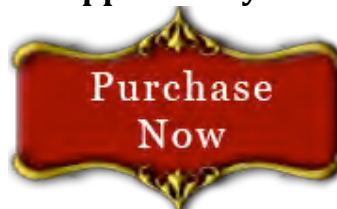


A Thomas Jefferson Education Home Companion



Oliver DeMille | Rachel DeMille | Diann Jeppson

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A Thomas Jefferson Education
Home Companion

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Oliver DeMille • Rachel DeMille • Diann Jeppson



George Wythe College Press
2006

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This has been a wonderful team effort. It was originally suggested by Diann, and all three of us have spent countless hours working on every word of this Companion. We especially thank our families for their patience and support during this project.

To Adam, Katy, Jenna, Leah, Macey, Oliver, Emma,
Sara, Eliza, Ammon, Hyrum, America, Abigail

“Inspire, not require.”
—*Tiffany Rhoades Earl*

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F O R W A R D

A Revolution in Education

Vicki Jo Anderson

Thomas Jefferson Education has been a sensation—and a revolution. At a time when the American educational system is in crisis and the family is under attack, the tried-and-true principles handed down through the ages—herein called Thomas Jefferson Education (TJEd)—are fostering a revival of a culture of leadership and liberty. As a result, the family is being restored to its rightful place as the basic unit of a prosperous and free society; and the prospects for American education are looking brighter than ever.

These principles can be and are applied in public, charter and private schools with amazing success. As I served as President of the Arizona State Charter Schools Board—a leader in the national charter school movement—I saw the great need for these principles in our schools. I also saw the incredible success that comes when they are applied. But the core unit of society is the family, and it is in our homes that the principles must take root and flourish. Regardless of where your children sit to learn, your home can be transformed into a Leadership Education home, a Thomas Jefferson Model environment. A discussion of the implementation of the principles of Thomas Jefferson Education in the home, particularly a microscopic view of the

“Never does Nature
say one thing and
Wisdom another.”

.....
Juvenal. Quoted by
George Turnbull, 1742

Vicki Jo Anderson is the co-founder of American Heritage Academy, a charter school in Arizona, and she served as president of the Arizona State Charter School Board. She is a popular speaker at educational venues, and the author of *The Other Eminent Men of Wilford Woodruff* and *History Reborn*.

“How greatly private
and publick happiness
depend upon the right
education of youth...”
.....
George Turnbull, 1742

family culture of leadership and learning, is sorely wanting for a generation of parents and mentors who knew far more of the Conveyor Belt than of Leadership Education.

These incredibly helpful articles read, at times, like a letter from a friend; at times like an entry in a journal of Education or Child Development; and even, at times, like we're overhearing a conversation—but in every case they are relevant, accessible, and empowering. This volume offers something new, something which we all need: a view of the Thomas Jefferson Education system from many angles, and from the education of toddlers to advanced adult learning. Whether you're a parent, teacher, legislator or professor, this book is a must.

When I wrote *History Reborn* and *The Other Eminent Men of Wilford Woodruff*, I studied in great detail the lives of great men and women—the founders and shapers of our modern world—and I learned that their home lives really did form the foundation of their greatness. There is nothing more powerful in history than being a great mother or father; and I believe the most important thing we can do in the 21st Century is the hard work necessary to truly succeed in the home.

You may not apply every idea Diann, Rachel and Oliver discuss in this exciting new work, but there are some you just can't miss if you want to succeed and many others that will at the very least spark your thinking and help you focus on the most important mission of your life: Your Family. It's hard not to regret not having this information so “user-friendly” and available when my family was young; but it's not too late for the next generation, and it's not too late for me. I've found a mentor and I'll be moving forward on my life's mission!

PROLOGUE

Have You Made The Choice?

Oliver & Rachel DeMille

America is currently making a decision. This extremely important choice will largely determine what kind of world our children and grandchildren live in, yet few people even know about it. The question is this: Which Central Idea will our society adopt in the century ahead?

A Central Idea is the core focus of the leaders in society, and by extension the compass or direction of the whole society. We are currently seeing the fruition of the last Central Idea—Internationalism—which was adopted in the late 1940s and implemented ever since. Before that, America chose Progressivism as the Central Idea in the 1890s and, earlier, Constitutionalism in the 1780s. Indeed, a list of America's Central Ideas provides a good outline of U.S. History: the Divine Right of Kings from 1670-1776, Constitutionalism from 1776-1890, Progressivism from 1890-1945, and Internationalism from 1945 to the present.

In the coming years we will make a new decision, a vital choice which will serve as our compass, ruler and guide into the future. Currently the two leading contenders are Corporate Individualism and The Family. The type of education we offer in our homes will directly impact which one our society adopts.

Corporate Individualism

Perhaps the most important book written in modern America was

"Nothing certainly can be of more service to mankind than a right method of educating the youth..."

.....
George Turnbull, 1742

David Reisman's little-known work *The Lonely Crowd*. It is even more important today than when it was published in 1950, because we are now living in the world it predicted—a fulfillment which needs to be challenged and reversed.

The Lonely Crowd argued that the historical-traditional type of American, rooted in the “inner-directed” mixture of “Greek-style rationality” and “Judeo-Christian visions of morality,” was passing away. The replacement, the new type of American, was the “other-directed” man. As Allan Carlson put it in his excellent book, *The American Way*: “Whereas ‘inner-directed’ individuals responded to a fixed, internalized moral code set by the extended family, ‘other-directed’ men looked to their peers and to shifts in fashion for guidance in ordering their lives.”

William Whyte argued in *The Organization Man* that after World War II America fundamentally changed from a focus on the Puritan Ethic to that of the Corporate Ethic. The resulting change in behavior caused a wide-scale transformation in the very soul of the typical American. This change led, as Michael Platt argues, to the rise of the “Teenager Society,” where one’s beliefs are the result of one’s peers rather than one’s parents, grandparents, church traditions, or national patriotism. Nor were the organization men the only ones who changed—over time women, youth and even children adopted the new paradigm.

This change marks a great shift in American history. Meet the new type of American: The organization-pleasing employee, the outer-directed father, the peer-responsive mother, the “be-in-the-popular-crowd” teenager, the impress-the-Joneses neighbor, the keep-up-appearances church member, the check-the-polls politician, the increase-our-ratings reporter, the bottom-line-businessman preacher, the for-profit teacher, the gone-to-Florida grandparent, the sex-partner intern, the anti-morality revolutionary professor, the multi-cultural college student, the sensitive no-chest modern man, the fully-fulfilled-by-my-career-don’t-need-men woman, the wealth-is-success young single “Friends.” The frontiersman has been displaced by “patio man,” as David Brooks put it, and the pioneer mother by “Ellen” and “desperate housewives.”

The Family

This new American is a far cry from the old American. Indeed the true American crossed the ocean, kicked out the Redcoats, built farms and businesses one at a time, pushed her handcart across the plains, gave his blood to free the slaves, stopped Hitler, demanded full freedom for everyone regardless of race, religion or gender—and built solid families, citizens and institutions throughout.

Gratefully, this old American character is not entirely dead. Hopefully it will rise again to face the challenges ahead. But there is a pitched battle to determine which of these two visions of America will survive and thrive into the 22nd Century. It is of grave concern that all the new American has to do to emerge as preeminent is for a majority of citizens to give no thought for the next century. For the old American to prevail will require a war of ideas and a major shift in the popular philosophical current.

At the center of the battle stands the family. To the new type of American, the family—including the core family unit and its natural extension, the community—is archaic, paternalistic, even quaint: an object of pity, or at best, humor. To the corporate culture, families are competitors—taking too much of an employee’s time, psychological energy and attention, and offering too many “free” services which ought to be left to the market—childcare, counseling, food preparation, elder care, education, entertainment, consulting, etc. Consider the market increase in corporate profits and the GDP as families outsource more of their traditional roles.

