

THE STATESMAN

Volume 11 Issue 3 March 2007

On Campus Seminars: [Page 2](#)

\$40,000 Donated to GWC for Accreditation

By Shanon D. Brooks, CEO

The accreditation process has been grueling as the GWC faculty and staff have been working very hard to meet the standards of the American Academy for Liberal Education www.aale.org. The accreditation process actually involves 6 steps:

- Step One - Application
- Step Two - Self Study
- Step Three - AALE Administrative Visit
- Step Four - AALE Academic Team Visit
- Step Five - AALE Scholar Review
- Step Six - AALE Board of Directors Review

[Continued on Page 4](#)

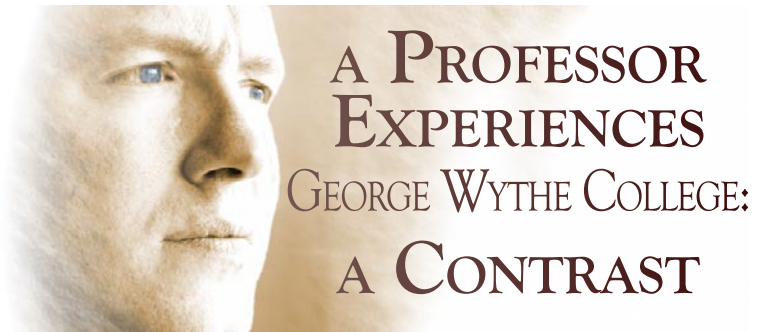


**Upcoming
Philanthropic Society Gala
in: Salt Lake City, Utah**

[click here for details](#)

**GoodSearch**

Raise money for GWC just by searching the Internet with
GoodSearch - www.goodsearch.com
- Powered by Yahoo



By John C. Pulver

At my first encounter with George Wythe College in August of 2005, I found myself listening to an open ended discussion conducted by one of the Mentors. In the course of that experience, I heard an interdisciplinary fluidity that I had not found in any of my graduate education, which had been under the tutorage of three different universities.

Having done graduate work in curriculum development, I pride myself in a continuous and ever-increasing use of various pedagogical techniques in my college teaching in the attempt to create an excitement for learning in my students. Since most of my teaching up to this point had been discipline specific, I was unaware until that day of the increased appreciation for the nuances and theoretical underpinnings of any given discipline that could be created when it is crossed compared and analyzed through the eyes of a multitude of other disciplines, as well as historical experiences and cycles. I found myself saying, "So this is what it means to be a professor!"

After that experience, I returned to the college where I teach and became convinced that I needed to do major revision on the way I was teaching my

On Campus Seminars:

Mar 2-3	<u>The Declaration of Independence & The U.S. Constitution</u>
Mar 17	<u>Thomas Jefferson Ed. Forum</u>
Mar 22-24	<u>Statesmen Retreat - Rethinking Leadership</u>
Apr 16-21	<u>Statesmanship Invitational 2007</u>
Apr 23-28	<u>Hebrew</u>
May 1-26	<u>Psychology</u>
May 2-25	<u>The Founders' Constitution</u>
May 10-12	<u>Statesmen Retreat – Rethinking Leadership</u>
May 18-19	<u>Thomas Jefferson Education Convention</u>
May 21-22	<u>The Anti-Federalist</u>
Jun	<u>European Field Experience</u>
Jun 7-8	<u>Core & Love of Learning</u>
Jun 7-16	<u>Youth For America</u>
Jun 11-12	<u>The Love of Learning Transition To Scholar</u>
Jun 14-15	<u>Scholar Phase</u>
Jun 4-Jul 28	<u>Latin</u>
Jul 27-28	<u>How to Read a Book</u>
Jul 9-28	<u>The Mountain Seminar</u>
Jul 16-17	<u>Liber League Summit</u>
Jul 19-Aug 3	<u>Archimedes Seminar</u>
Jul 9-Aug 3	<u>Freshman Prep</u>
Aug 13-29	<u>War</u>

For the complete list of all GWC on campus Seminars [click here](#).

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

For a more information on off-campus education, [click here](#).

courses. In fact, during the 30 days that followed, there were numerous changes made to both the rigor and the focus of my teaching efforts. During this discussion being conducted at GWC, I had one of my sons with me, who had just finished his junior year in high school, and after a period of two hours experiencing not only the focus, but the intensity and depth of the educational experience he was having, he turned to me and said, “This is where I want to go to school”; even though he knew in saying so that he would be rejecting a nearly full-ride tuition grant to any Nevada college or university.

As a professor in a state-run institution who teaches courses in human behavior, it has become painfully evident that in order to stay in step with the teaching atmosphere of higher education, I must respect all views as being equal in validity, importance, and relevance. A mention of God, moral standards, ideal behaviors, time-honored ideas, universal human rights or the acquisition of knowledge by any other modality than the scientific method is not only unheralded, but discouraged. This seems particularly evident in the writings contained within the text books recommended for college and university courses. This has led me to cry out in frustration, Where is the clarion call or the agreed-upon ethic or standard, which will literally lead any member of the human family to a greater sense of functioning and happiness? Ironically, in an informal sense such a standard appears to be “against the law” in current higher education.

This is where the pillars of George Wythe College come in as a refreshing boon to a professor’s parched soul. At George Wythe there is a respect for principles, great writings of the past and present, an acknowledgement of God, and a sense that learning cannot be separated from virtuous moral actions and still have full efficacy in force. In preparing those who learn to live meaningful and contributive lives, within the walls of this private little college, I sense a new definition of relativism—answers that are relative to the dynamics

of a situation, based on principles; not action based upon a belief in no principles.

