

# דֵרֹר Dêrôr : LIBERTY



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COLLEGE

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**Dêrôr** (pronounced "Der-ore' "), is the Hebrew transliteration of the word liberty. It is also the name of the free monthly liberal arts article digest of Monticello College. Why Hebrew? Science, medicine, law and other professions share a common language: Latin. The core language of academia is Greek. The chosen core language of our institution is Hebrew; the historical language of liberty. Hebrew has a long history of prominence in early America. Many of the liberty principles so painstakingly incorporated in our unique system of government were taken directly from the ancient Hebrew writings of the Pentateuch. To rightly understand liberty, family, leadership and other related concepts the Founders went to the source they knew best; in the original Hebrew. The foundation of Liberal Arts can be found in the Hebrew (Oxford) model of education. The philosophy of Monticello College is that the strength of our nation will only be found when we nurture and improve our personal lives, our marriages, our families and our communities. This is best accomplished by life long study in the liberal arts.

## New American Founders: Training Leaders on a Mountain Campus

**Shanon Brooks**

President, Monticello College

*[This article is an introduction to Monticello College, an institution that provides perhaps the closest education to the kind of higher education that was commonplace in early America than any other school in the United States. It is the culmination of more than 20 years of trial and error, of research, and of huge successes.]*

The day will again come when this nation will stand at a vital crossroads, and only statesmen of the caliber of Washington, Jefferson, and Lincoln will be able to take it in the right direction. When that day comes, **Monticello College** graduates will be prepared to lead like the Founding Fathers did.

At no time in the history of the world have we needed the wisdom and body of knowledge of the Founding Fathers and their generation more than we do today, yet at no time has it been less studied or applied. Not only do we need to know and utilize what the Founders knew in order to renew and perpetuate liberty for our children and grandchildren, but we desperately need new American founders now in our generation like Washington, Franklin, Jefferson, Adams, Madison, and so many others of their time.

These men and women were educated in a unique way, using a certain set of educational methods and readings. When we stopped using the founding method of education in the U.S., we stopped getting these kinds of results in significant numbers—and our liberties began to slip away.

Monticello College re-introduces this kind of new American founding education to the 21<sup>st</sup> Century. It follows the same model, which trained the great U. S. founding statesmen and other great statesmen through history including Cicero, Gladstone, Burke, Lincoln, Gandhi, and Churchill.

There is a critical shortage of George Washington level leadership in America. While it is true that God sent and prepared George Washington, Thomas Jefferson, and others for their missions, it is also true that our world will yet face challenges bigger than those faced by Washington—and God has reserved and is now sending the Washingtons of our generation to meet and overcome those challenges. He has also sent certain people to help prepare the Washingtons and Jeffersons of the 21<sup>st</sup> Century, and if we do our part the future of the world will be a legacy of virtue and freedom. Monticello College is leading out in this effort and we are fulfilling our mission with our new Monticello College campus—where 1,500 students at a time will be trained to lead the way Washington and Franklin were trained to lead—it will change the world.

Welcome to Monticello College.

### **What it Takes to Build New American Founders**

George Wythe, Benjamin Rush, and John Witherspoon were among the greatest teachers of the Founders. They personally mentored Thomas Jefferson, John Marshall, James Monroe, Henry Clay, and the vast majority of senators, congressmen, judges, governors, and local officials over a 50-year period. They were involved in the adult education of George Washington, John Adams, and more than twenty leading Founders. George Wythe introduced moot courts and mock congresses to America, and focused his entire teaching method on study of the classics under the guidance of a wise mentor with an eye toward application to current events. John Witherspoon and Benjamin Rush did the same for James Madison and a generation of American founders. It is no exaggeration to say that their teaching hugely impacted the founding era and without their influence, the U.S. Constitution would not have been what it is.

Building leaders takes time. But in our world time is money, so if it can't be done quickly and cheaply, it's out of vogue.

That's too bad.

50 years of the fast and dirty approach has left us with a tumbling economy, masochistic culture and a nation headed for ruin. However, we believe that it's not too late. We believe that the original American Founders gave us the means to right our ship of state and culture and the mandate to "set on a hill" the greatest liberty and happiness that mankind has yet to enjoy. But it takes true leadership. It required sacrificing and hard working leaders who will put the people and their state/nation ahead of themselves.

Where are such leaders found? How are they created?

### **Five Rules for Building Leaders**

#### **Mentors**

In a true liberal arts environment, the mentor serves one primary purpose:

A Model for Emulation.

Mentors in the liberal arts may lecture and lead students to become better writers, ask penetrating questions and cause deep reflection, but their greatest contribution is living an exemplary personal and public life that reflects the virtues and values so often extolled in the classics.

Honestly, it is difficult to find such mentors in the 21<sup>st</sup> Century, but that is our task. We select only those individuals as mentors who embody and live by a code of conduct and a set of truths that we wish to inculcate in our students. Academic prowess is important, but personal integrity is vital. Thoughtfully considering Shakespeare or Milton is valuable, but living a life of service is of greater consequence. Understanding the complexities of Aristotle's Ethics, Euclid Elements and Plutarch's Lives can have life long application, but they are of no comparison to living a life of fidelity and frugality.