The current pop culture and the market are aligned *against* the family and for individualism. Individualism fuels the pop culture as well as the corporate economy. Among the youth, individualism is all the rage. The heroes are not individualists in the pioneering or statesmanship sense that made America great, but façade individualists who look a lot like each other by standing out from their families and traditions.

The resultant ideal, which the current culture is pursuing, looks like a strange combination of Sigmund Freud’s world of mind experts, John Maynard Keynes’ privatized corporate socialism, and Ayn Rand’s all-knowing laissez-faire relativism of economics, foreign policy, finances,

“Young minds, by suitable methods of education, may indeed be very early formed to the sincere love of virtue; and may make great improvements in the more useful arts and sciences, as well as in languages, with much less difficulty, and in much less time, than is commonly imagined...”

.....
George Turnbull, 1742

"Particularly, I should think teaching them to write and speak correctly and fluently in their own language, is the most important instruction. One exercise should be daily to write a page of English, and after that to examine every word by the grammar rules, and in every sentence they have composed, to oblige them to give an account of the English syntax and construction."

.....
George Turnbull, 1742

family arrangements, morals, churches and beliefs. Ironically, Republicans are generally for the first three and against the last three; most Democrats take the exact opposite stance. At core, both major parties and the market itself are overwhelmingly against the middle item—the traditional family.

Against this new definition of "The American Way," as discussed by Allan Carlson, stands the surprising mixture of traditional liberalism, traditional conservatism, and a new grassroots emphasis on the family. Just attend a modern homeschool conference with its New Age pony-tailed liberals and militant-for-Jesus evangelical conservatives sitting next to each other and enthusiastically nodding along with the real majority of the group—upper middle class professionals. Amazingly, you'll see the same set of people at a global pro-family rally in Geneva or Prague, or in a study of the millions of new "downshiffters" who are leaving corporate America, moving to places like Colorado and Arizona, and making the choice for family.

The Great Debate

This is the Great Debate of the 21st Century: What will be our next Central Idea? Will our nation become the champion of Corporate Individualism based on "Sex in the City" physical pleasure and "Survivor"/"Apprentice"-style materialistic gain, or of strong families, moral character, increased economic opportunity for all, and protection and charity to the weakest among us? The Great Debate of the 20th Century was whether or not the State was the central unit of society. The resounding answer was "no": both the fascist and communist states were rejected by force, and the modern collectivist state has lost all credibility among the American youth—its time is limited.

The new debate, the Great Question of the 21st Century, has emerged as a deceptively simple one: Is the corporation or the family the central unit of society? Or put in a personal way, "do I want to spend my life making money and attending exciting Manhattan-style nighttime parties," or "do I want to become an adult, raise a family, and build my community, church and nation like my grandparents and (perhaps) parents did?"

This is the current question on the American campus, from Harvard to Stanford to their State University and even elementary and high school counterparts, and the precursor of the workplace discussion in the coming decades.

We don't know what all the answers are—those will have to be formulated, popularized and applied by the rising statesmen of this generation. But we do know how the leaders of past generations were raised, and we affirm that the principles of Thomas Jefferson Education will work for our generation just as they've worked for three hundred others. The Thomas Jefferson Education model is desperately needed, and truly effective, in our modern world. Whether tomorrow's leaders support the new Corporate Individualist America or the responsible-adult-citizen-statesman-family kind of America will make all the difference.

Make no mistake; this is *the* discussion of our time. We are currently choosing the Central Idea of the 21st Century. By 2050 either the family or the corporation will stand triumphant, and the sides are being chosen today.

Most importantly, the leaders of the future are being trained today, and they live in your homes. Your educational choices for your family, though seemingly simple, are actually the first and most influential decisions in the Great Debate of the 21st Century. A final question may be the most important of our age: If our children and youth are to be the leaders of the future (and they are), are they getting an education that is up to the task? If not, it's time to implement a Thomas Jefferson Education in your home.

Off the Conveyor Belt

Diann Jeppson

As a homeschooling mother of four girls, I am always interested in great books on education. The discovery of *A Thomas Jefferson Education: Teaching a Generation of Leaders for the Twenty-First Century* by Oliver DeMille has, without a doubt, completely revolutionized my home. The recommendations it contains are so substantive and directly meaningful that as I read it the first time I felt I had arrived at the answers to my most basic questions about superb education. Not only has this book transformed my own personal education, it has vastly enhanced my homeschool. I consider this book among the most valuable I own because of its profound effects for good in my family.

As I have sought to implement the primary elements of Thomas Jefferson Education in my home, I have kept careful records. Occasionally, I have published articles or given handouts as part of various presentations. I invariably receive a flood of e-mails asking for more. This has brought to my attention the need to compile and document more of my experiences and those of others who are applying the Thomas Jefferson Education method. It is my sincere hope that these experiences and resources will serve as valuable inspiration and tools for success.

I initially began to study the classics in earnest after listening to Oliver DeMille's lectures about getting a superb education. I am now an avid enthusiast for great classics. I no longer walk into a library or a curriculum fair and stand there feeling quietly overwhelmed, not

"Another exercise should be obliging them to speak every day their unwritten thoughts on any subject in English. Let them read an oration in Tully or Livy; let them read it to themselves in Latin as often as they please, then shut the book, and speak the sense of it extempore in unpremeditated words."

.....
George Turnbull, 1742

knowing how to select books and materials that will be of lasting worth to me and assist me and my children in accomplishing our missions in life. Now, I make frequent reviews of classic book lists, discuss them with others, and seek recommendations for readings specific to my mission. Above all, I read, read, read.

Ten Years of Practice

“The home vs. school debate raged throughout the eighteenth century, with Locke and Quintilian being the principal authorities.”
.....
George Turnbull, 1742

The beautiful thing is that so many classics inspire and inform me about ideas I want to explore further. This leads to other books that do not appear on any classic list, but some of them make their way onto mine. That is exactly what I wanted: a jumping-off platform, a standard of quality, truth, understanding, depth and connection to the world I live in, the great ideas, the influential thinkers, the events that have shaped us and the trends that are coming our way.

Over the past ten years, my family and I have read hundreds of classics. Each year for the past five, I have held between twenty-four and thirty-six group discussions on the books I have read. Two years ago, my oldest daughter (at that time fourteen) held monthly book discussions with her friends.

I have arranged my home to accommodate regular family readings, and designed our academic program to support my children’s ability to understand the classics. I buy classic books like I buy groceries. It is simply a family necessity that I budget and shop for. I enjoy regular mentor meetings with each of my children. I have a special fondness for the members of the several clubs I have worked with in an effort to support all of the Four Phases of Learning.

I have worked hard to hold to the principle of “Inspire, not Require.” In our home, we have seen the results of patience and sustained efforts to provide the right kind of inspiration for our children. I invite the reader to chat with children who have been given this privilege. Ask them what they think about the right to choose what and how much they study. In most cases you will find a passionate response superior to any adult’s appreciation for freedom and learning.

When a child decides to study something and needs help to do it, we arrange a tutoring schedule for her, based on her objectives. I serve

as the primary tutor, but for certain subject areas, such as carpentry or welding, my husband Adam is the better choice, or an outside party such as our violin instructor. In our home, since our four children are spaced three years apart, older youth are designated as tutors for younger siblings. It is up to them to determine how they will go about inspiring and tutoring the little sister.

It is truly fascinating to observe the methods employed on younger siblings by youth who have been raised with the leading hand in their own education. Being inspirational comes naturally. This is the second generation of Leadership Education. I can hardly wait to observe the education of my grandchildren!

