the student business plans, etc. We have had executives, big business and small business speakers, also professionals, and the differences are interesting and valuable. Students must take their business plans to real investors, bankers, etc. and get feedback, then improve them. We are also doing an intensive current events study, tracing current issues back to their historical roots and finding connections and patterns. Each student has a personal study plan, filling in anything they missed during their Freshman and Sophomore years, and extra studies in their personal areas of mission and passion.

6. In addition to numerous on-going simulations, this semester's big simulation (we try to do a huge, life-changing event each semester) was held in November. Students were assigned nations and meet in a mock World Trade Conference to discuss world trade barriers, free trade versus protectionism in actual policy, trade deficit reduction versus consumer benefit, etc. We introduced 3 simulations during the week--each building on the last and escalating. For example, in the third simulation students were the U.S. Senate and discussed ratification of the treaty they just discussed as representatives of various nations. The simulations were written to culminate the areas of study for both the Freshman/Sophomore and Junior/Senior core classes. It was a challenging event at the end of semester, and I think the students and faculty alike all benefited.

7. After the Simulations block we did an intensive foreign language block for almost two weeks. Students studied Spanish or Hebrew, and the classes were lively, effective and very interesting. This block format was pioneered by Dr. Robert Blair, the founder of the foreign language tape program Powerglide.

8. In November we did an intensive two-day verse-by-verse study of the Book of Revelation--mul-

tidenominational.

9. The average student here is putting in over 40 hours a week of intensive study (over 50 for upper-classmen)--and it shows. It is hard to explain to anyone who hasn't actually been a student here just how different the GWC experience is from almost all other schools. Our students are working very hard to get a superb education, and it is exciting to see it happen.

The GWC mission is to build a certain type of man and woman, with 6 core character traits. The delivery system is the 5 pillars--and they work. We're really doing nothing new--these are the pillars that worked in the training of great statesmen down through history; Jefferson, Washington, Gandhi and others used them. It is an amazing educational experience to see all 5 pillars applied systematically for a student's full degree program. Our long term strategy is to impact the world significantly by establishing a college, applying the 5 pillars, and sending the results out into the world. This is a generational mission, but the incredible results we're seeing in the classroom will be a surprise to the world when they show up in homes, businesses and governments of the next generation. Conservatively, based on what we can tell, so far over 15,000 people have adopted the classics into their EVERYDAY education directly because of GWC, and we don't know how to calculate the impact of the indirect influence. This is a powerful mission, and we thank everyone who is involved in making it work--students, parents, faculty, contributors, seminar participants, mentors, board members, administration, alumni and so many others. Thank you for your vital role in this process!

Oliver DeMille

President

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For more newsletters, [click here.](#)