We make no apologies.

**Who our mentors are**—is even more important than how or what they teach. We can direct the curriculum; we cannot dictate how a person lives their personal life. They are often successful in a field outside of traditional academia. But they are all well versed in the curriculum, passionate about living a good life and fulfilling their own personal mission, and about helping to prepare the next generation of American Founders.

### **Curriculum**

Monticello College stands on the belief that the original American Founder leadership was the product of a particular educational system, known to the great leaders of the past, but lost to modern academia. It is a principle-centered process grounded in the belief in God and immutable moral law, framed on the classics of literature, history, science, the arts, and philosophy, and crowned in the discipline of real-world application under the guidance of a committed and caring mentor.

### **Subjects Covered in Our 4-year Liberal Arts Degree:**

History	Current Events
Political Science	Mathematics
Political Economy	Protocol and Etiquette
Fine Arts	Entrepreneurship
Biblical Studies	Public Policy
International Relations	Philosophy
Negotiation and Diplomacy	Literature
Statesmanship	Science
Constitutional Law	Foreign Language

The foundation of our curriculum is the Great Books. We supplement that set of classics with additional literature, history, applied science and mathematics, the fine arts, debate and extemporaneous speaking, simulations, lots of outdoor classroom time, and Trek (outdoor adventure).

A 40-hour study week is our standard. Hard work, independent thinking, self-reliance, the challenge of excellence and an acknowledgement that there is a God/or higher power, are all part of our curriculum.

## Residency

Building leaders is a time consuming, costly, delicate, and very personal business. As students pour over the classical works of the greatest men and women of history, the Great Ideas become part of their very being. Mentors are more than teachers. They become guides, counselors, friends, and sometimes parental figures. In an effort to reinforce the truths of the classics and world-class mentoring, all first and second year students are provided single gender dormitories with live-in Mentor family supervision.

Leadership is not something that you wear like a coat. It must be who you are. Leadership training requires a 24/7 environment to inculcate the mental and physical habits of living “disinterested,” productive, and legacy-oriented lives.

## Environment

*“He believed that the sky had a moral function, and that contemplating it induced wonder, a sense of possibility without limit, and inspiration. And he believed that on the High Plains, scoured clean beneath the unbordered canopy of the sky, an American might still dream largely and uncynically. In one of his final notes he left an instruction that the daily curriculum “require and guard zealously a time, of a hour at least, daily, of contemplative solitude. It should be outside for all but the worst months of the year, and the students are to have no books with them when they are alone for such times.”* Josiah Bunting – ***An Education for Our Time***

The greatest results from America’s greatest schools occurred when they were small, obscure and of a remote nature. To meet perhaps America’s greatest need ever, we must return to the model that originally formed us to be the greatest nation on earth.

Monticello College is nestled in the eastern shadow of the Blue Mountains. Surrounded by the wonders of nature, students and faculty can access some of the most remote wilderness of the Colorado Plateau by simply entering one of 3 campus trailheads that lead into national forest.

Many famous Americans have written of the healing and transforming power of nature; Thomas Jefferson, George Washington, Samuel Clemens, John Wesley Powell, Georgia O’Keeffe, Henry David Thoreau, Ralph Waldo Emerson, and Gene Stratton-Porter among others.

Nature is solitary, rugged, unforgiving, exacting, beautiful beyond belief, demanding, vigilant, extreme, resourceful, self-reliant, and self-evidently dependent on the laws of nature.

One need not spend much time on our mountain campus before beginning to learn the lessons that nature has to teach. Lessons that build leaders who lead with wisdom and vision. Leaders who know the value of self-sacrifice. Servant-leaders who through personal experience, understand what climbing a mountain means, and the value of reaching the top. Leaders who know when to be patient and long-suffering, and when to strike with full force.

## Service

Monticello College promotes service. Leadership training demands it. We favor the college version of the Rotary International Service Club called Rotartact, but any type of regular service will yield the same result. Service is absolutely required in the development of leaders. It builds empathy, compassion, the resolve to do hard, uncomfortable things, to voluntarily put in long hours without personal compensation other than the satisfaction of putting others before yourself. At the risk of stating the obvious—service is required to create servant-leaders.

Perhaps we need to state the obvious more often.

Spending lots of time serving widows, orphans, grandparents, the elderly, the sick, or any who are down or struggling, volunteering for church groups, city or county government, creating innovative means of helping the community at large should be the focus of much of the leader-in-training's non-academic time.

Historically, service creates community, the harder the times—the more community is needed. Alumni and other men and women of vision will soon be providing the means for our on-campus students to study without tuition concerns. One of their primary motivations is to see copious amounts of service being performed by our students.