I have also kept my radar on the alert for leadership opportunities for the children. Because I want them to get a superb education based around quality field experiences, I am often conveniently “unavailable” to lead a group event and instead ask my oldest to step in. Or I sometimes pull a child into a presentation in some other way. When a daughter comes to me about money, I help her brainstorm ideas and put them into action. The girls have earned thousands of dollars with our family bluegrass band, wool-processing workshops and kits, caring for neighborhood pets, selling homemade bread, and team-teaching classes on parliamentary procedure.

This money has funded educational trips to Washington, D.C., Philadelphia, Virginia and Canada, as well as numerous George Wythe College conferences and seminars. For several years, the girls have paid for all of their music, dance and swimming lessons and all associated supplies.

“...were education but once set upon a right footing, virtue and happiness would flow from generation to generation in a perpetual and uninterrupted course.”
.....
George Turnbull, 1742

Learning Environments

Other learning environments are facilitated in various ways. Our morning devotional has slowly, unobtrusively and yet in a way that I envisioned and carefully planned, expanded to a full hour of family reading/discussion/lecture. I have never announced that “we will now add such-and-such,” but I have kept my eyes open for the right moments to suggest additions to our daily devotional regimen. With a large bulletin board and a dry erase board handy, I stand ready to explain a con-

“...the chief use of courage is only for the preservation of virtue.”
.....
George Turnbull, 1742

cept and post charts, pictures and lists to enhance our discussions. I ask questions to test their understanding, often directing the questions to a specific child. This introduces them to the excitement and rigor of the tutorial, lecture and test/oral exam environments and gradually increases their interest and attention for subjects they may never have considered.

By opening with prayer and then simply reading aloud a chapter a day from three or four books each morning, discussion and lecture flow with ease. No lesson preparation is required. It is all simply impromptu, with the books providing jumping-off points. For example, lately we have used scripture, *A History of US* by Joy Hakim, a book of articles on various doctrinal points of our faith, and our church's magazine for children. We enhance this time with memorization of selected scriptures and brief map lessons on the locations of the world's countries.

Clubs are also a common setting for lecture. Whether it's an impromptu tutorial given at the breakfast table, or something more formal—such as a prearranged speaker to the statesmanship club—I place a strong emphasis on questions and dialogue with the students.

Through our involvement with statesmanship clubs and Youth for America youth conferences, we have participated in numerous simulations. Simply put, these experiences demonstrate to a young person the need for a great education, and ignite a desire for it.

Testing is further accomplished through a formal oral exam setting for older youth. My oldest daughter has an oral exam each time she finishes a large paper. She turns in her papers to me, I read them, and then we go to a restaurant where I ask her questions about the subject she has written about. Afterwards, I simply ask her how well she thinks she did and then I listen carefully to her assessment and make a few comments of my own. I recommended this method to her a year ago as valuable training for college. She eagerly agreed, as she hopes to enter college ready to take on that new challenge.

And these are only a few of many examples. I cannot begin to express the marvelous, expanding, satisfying experience this has been for me and my family. Together we are truly becoming well-educated. I feel an ever-increasing sense of being grounded, and at the same time energized, to undertake new projects. I attribute this to the exponential growth that I have experienced through the study of classics and the

other Thomas Jefferson Education concepts. I am sure that I will continue the regular study of great works indefinitely.

This Home Companion contains numerous resources, stories, personal narratives and ideas gleaned from a rich and fruitful engagement with the principles outlined in the above-mentioned book. We are deeply indebted to the many men and women who allowed us to interview them in preparation for the writing of this book. Over the past ten years, both the experiences and the needs of the numerous families we have worked with have provided the focus for this Home Companion.

This book is written in response to the countless numbers of educators and parents who are looking for more ideas for implementation of these principles from early childhood to adulthood. It provides numerous powerful examples of Thomas Jefferson Education in action. Whatever your level of knowledge about TJEd, this book is designed to help you apply it better in your home or classroom—and, *most importantly*, in your own studies. Leadership Education requires a new generation of parents, teachers and other educators who are willing to really lead. When we lead out, and invite our children and youth along on the journey, we can't help but positively impact the educational level of the next generation.

Time and Leadership

Diann Jeppson, with Rachel DeMille

Strategies for the implementation of Thomas Jefferson Education are needed in our homes and schools. I have been engaged in this effort for ten years, both in my own home and in group settings. Everywhere I go, parents ask me for ideas on how to really make it work. A few years ago Rachel and I gathered with some friends to consider the implementation of TJEd in our homes, and particularly as respecting the transition to Scholar Phase. We began our retreat with an introduction to a new idea, or rather a very old idea: Time.

Time enables us to change. It allows us to progress from ignorance to wisdom, from innocence to knowledge, from naiveté to a depth of understanding. Along with freedom, time is perhaps our most precious gift. As it says in Ecclesiastes:

“To everything there is a season, and a time to every purpose under heaven: a time to be born, and a time to die; a time to plant, and a time to pluck up that which is planted; a time to kill, and a time to heal; a time to break down, and a time to build up; a time to weep, and a time to laugh; a time to mourn, and a time to dance; a time to cast stones, and a time to gather stones together; a time to embrace, and a time to refrain from embracing; a time to get, and a time to lose; a time to keep, and a time to cast away; a time to rend, and a time to sew; a time to keep silence, and a time to speak; a time to love, and a time to hate; a time of war, and a time of peace.”

“The child may submit, and dissemble obedience whilst the rod hangs over him; but when, that being removed, he can promise himself impunity, he will give, with double gust of pleasure, full wing to his disguised inclination. Generally speaking, no passion can be altered by this method, but is rather increased and corroborated.”

.....
George Turnbull, 1742

“Let youth see all the various turns the same passions take in different circumstances: Let none of the vices that may grow out of any of them, or into which any of them may be perverted, be hid from youth: And far less let the counterfeits of the virtues be concealed from them: But let them early be taught to distinguish generous from base and cruel ambition, true from false courage, and so on with regard to all the other virtues: For the most dangerous enemy to every virtue

Experience is necessary to learning. As adults, our choices and circumstances include some great risks. We may go hungry, or without adequate clothing or housing. We may experience bankruptcy, ruin our reputation, or enter into a bad marriage. Our influence in our family is enormous. We may choose to progress or stagnate, to be helpful or helpless. In short, the consequences we experience as adults are far more serious and far-reaching than those we felt during childhood.

Families are the best way to pass on the lessons of experience to children, youth and even adults. Classics are the world’s gift of knowledge and experience, yet nothing can take the place of effective and high quality family teaching.

Imagine childhood and youth as apprenticeships for adulthood. This is the time allowed for youth to try their wings, to learn to fall down and get back up again, and to experience episodes of flying. If we as parents want our youth to gain the experiences necessary for adult life, we must allow them the possibility of some crash landings, as well as soaring above the clouds. If our youth are given opportunities to take on appropriate levels of adult responsibility they will experience for themselves those things needed for adulthood. Combined with a great education in the classics of the world, this type of training prepares leaders for homes, communities, businesses and families.

Doing the right thing at the right time makes all the difference. There are certain things that children must get at certain times—or risk missing forever. In each of the Phases of Learning, there are a few very important principles or experiences which children and youth really should apprehend while they’re young. Awareness of each of these helps the parent mentor, as Aneladee Milne calls us, make good use of time. Unfortunately, the Conveyor Belt often does great things but at the wrong time—like too much classroom lecture for Love of Learning kids and excessive play during Scholar Phase. Knowing what to spend our time on during each phase is essential. It gives us focus and it helps us relax and not worry about making sure every six-year-old gets everything every day.