Having taught courses on social problems, units on social change, as well as the sociology of the future, I have found myself bathed in a pervasive sense of hopelessness at times over the direction of society. In these circumstances the informed, yet positive, assessment of the power that individuals have to act upon the future expressed at George Wythe College is not only a contrast, but a refreshing balm to the thirsty souls of 21st-century travelers. This action-orientation and proactive emphasis is a distinctive characteristic found at the college. Perhaps it is the descriptive nature of sociology that can make it so gloomy at times, but I find it just illuminating to not only be operating within a description of what currently is, but to be actively engaged in promoting strategies for healthy change in the future. The attitude that one can make a difference creates an entirely different kind of educational experience—one filled with hope, promise, personal power and a sense of personal mission.

I call the GWC sense of a personal mission “education for action” rather than education for job placement. It is a sense that you are going to do something with your education, other than being a cog in an occupational wheel. Further, it is a sense that you are more than simply the part that you will play in the functioning of society as a whole. You may perform functions and services for society at large, resulting from both your macro and micro efforts, but you still have power to effect the quality and direction of the future. George Wythe students are encouraged to set personal goals that match their particular mission and the institution itself is supportive of those individual goals by utilizing an approach whereby the learning is tied to the realization of that personal mission.

Furthermore, not only is this flexible learning model evident at George Wythe College, but personal attention is provided during the struggle to become aware of your mission and to accomplish it—all with

the attention of a mentor. Students talk, write, speak, and debate about many challenges which they may be faced with as they fulfill their special missions and give their unique contributions to the world. In fact, I see this college taking civic and leadership education to a new level; wherein students learn timeless historical realities which bear upon current challenges and mix them with timeless principles—all in an effort to meet the challenge of developing new models of interaction for the global nature of our present world.

Students learn the rules of negotiation, compromise and revision in the creation of documents and come to an understanding of the original intent of writers from their own personal experience rather than through a “professorial” interpretation given via lecturing or writing. The George Wythe learning experience is permeated with a near constant emphasis on the “them, there and then” as it may relate to the challenges of the “me, here and now”. A distinctive and overarching framework for all of these educational experiences is the knowledge that there is a supreme power at play in the affairs of men and women, which is stronger than the limited reaches of mortals, and that power is available in moving civic affairs.

In an ordinary university or college system there is a curriculum laid out and the task of the student is merely the completion of requirements at an acceptable level; while at the same time attempting to discern what it is that the professor wants them to know, how they will be tested, what to say and what not to say, and so forth. In contrast, the student at George Wythe College is confronted with a much more potent view in terms of preparing for his or her special mission, and that is an emphasis on competency and creativity and application, rather than the simple completion of requirements.

Here there is an insistence on digging as deeply as a student is capable of, so much so that all students are aware that the designation “Do again” or “Think again about this” can be applied at any point during the learning process. An exciting

\$40,000 Continued

result of this is that students come to find that there is more to themselves than they have ever imagined, in their creativity, cognition, problem-solving skills, abilities at synthesis, and their leadership skills in general. This atmosphere creates a personal vision, confidence in the future, and a sense of being connected positively to the next emerging historical period. The increased skill levels mentioned here I have witnessed in these students as I have interacted with them, and I can only hope to create in my students at our state-run institution a similar love for learning, commitment to principles, and vision for the future; but alas, I fear that the pervasive models of thinking under which I labor may themselves be the culprits that will in the end only permit a pale imitation of what I now see my son participating in at George Wythe College.

As for me, I shall over time experience a metamorphosis in my professorship by using much of what I learn at George Wythe College and not only will I be changed, but my students will likely never be the same. Already in my paltry imitation of aspects of the George Wythe model there has been positive feedback given from my students of how their lives have been impacted. Little do they know the origin of those changes! Just a small, private college in Utah with a vision!

John C. Pulver holds a B.S. in Child Development and Family Relations and a Masters degree in Marriage and Family Counseling. He is a tenured faculty member of the Department of Human Behavior Community College of Southern Nevada and is in his 13th year of full-time teaching.

The GWC staff spent the entire summer improving the administrative systems and the faculty has invested nearly 1000 man-hours thus far in the “Self-Study” portion of the accreditation process. We are anticipating a mid-March visit from AALE administration which will complete step 3 of the 6 step process. We had projected a total accreditation cost of \$38,000, and as we did not have the budget for these expenses we turned to the GWC Development Steering Committee for help. This committee is a self-appointed group who determined on their own to help GWC meet its funding goals; accreditation being their first attempt. If success is determined by monetary results alone, this group of dedicated statesmen has outdone themselves!

They initiated fund raising by personally pledging \$12,000 to a “matching fund campaign” and in little more than 60 days, collected the \$12,000 matching funds for a total of \$24,000. Before we could really discuss how to raise the remaining \$14,000, other donors stepped up and filled the need including a “20-something” GWC sophomore who desires to help build his future “Alma Mater”.

When the dust settled the GWC Development Steering Committee had actually raised \$40,000 and it may not be over yet!! Our love and thanks go out to all who sacrificed and donated to this project and especially the committee who made it all possible:

Committee Members

Joe Smailes	Elizabeth Smailes
Melanie Ihler	Craig Rickenbach
James Malmstrom	Dean Forman