### **A Unique Model**

The Monticello College academic offering is seldom found in modern academia and is the result of looking into the future and seeing a unique approach to Leadership Education that combine a core of Great Books liberal arts, the latest applicable technology and tried and truth principles of extensive reading and writing, hard work, one-on-one mentoring, a leadership living environment, group discussions and real life application. The following is a basic outline of how Monticello College Functions:

#### **On-campus Studies**

Our on-campus studies are one-of-a-kind, combining a classical liberal arts curriculum, world-class mentors, American colonial theme architecture and a natural mountain setting rivaled by none. This is a four-seasons campus. At 7,400 feet above sea level, the natural setting has an unparalleled beauty. Eclipsing our campus are our beloved Blue Mountains.

We begin our studies at Monticello College in the Spring. At our elevation, we are still covered in snow, a post-Winter Wonderland that encourages intense study. Perfect for wrapping up in a blanket, holding a steaming mug of hot chocolate and settling down for a long day with Newton or Mill or Euclid.

Since we begin our studies in March and end in October, our on-campus students spend the entire academic year watching nature grow and develop--as they do. By June much of our classroom discussions and lectures are being held out-of-doors in uniquely designed "natural classrooms." Students excel in this environment. In the future, all on-campus students will benefit from full-ride scholarships. These scholarships are awarded by way of the most unique recruiting and selection process in the United States.

#### **Hybrid Online Studies**

Our Online Studies Program mirrors on-campus studies in all academic aspects. Following an annual 4-month academic break taking advantage of the winter family-oriented holidays, our academic year begins in March with a four-month block of online studies.

By July, our mountain campus has shed its 4-foot blanket of snow and is in full bloom, the perfect time to bring our online students face-to-face with each other and their on-campus counterparts. Strenuous outdoor activities are added to our already full study schedule during the first of two 4-week on-campus blocks.

The year ends in October with a week-long on-campus simulation. A culmination of intensive study and lessons learned during the school year. Because both on-campus and online studies follow the same schedule, all students are considered members of the same student body and every effort is made to mingle academics and on-campus activities as much as possible.

## **Semester Structure**

### *Semester One*

March	Online Studies
April	Online Studies
May	Online Studies
June	Online Studies

### *Semester Two*

July	4-Week Residency
August	Online Studies
September	Online Studies
October	4-Week Residency

### *Academic Break*

November	Academic Break
December	Academic Break
January	Academic Break
February	Academic Break

As summer jobs become scarce and living at home is a necessity for more and more students, this new schedule allows students to live and work from home for a large part of the academic year when most college students are in session, taking advantage of the increased working opportunities.

## **On-line Residency**

All liberal arts students will agree, there is only so much that technology can bring in the pursuit of truth. At some point students and mentors must spend time in close proximity.

A key component of Leadership Education is rubbing shoulders with other students and mentors during intense liberal arts study. Two 30-day residences are part of our Online Studies academic year.

## **Academic Structure**

Following Thomas Jefferson's admonition, we avoid upper and lower classmen designations, and simply identify students by their year of study:

First Year  
Second Year  
Third Year  
Fourth Year

## **Student/Mentor Ratio**

Although the ideal class size is 10-15 students per mentor, First Year students actually do better in larger groups, mostly because they are not yet accustomed to the academic scrutiny and rigor that naturally accompanies smaller classes.

The typical student/mentor ratio is:

First Year – 25/1

Second Year – 20/1

Third Year – 15/1

Fourth Year – 10/1

### **Personal Mentoring**

In addition to 2-3 online classes per week, mentors and students enjoy weekly one-on-one telephone mentoring sessions. Students also have limited email access to their mentors throughout the week)

### **Customized Academics**

Students sometimes don't want to read the books or do the activities assigned. No worries. Students are encouraged to submit proposals that deviate from the normal curricular offerings to ensure that they are as engaged as possible in their own education. All proposals must be approved by the mentor and the college president.

### **Transcripts and Grading**

Although we do provide a semi-annual academic report for each student, there are no official transcripts. The application of credits does not properly hold students accountable for academic achievement, or the lack there of. Students receive a annual list of degree courses (same courses for all students) and work until all coursework is complete.

Grading is a very simple matter at Monticello College. Mentors have complete autonomy in grading their students and use the following method:

**Honors** – Exceptional effort and quality. Student shows extraordinary growth.

**Pass** – Good quality and effort. Student is showing standard growth.

**D/A** – Inferior quality and effort. Mentor believes the student can produce a higher quality result with additional mentoring and personal determination.

**Fail** – The student has determined that they will not exert more effort on this particular assignment. Often a replacement assignment is agreed upon.

**Graduation Requirements**

There are four graduation requirements:

1. Complete all Bachelor of Liberal Arts courses
2. Complete two pre-approved internships
3. Pass Advocation Board Oral Examination
4. Pass Academic Board Oral Examination

Welcome to Monticello College. We encourage you to visit our campus, sit in on any course in session, hike our trails, explore our mountain and personally experience the magic of leadership training under the Blue Mountains for yourself.

For more information regarding admissions or the college in general, please contact our offices in Monticello, UT:

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[www.monticellocollege.org](http://www.monticellocollege.org)