Core Phase

The three things all Core Phasers should get are knowledge of right and

wrong, good and bad, true and false. This knowledge needs to be more than just information—it must truly become part of the child. In our family we spend many hours engaged in simple dialogue and in exploring through little activities, on walks, field trips, and through the pages of hundreds of books. Frequent stops along the way, whether on a path through the woods or the end of a particularly interesting passage in a book, provide places for these little dialogues to take place. I begin with a question, such as: “What do you see?” or “How do you feel about that?” or “Does this remind you of anything?” I listen carefully to their answers and comments, and then I talk to them about my feelings, what I see and what comparisons exist.

One Mother Relates:

“In our home, I use a simple method for teaching my Core Phase children to understand the difference between right and wrong. Now, you will probably laugh, because it is so simple. There are two parts to this method. The first part is this: I just tell them when they are making the wrong choice and when they are making the right choice. The reason it works so well for us is the way I tell them. I do it in a gentle and loving voice. A soft voice. I do not belabor the point. I am succinct, and then I am done. I move right on to the next thing. In this fashion, I demonstrate to them that I do not equate their choices, right or wrong, with their innate value, nor do I desire to give undue attention to humiliation or pride. When it feels right to say so, I tell them why the choice was right or wrong. It never ceases to astound me how quickly the children “right” themselves when their dignity is preserved in this manner. Of their own accord, they frequently come forth with apologies. Conversely, they are much more prone to repeat right behavior when the rightness of the behavior was validated in the first place.

*“The second part is this: I talk about the right and wrong choices observed in others, particularly in the lives of characters in the books we read. We can go in depth with these discussions, since they are not directly personal. We can explore together all of the attendant consequences, both good and bad, of the choices made. Often, books provide the consequences for us, such as in *The Tale of Peter Rabbit*, when, due to his disobedience to*

is that vice which hath the nearest resemblance to it, or can best assume its likeness. Thus only can they be prepared for judging of actions, and the persons concerned in them, when they come to read history. And thus alone can they be seasoned or fortified against the corruptions, snares and dangers of the world. In these lessons, to characters it will be of great use to add proper fables, of which ancient method of teaching we shall afterwards have occasion to treat.”

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George Turnbull, 1742

his mother, he is nearly captured and baked into a pie by Mr. and Mrs. McGregor.”

She continues:

“Young children are still developing a sensitivity for the difference between what is true or false and what is right or wrong. When she was three years old, one of my children had a keen imagination and would often describe to the family her adventures with dragons and unicorns. She told these stories as if they really happened to her. My six-year-old could hardly bear the untruth in these tales and would protest loudly, ‘That’s not true!’ The younger sibling would insist that it was, initiating an argument with an endless loop. What a perfect teaching moment. I took the older child aside privately and told her that I agreed that the stories her sister told were not true. Then I helped her to see what would happen if she pointed that out. I taught her that while something may or may not be true, it isn’t always right to point it out. We had a pretty good discussion about it.

“Over time, it became our little secret enjoyment. Every time the little one would begin again on one of her fantastic tales, the older child and I would share a knowing wink. It was also helpful to our family dialogue to refer to this circumstance when comparing other instances involving the difference between true and false and right and wrong. It was something the children could readily comprehend.”

On another topic, she relates:

“In considering how to teach my Core Phase children the difference between good and bad, I determined to follow a two-part course. The first has been to hold regular brief discussions on principles and natural laws of human nature. I did this each morning, within the context of our family devotionals. I sought out programs that supported these principles and laws, to give me the raw material necessary to initiate these little discussions. We would simply discuss a topic for a few minutes, then close the discussion for that day and pick right back up the next morning where we left off the day before. One program took four years to get through! But the children obtained a fabulous understanding of what is good and what is bad when we were finished. Providing my children with knowledge of

immutable principles and natural laws has given them an anchor and a foundation upon which to build stable, well-balanced lives. I see these as the bricks that constitute my children's characters.

"The second part of my plan is to help the children to memorize little passages, sayings and verses that illustrate a certain principle or law. When they memorize these things, they take ownership of them. They can repeat these little memorized pieces to themselves whenever they feel unsure about the underlying law in a given situation. I made a large, blank, spiral-bound book, and I write in it the pieces for memorizing. I keep the book in the kitchen and we work on our memorizations each morning for just a few minutes. I keep a folder on my desk for storing ideas, lists and references for our daily memorizations. I often have a list of references on the bulletin board in the kitchen that I can check off as I enter each item into our book. It is astounding to flip back through the dozens of pages in this book, filled with the beautiful passages we have memorized, in only two to three minutes each morning."

"Till we employ youth in such observations, nothing is done to furnish them with real knowledge, and we leave them absolutely in the dark with respect to the science of the greatest importance, and into which therefore they cannot be too early initiated."
.....
George Turnbull, 1742

Love of Learning

There are two areas where Love of Learners need to spend a lot of time: falling in love with all types of learning, and mastering a whole bunch of life skills. This window of time is best used for these two areas because it provides two essential conditions for a successful Scholar Phase: the desire to study and the legitimate right to be excused from most chores in order to spend more time studying.

I follow a six-point approach to inspiring love of learning in my children.

1. Example
2. Frequent Exposure
3. Plentiful Choices
4. Accountability
5. Follow Through
6. Environment

I will now address each one of these on its own, with some highlights of how I apply them in our home.

Example

It is imperative that I personally spend a great deal of time studying and practicing the skills that I hope to improve. I regularly talk with my children about these kinds of experiences, hopes, struggles and successes. I might say, “I had a great study session this morning. I woke up at 5:00 a.m. to read from these three books. Look at all the great notes I took. I’m going to write an article about this topic. It is so interesting to me. Listen to this paragraph.”

Rachel reminds us that just by accepting opportunities to serve in capacities that require her to prepare a lesson, practice an accompaniment or solo, rehearse a recitation, or perfect a written piece, a mother can give evidence to her children of the zeal she has for self-improvement and the benefit her efforts bring to herself and others. And the ways we exemplify this are as varied as we mothers are.

Still, I am grateful that we, as mothers, do not need to be the only example. Other members of my community and people from across the globe can serve as examples for my children, either through various media, or directly. For instance, I had the feeling that my third child, then age five, would become a violin player. She had mentioned her desire on numerous occasions. I knew a married couple that played for the Utah Symphony. I phoned to ask if they would be willing to let my family come to visit at their home and if they would perform for us and talk to us about their experience becoming accomplished musicians.

They did so, and allowed my daughter to hold their violin and touch their cello. They described the various parts of the instruments. They talked about their profound love for music and for their instruments. They told of the teachers they had, the thousands of practice hours, and of the joy of performing with the symphony. Soon after that day, I took the children to the symphony. After the performance, we met backstage with the father. The connection was powerful. It brought the experience of performance down to a level my children could relate to. Here were real people, people they knew, who we had eaten dinner with and enjoyed in social settings, playing some profoundly beautiful music before a large audience in a beautiful hall.

Frequent Exposure

Seeing the same setting or subjects over and over again allows a child to become comfortable with something that otherwise may feel strange and foreign. This level of comfort takes time to cultivate. For instance, I wanted to share the joy of ice-skating with my children. I didn't expect that they would immediately take to such a difficult sport. Instead, we watched ice skaters on television. Then we went to some ice-skating events. Next, I took them to eat lunch at the local ice rink. We didn't skate at all. We just had lunch. They watched the skaters and I answered their questions. I pointed out a few things, talking about the whole process and how it all works. We bought some snacks from the vending machine. It was light-hearted and fun.

The first time I skated with them, I counted on a maximum of twenty minutes on the ice. It's hard the first time. It's slippery and their feet hurt. I held onto them, not pushing them to do anything, just letting them take it all in. After several times, I began to encourage them to skate without being held. With time and patience, the children have all learned to be great little ice skaters, and for the next seven years, you could count on finding the Jeppson ladies at the rink at least three times a week, during the mid-day session.

I have found this principle to work well in most instances. If I am patient and allow my children to just observe and to develop a natural curiosity and desire for doing or learning about something, without pushing them into it, even though I am spending money and time for them to be there, eventually they just jump up and start doing. I laugh remembering how I held my third daughter on my lap for her first six ballet lessons. She was four years old. For those six lessons, she didn't dance AT ALL. But every week, she looked forward to her lesson so much. She talked about it incessantly. It was a joyous ceremony to help her into her dance outfit. During each class, I just spoke into her ear that she could join the class whenever she decided to. I knew that this frequent exposure was creating a comfortable feeling of ownership for her. One day, she just jumped up and started to dance and that was the end of her sitting on my lap.

"If the mind be not from the beginning well employed, it must take a pernicious turn, or become idle and averse to thought or serious exercise. For the human mind is ever either growing and improving, or shrinking and declining. If it be not advancing towards perfection, and becoming better in this sense, at least, [then it is] continually becoming worse, that it is daily waxing less capable of improvement."

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George Turnbull, 1742

Plentiful Choices

Children love to be able to select subjects for study. I have a favorite method for facilitating this with Love of Learning Phase children. I sit on the couch, amongst a huge array of colorful and interesting library books. Then I say, “Would anyone like me to read to them?” I always have at least one taker. I invite them to select any book they like from the pile. Then we dig in. The same applies to our family collection of novels. It is so exciting to invite a child to select a novel to be read aloud. I have enjoyed creating a smorgasbord of delicious selections for our reading time. All of the novels suited to this phase are assembled in one place. In this way, they can see the large number of choices they have.

To ensure that I am covering an appropriately broad array of subjects, I use the *Core Knowledge Series*, by E.D. Hirsch, Jr. as a resource to assemble my list of subjects for study with the children. This series is designed to encourage and inform cultural literacy. I highly recommend it. You can use this same method with *The New Dictionary of Cultural Literacy*, also by E.D. Hirsch, Jr. I look through the books and make a list of the areas I wish to cover that week. This series is written to read to children directly, but I prefer to check out more interesting, thorough and colorful books and other media from the library, based on the subjects described in the *Core Knowledge Series*. After I have read a book on the subject to a particular child or children, I simply put their initial next to that item in the *Core Knowledge* books. I can see at a glance which children have been exposed to which subjects. This method is simple and effective and provides part of our family’s home-school record.

Accountability

This means the parent is checking with the child to see if they did what they said they would do. Children may not give much indication, but they want to be checked on. Good supervision is simply a consistent habit of periodically walking through the house to see what each child is doing, and then asking questions, giving instructions or providing resources to help them stay on track.

Follow-through

I am referring to your follow-through. A child's commitment to his parent often involves follow-through for the parent as well. For the parent, this may include obtaining resources, holding study sessions and mentor meetings at the appointed times, or assisting them in seeking the right mentor or class for a given area of interest. Frequent neglect of follow-through by the parent in these areas erodes a child's desire to learn much of anything.

"...it is by adding politeness to knowledge and virtue that liberal education is finished and rendered complete."
.....
George Turnbull, 1742

Environment

An especially effective method for inspiring children is in crafting the right environment for inspiration to occur. This could take place privately or in a group setting. One of the most transformational conversations I have ever had with a child took place at the top of a Ponderosa Pine tree. As a result of this conversation, my daughter Jenna entered a significant new level of scholarship. The environment of the pine tree worked for her.

One summer, I decided I wanted the young members of my Mom School to be initiated into public speaking. Since these little ladies were only six to nine years old, I assumed that they had not had much experience in that area. I set into play a plan to create an environment within our regular club meetings where I could show them by example, and then invite them to do the same in a formal setting later on. With twelve girls sitting around my living room, I used the environment of our club meetings for a dramatic telling of one of my favorite stories from the Bible: the story of Queen Esther. I had no idea the effect this would create. A soft-spoken girl named Kalea was particularly attentive, which delighted me because she had scarcely said a word during the club meetings. As I got to the part in the story where Esther prays for her people, Kalea clasped her hands together, and slipped off the couch onto her knees, her lips moving as in prayer. I paused to exchange looks with my co-advisors. After the story, I announced that our little club would be putting on a program for our families, and that each girl would get to tell her favorite Bible story to the audience. On the night of the program, Kalea stood bravely and delivered her part straight into the microphone.

With some effort and attention on the part of the mentor to create a synergistic environment, your child can be inspired in ways you might not expect, and the long-term effects will amaze you.

Mastering Life Skills

As you read through this book, it will become increasingly evident that a successful Scholar Phase requires a great deal of time. If parents call upon the Scholar Phase youth to perform a multitude of tasks around the home, he will not have the hours he needs for study. Conversely, if the parents allow the young scholar the hours for study but neglect to instruct him in the skill areas he will need as an adult, and also neglect to allow him a season for learning to work long and hard in order to perfect these skills, they are setting him up for a fall later on. When he goes off to live on his own, he will soon feel the pain when he discovers that he cannot prepare any meals, or balance a checkbook, or shop wisely. The Love of Learning Phase is the ideal time to learn these skills and to perform hours and hours of work in these areas. For a comprehensive system for implementing adult skills instruction into your homeschool, refer to the chapter entitled “Free at Last.” The concept is reiterated in “The Jeppson Plan” so the reader can understand how this fits contextually into an overall plan for transitioning children from phase to phase. Sample adult skills classes are provided in the Appendices.

Rachel gives an example from their home:

“Our girls’ club promotes acquisition of life skills. One day we invited a mother who is an accomplished baker to come teach a workshop on pie-making. Then 11-year-old Sara caught on with enthusiasm, baking dessert for the family every day that week. Since that class Sara has baked pies on numerous occasions as a gesture of thanks to someone who helped her, as part of a dinner we delivered to a new mother, and later as she taught a workshop for younger sister Eliza and her friend for their own baking class. It has provided Sara with the skills to serve and a sense of accomplishment that has inspired her in other ways as well.”

As Love of Learners and Transitioners master life skills, their self-image begins the spiritual metamorphosis that culminates in physical

maturity. Then as they transition to young adulthood with Scholar level privileges and responsibilities they are prepared with the skills and attributes to fulfill that role in and outside of the home.

Scholar Phase

In Scholar Phase, time becomes very precious. The three big users of time during this phase—studies, family stewardship, social and other activities—are very important and must be balanced with the most important thing during young adulthood: growing up right. This consists of knowing what is right, who you are, and how to combine the two. It means great relationships with parents, siblings and others.

The whole young adult time period could be seen as an apprenticeship for adulthood (with studies seen as the equivalent of a full-time adult career). This apprenticeship should include enough variety, choice, and challenge to accomplish its end. Parents should help youth learn from many great thinkers and through stewardships over many aspects of life. The types of classics, stewardships and activities offered should be of such a nature that parents may step back and allow their youth to govern their own duties, while being protected from starving, becoming homeless or bankrupt, or from losing their reputation or virtue.

It is clear that a young person does not arrive at the age of twelve ready to take on all stewardships of adult-level significance. This is one important reason that Core and Love of Learning Phases are so critical.

Depth Phase

Time is also extremely important in Depth Phase. The one thing Depth Phasers must have is a great mentor. The rest flows from the mentor. But any really superb mentor is going to expect new proteges to have mastered the previous three phases. Our focus as parents should be on the first three phases, and then to help direct our Depth Phasers to the right college environment with the right mentors.

Of course, none of us can do everything. But we can, and must, do the most important things. Time is so important, and when it is a child's time for Core Phase, it is so incredibly important that he learn the three lessons, and so on for the other Phases.

"But if this be the knowledge with which they ought early to be tinctured, or towards the love of which their minds ought timeously to be bended, then let teachers of youth use all their invention, and employ all their art to sweeten moral lessons, and make them as entertaining as they must be profitable. Let all the youth read be of this kind."

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George Turnbull, 1742

CHAPTER THREE

Free at Last!

Diann Jeppson

In our fast-paced society, we often find ourselves becoming slaves to either ease or expediency. This tends to arise at the onset of the teenage years. Thomas Jefferson Education youth face a unique challenge: in addition to choosing between the huge selection of exciting social events and options, they also have to choose between myriad academic options. At the same time, TJEd youth face trying to develop self-discipline and skills. The invitation, therefore, is to consider carefully the time and season of youth, and the far-reaching consequences of the lack of adequate place for serious scholarship.

Recently, a prayer was offered at the beginning of a new state legislative session. The speaker pleaded with God to assist the legislators in remembering to look beyond the immediate concerns of the hour, beyond expediency, that they might see how the decisions made during that session would affect the future. This was no idle plea. Human nature was humbly confessed.

Expediency is a tempting master on all levels of decision-making, from what to do first when we wake up in the morning to the weighty matters of a nation. The value gained from youthful experiences in decision-making can provide a foundation for understanding and lend strength to the emergence of adulthood. Scholar Phase is a powerful proving ground for experiencing the fruits of well-made and well-executed decisions.

The self-discipline developed by a youth in Scholar Phase will be a

“And let not preceptors imagine that there is no way of teaching but in the formal manner of giving a lesson. This is a great mistake in education.”

.....
George Turnbull, 1742

“For there is really much more to be learned from the unartificial questions of a child, than from the discourses of men who follow the notions they have imbibed from others, and the prepossessions of education.”
.....
George Turnbull, 1742

powerful and invaluable character trait that will serve him in every endeavor he undertakes in life. This is particularly necessary during the first tentative steps out of the nest, when possibilities abound and choices are crying out to be explored at every turn. Confusion over what to do next is a common state of being for the young adult. A youth who knows the value of study engaged in by his own decision, who has experienced the fruits of sacrifice, who has paid the price to really learn, will know the worth of self-discipline.

If the youth chooses to earn a great education *for himself*, he will be firmly planted on the path to leadership. Yet such youth seldom, if ever, come from an environment of manipulation or compulsion. Such youth come from parents with the patience and the tenacity to lead out and to stick with the 7 Keys—applied at the right times during the Phases. Such youth emerge naturally from great Core and Love of Learning Phases.

The atmosphere and the mentoring make the difference. If the atmosphere has consistently been one of inspiration and example, frequent exposure to great works, and the absence or minimization of the frivolous or distracting, then the youth has the opportunity to make choices that will be from his heart. He will own the desire and it will flow into all aspects of his life. At first glance, the irony is in the risk. Parents think that they must have incredible courage to allow the possibility that their youth may not choose this path. Yet the truth is that those who force their children through an educational model, or delegate the forcing to others, are taking an even bigger risk: they train few leaders and have more educational dropouts and failures than the Leadership model. The character, competence, and vision inherent in the character of a child raised in the Leadership model are qualities which any parent would want to pass on! Still, it does take fortitude to go against the perceived norm.

Examples abound of families who are doing this. They seek first to inspire their young children, then allow older youth the quiet, uninterrupted time they need for lengthy study. They lead out and also stand beside their youth with the mentorship and discipline needed to keep balance in the young person’s life. They not only live together, they eat, play, work, study and think together. A mother relates:

“My own mother studied all the time but she never talked directly to her children about the things she was learning. We saw her doing things, but didn’t really know what it was all about. I like to show my children my study goals, explain to them why I chose them and how excited I am to do them. I show them my papers, my books, my notes, and the critiques I get back from my mentors. I stack my books up and have them handy during study time, so I can turn to a book on my study list if I am between helping a child. I just say, ‘I’m going to study chemistry while you study your music theory book. If you need my help, I’ll stop and help you.’ That way we are both productive, and they see me study in the background, so to speak. Sometimes I can’t help interrupting to tell everyone about something really interesting.... We generally congregate in the family room. We make some terrific messes down there, but we enjoy the closeness as we share what we are doing and help each other. Those who need extended time for quiet study find other areas in the house.”

Freedom is the powerful, essential ingredient required for the development of courage. Students may become comfortable with being told what to learn and when to learn it. They may feel some fear or insecurity when offered the opportunity to choose. They may require time to engage in study of their own choosing. There is nothing more powerful for a child in this stage than a loving and concerned mentor who frequently displays the courage to try, the courage to learn new things, the courage to endure as they struggle to acquire new skills and to flex mental muscles they didn’t know they had. Gentle invitations can be made for children to come along in the great adventure of education.

When a young person exercises her own courage to explore new frontiers, she is rewarded by an increase in her capacity for courage and confidence. She is ready to take on something more, something harder. The parent can facilitate this by setting up learning experiences and structures that provide the following elements:

- A) sets of skills that constitute the body of knowledge needed in given areas for successful adult living
- B) the *time* needed for lengthy, personal study
- C) an example of how to do this
- D) the stewardship to help train and teach younger children

Stewardship

When my oldest daughter Katy was between the Love of Learning Phase and the Practice Level of Scholar Phase, my husband and I established a systematic program for our children to acquire the skills of an adult. My husband's professional background is in electrical maintenance, instrumentation, and auto mechanics. He wrote a comprehensive guide covering all aspects of home maintenance. He helped the children assemble a well-stocked toolbox, and bought them child-sized coveralls. He regularly takes them out to the workshop to give them instruction on the names and uses of the many tools and machines he uses. Katy has learned to operate the compressor, the power saw, the drill press, the generator, and numerous electric and pneumatic hand tools. She loves being with him and is full of questions.

Eventually, she asked him if she could be a paid apprentice. He outlined certain requirements she had to meet before she could be paid. She had to learn the safety rules of the shop. She had to commit to regular readings in an auto mechanic textbook. She had to take regular tests and meet with him to discuss the parts she didn't understand. He bought a clear plastic working model of an engine and assembled it to instruct her. She has worked diligently, and now receives pay for her work on the numerous side jobs her father does for friends and neighbors.

Another example: I created a program covering the essential elements of homemaking. I broke these elements down into categories, and then created "classes" to coincide with each category. The classes are very simple. They are one to two page lists of things to learn in the specified area. There is a line or two at the top, describing the class. A brief paragraph at the bottom of each page indicates a certain stewardship, and defines a celebration or distinction for graduation.

For instance, the baking class is a list of several dozen items for them to learn to bake. The instructions at the top indicate that the child should learn to bake each thing with no help from Mom. They may use a recipe book. They should bake each item with Mom's help first, then bake it again by themselves. If it turns out well, Mom initials the item. When all of the items are initialed, a graduation party is thrown for the child, and they bake several items to "showcase" for invited guests. I

introduced the program in family council and invited the children to take the classes I prepared for them. The household chores class is a big one in our home, because of how it intertwines with the progression into Scholar Phase. For a detailed description of how this works, refer to the chapter entitled “The Jeppson Plan.”

I do not require the girls to “enroll” in the classes. I invite them. I keep the classes on my computer hard drive. I give them each a binder (Katy designed a logo to put on the covers) and I print out the class “syllabus” for them when they decide to enroll. The binders are kept in the kitchen. We often pull them out during our daily family planning meeting. I ask the children if any of them would like to do any of the items in any of their classes. Then we schedule time during the day for that. The daily family planning meeting is also a great time to sign off any completed items.

Skills can be as simple as learning to find phone numbers in the phone book, send e-mails, make bank deposits, cook, clean, change the oil, etc., or as challenging as effectively managing their own checkbook, writing and getting investors for a business plan, or inventing something new with electronics. Appendix A lists a number of examples of “classes” parents can offer to facilitate the learning of adult skills and the acquisition of adult-level responsibilities.

Note that the very same format can be used to help students learn scholar skills, as taught by Tiffany Earl: small skills which help them learn better. Examples of scholar skills include learning to use the library, to read a book, to write a letter or an essay, to find words in the dictionary, to research the lives of great men and women.

When Love of Learners pass off their skills, they increase their freedom. They earn extra privileges, get to take on adult stewardships and responsibilities, and are rewarded with extra time to pursue their interests. If they learned the vital lessons of Core and Love of Learning Phases, they will use their freedom to attain a superb Scholar Phase and learn to be a responsible adult.

“By familiar conversation, children’s curiosity may be roused much more effectually, and by it they may be taught a great deal more in a little time, than can possibly be done in the austere magisterial way of calling them to a lecture.”

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George Turnbull, 1742

Mentor Meetings Between Parents and Child

Diann Jeppson

If you watch your child carefully, you can determine when the time is right to begin holding mentor meetings. Mentor meetings are regular meetings in which the parent and child discuss what the child has been learning, and the parents assist the child in setting new study goals for the next interval of time—in other words, until the next mentor meeting. Meetings can be weekly, monthly or bi-monthly, or whatever works for you.

What are the signs that your child may be ready for these meetings? He will begin to set goals on his own for things he wants to study or create, or an instrument he wants to learn. He will stick to these goals for several days, even weeks. He shows determination and endurance in working toward his goals. He can leave the subject of his interest for playtime, then return to it and take up where he left off. He expresses curiosity and desire to know about many things. Some children exhibit a decrease in the amount of time spent in imaginative play, and an increased interest in reading or projects. Others continue to have intense imaginative play, then switch to reading and projects later in the day. Both kinds of children may be ready for mentor meetings. The most important sign is the desire to stick to something for several days, rather than just a morning or afternoon.

“...those children
who have been most
chastised, seldom
make the best men.”
.....
George Turnbull, 1742

“For the accomplishment of breeding is to learn whatever is decent in company, or beautiful in arts; and the sum of philosophy is to learn what is just in society, and beautiful in nature, and the order of the world.”
.....
George Turnbull, 1742

To introduce the idea to your child, it is very important to get the timing and the mood set just right. Remember Queen Esther from the Bible? She didn't walk up to King Ahasuerus and say, "Attention your highness, you need to change your law this very minute." Instead she asked for audience and invited him to a banquet. She didn't let the cat out of the bag at the first banquet, but asked him to another. She must have been very pleasant company, because he offered to give her anything her heart desired unto half his kingdom. When his heart was turned to her, she asked for the law to be overturned and he agreed.

Ask your child out on a date. Make it great. Ask her on another date. Ask her how things are going, what she has been thinking, and what she wants to do this year. Talk about her talents, her interests, and her loves. Talk to her about goals. Tell her about a time when you set a goal, worked towards achieving it, and completed the goal. Move at the pace where you feel she is receptive. When the temperature is just right, suggest that she make a list of her study or project goals for the next year or so.

It may then be a good time to introduce the idea of a planner. You could just use a spiral-bound notebook, and record her big list of goals on the first page and then her monthly or weekly goals on the other pages. A planner works very well because she can list monthly or weekly goals in the back, then enter each day's list of items to do on each day's space. She will then have a list to go from as she begins a new day.

Suggest that as she makes her weekly or monthly plan, she list the specific areas she wants to work on during that time period, then the specific books or resources she intends to use for each area. After each line, she may list the amount of study she plans to accomplish in that area and the days of the week she plans to spend working on that area. Here is an example from my ten-year-old daughter Jenna.

JENNA'S BIG LIST

- | | | |
|--------------|------------------|---------------|
| • Garden | • Pigeons | • Drama |
| • Birds | • Classics | • Pottery |
| • Scriptures | • Math | • Science |
| • Spelling | • Family History | • E.D. Hirsch |

- Geography
- Camping
- Religious books
- Dance
- Diary
- America
- Clarinet
- Art
- World History
- Other religions
- Elvish (Lord of the Rings languages)
- Swimming
- Guitar
- Sign Language
- Cartography
- Music
- Grammar
- Personal History
- Cursive
- Creative Writing

JENNA'S STUDY PLAN FOR JUNE

<i>Anne of Avonlea</i>	One Chapter	Daily
Biography of Great American Woman	Two Chapters	Daily
<i>The Pushcart War</i>	One Chapter	Daily
Birding (a bird guide)	One section general info, one section on a specific bird	Daily
Saxon math 6/5	One Lesson	Daily
Matthew (New Testament)	22 Verses	Daily
Spelling	5 words from a book I am reading	Daily
Guitar	Private practice	Daily
	Family band practice	Daily
Grammar	6 sentences	Monday
Clogging	Practice	Daily
Diary		Nightly

Jenna uses a planner she purchased for \$7.50. It has spaces for every day of the year and is spiral-bound with a colorful plastic cover. Her big

list is in the back. She uses blank note sections in the back to record her monthly goals. After she does her morning grooming, tidies up her area in her bedroom, says her personal morning prayer, has breakfast, devotional, band practice and chore meeting with her family, she sits down and flips her planner open to her monthly goals. She enters her daily list onto that day's space. She is then free to do her studies and chores in any order she desires. I am available to help explain the math lesson, write out her five spelling words into her little spelling notebook, listen to her read *The Pushcart War* aloud (helping her to pronounce the hard words), read *Anne of Avonlea* aloud to her, help her understand the grammar lesson, read every other verse of Matthew and discuss its meaning, and read her birding book to her and discuss it. Jenna does the rest on her own. Some days Jenna and I sit together and do everything that Jenna needs me to help her with, all in a row. Other days, I go back and forth between Jenna and her siblings, or my chores or my study goals or paperwork. Jenna sets all the goals and then it becomes her duty to complete her study goals and chores for each day before she plays.

When I first noticed that she was ready for mentor meetings, I told her that I had been noticing some big changes in her. I told her how I could see that she was growing up and was doing some studying and projects on her own. At this time, she had been setting herself a list of six things she wanted to do each day. They were not taken from any big list or any long-term goals. She just arbitrarily selected six things to study or do each day. After she did them and her chores, she could play. She had observed her older sister going on mentor meeting dates with me, had seen Katy's planner, heard Katy discuss *7 Habits of Highly Effective Teens* with me, and watched Katy enter her daily lists from her monthly meeting results. I told Jenna that she was showing the signs of maturing like Katy had when she started having mentor meetings. I explained what this was all about and the value of creating a big list. I told Jenna it was completely up to her if she would like to do this. She blushed and smiled and said with deep sincerity that she would. I invited Jenna to climb the big Ponderosa Pine tree by our front door, and so we did, with a clipboard and paper. I hugged her and we prayed together that she would know the best things to list. We made a big list.

I told her we would meet another time to set the monthly goals, because I didn't want her to become too emotionally exhausted and lose her joy.

We met again the next morning in the hammock out in the backyard. I gave her a planner and she took some time to look it over while we discussed its amazing features. I then served as secretary as she set her goals for that month. We sipped a fruit smoothie while we wrote them out. I taught her how to enter them into each day's space by looking to see if she had marked that goal as "daily" or "Tuesday, Thursday" or simply "Monday."

She has been setting and completing goals in this manner for years now and has grown adept at it. She has some days when she goofs off and doesn't finish; but mainly, she completes her goals. We take days off occasionally for a variety of reasons; otherwise we continue with the goal setting year-round. I believe that the human spirit doesn't need the summer off from learning. Burnout has not been an issue, since her goals are her own, and we take breaks for things that naturally occur in the course of family life.

We meet each month for a mentor meeting. We always set the date for our next meeting at the end of each meeting. We go to the park, or a restaurant, or her tree, or the hammock, or a bed, or we make a big fire and make popcorn. We've had several meetings in her pup tent in the back yard.

About young children: It seems to become exponentially easier to raise each successive child in the family, as the older ones blaze the trail and set the example. Young children (four to nine years old depending on the child) may ask for their own planner. Go ahead and get them a cheap one with fun pictures in it. Let them scribble away in it and play around in it as much or as little as they wish. Resist the temptation to impose any requirements on their completing any "goals" they may enter onto its pages. It's like a four-year-old child running up to Mom while she's out in the garden planting out flowers and asking to help. Mom shows her how to set the seedlings firmly in the ground. She helps with five plants and then runs off to swing on the swing set. What a great feeling she had planting those seedlings! That gardening stuff must be something wonderful! Mom sure enjoys it; that is plain to see.

"But I must again repeat it, that the great secret of education lies in finding out proper means of making young minds fall in love with useful researches, the enquiries that best become man, because they are of the highest importance to him..."
.....
George Turnbull, 1742

"Let therefore the excellence of virtue, and the glorious hopes which virtue naturally calls up in every mind where it dwells, and gradually invigorates as itself grows and improves, be the subjects of the principal instructions given to youth."

.....
George Turnbull, 1742

She'd like to do it again someday. Or not.

We had an interesting experience that illustrates this idea better. One spring, our family band had a contract to do ten hoedowns. Katy, our lead fiddler, broke her finger playing basketball. We began to search for another young girl to take her place in the band so we wouldn't have to cancel the valuable contract. I remembered seeing a nine-year-old girl play a Suzuki Book Four concerto piece at our last violin recital. I called her mother and explained the situation, and asked if her daughter would like to sit in with our band for three shows and get paid \$60. The mother was very exuberant and heartily agreed!

The next morning, she called back to tell me her daughter had flatly refused. She then proceeded to pour her heart out about her daughter's violin experience. She had announced to her at age three that she should select an instrument. Her daughter chose the violin. The mother told me that her daughter needed to learn that when you decide to study an instrument, you have a duty to stick with it. It isn't about doing it for a few days and then quitting. She said it had been a struggle and a fight every step of the way. The daughter hated her lessons, had to be forced to practice, and made huge scenes about performing. She especially hated to perform. And yet the child played like an angel. She obviously had great talent. Her technique was amazing. I think the mother was telling me the worst of it and leaving out the nice parts. She must have been discouraged that day. But still, it disturbs me to think of a three-year-old making a life-altering, long-term goal. It isn't the right age for such things.

My husband and I were both raised by piano teacher mothers. They both tried to get us to take lessons from them, but we refused. Our mothers never forced us to do it. I taught myself a few simple pieces, then changed to the guitar. My husband became a composer. He creates new pieces regularly. When my husband and I began our family, we had a handshake promise that we would never compel our children to practice any instrument. We have stuck to it. I can now say from personal experience that it works. We have never forced our children to take up lessons or do any practicing.

My philosophy is ninety percent inspiration, ten percent perspiration. I immersed them in music from the time of their babyhood. I

played CDs, played the guitar, sang, took them to music stores and music performances, and exclaimed to them whenever I felt joyful or passionate or excited or moved by the music I was hearing or playing. I read them dozens of books about instruments and people who play instruments. We learned about great composers. We played games and did puzzles about music theory until it was second nature to them. I sought out people who played musical instruments and invited them to my home to play. I took the children to homes of people that played and asked them to perform for the girls. As I related earlier, I asked two members of the Utah Symphony if I could come to their home for a private concert. They agreed and it was an amazing experience for my children. My four-year-old was entranced to the point of tears over the violin (I had already read her several books about Mozart and taken her to see violins at music stores before this time). She will tell you now that I made her beg for a year before I gave her a violin and hired a teacher.

There was good reason for that year. I wanted her to be ripe—like King Ahasuerus. I wanted her desire to be so strong it would endure the aching back, the sore fingers, and the squeaky sounds produced during the first year of practice. Now the girls all play for one to two hours a day without my telling them to. They perform at least once a week and they love it. (Well, okay, sometimes they're tired, but we discuss all contracts first as a family before we take them. Our policy is unanimous consent.) They pay for many lessons and adventures with the money earned from performing. We encourage each other and we enjoy the harmony we produce together. We understand the principle of synergy. They have performed many times at a large farmer's market. They play for tips. It started as a solo thing, but when we started the band, their tips more than doubled. That's synergy! The end result is where it's at, and "Inspire, not require" will get you there. Playing an instrument is not one of the duties children have. It is a joy and a privilege.

Book Discussions and Family Reading

Diann Jeppson, with Rachel DeMille

Discussions about great books with your peers and your family members are some of the most satisfying and powerful facets of a Leadership Education. These discussions open new avenues and take participants to new frontiers as they challenge one another's assumptions, compare ideas, ask questions and articulate thoughts and conclusions about books read in common. New ideas spring forth as minds are open to ideas never before considered, and questions are answered, or left to be answered another day.

I have learned much from years of book discussions with family members, groups of children, and youth and adults.

Having a Successful Family Reading Time

In our family the children range from baby to youth. We have held family reading time nearly every evening since our youngest was old enough to look at baby books. These times have been some of the sweetest our family has shared together. It has been a real adventure to make this time as successful as it has become.

We laid the foundation for regular reading time at an early age. We started with picture books, narrating the story in our own words as we enjoyed looking at colorful pictures. Our first child would eagerly sit for

"And therefore Cebes, in his allegorical picture of human life, agreeably to the doctrine of his master Socrates, the greatest of mere mortal philosophers, pronounces all other sciences, when separated from the moral science, false learning, and seducers from true wisdom."

.....
George Turnbull, 1742

hours to listen as I read. Our second child was extremely active and didn't seem able to sit through more than a minute or two. After thinking it over for some time, and being determined not to leave her out of family reading time, I decided to accustom her to the rewards of listening.

I would select four picture books each evening and put them next to our bed. Since she slept near by, I watched for the very moment her eyes opened in the morning. She usually bounced right up and went off to play. Instead, she saw before her still sleepy eyes an interesting picture. I would tell her the stories in the most engaging and dramatic style that I could muster, turning the pages rapidly, to keep her attention. She was four years old when I started doing this. I did it faithfully for two years. Over time, she became more and more willing to listen to longer passages before the page would turn. At age six, she was accustomed enough to listen to short readings from books with no pictures at all. Now she could join her older sibling and I for our evening readings.

As the children grew, family reading time needed to appeal to all ages. After the fourth baby was born, I couldn't just hold one in my lap and have one on each side of me any longer. It seemed that a child always ended up sitting on my head, or jostling with a sibling for position, to the point of terminal disruption! Something had to be done about the logistics problem. We needed better places for the children to occupy while I read.

We decided to arrange our house to support this activity. We built a large bedroom in the basement. We put up a day bed for each child, which worked well since our children are all the same gender. (We opted out of the bunk bed scene since we wanted to avoid the jungle gym temptation, which could prove detrimental to a thoughtful discussion of classic works!) We built shelves and installed bins, which we stocked with art supplies, Legos, Tinker Toys, yarn, crochet hooks, knitting needles, drop spindles and wool, small looms, sewing kits, clay, dry erase boards, beads, scraps of fabric, trim and stuffing, sewing cards, embroidery supplies, a huge stack of educational coloring books from the Dover company and a variety of other quiet handiwork projects. We carefully selected these items to keep hands busy (without requiring a child's full attention) so that each could be attentive. Before the advent of radio and television, families would gather in the evening

around a fire with one person to read and the others to sew, spin, knit, or repair a harness.

Of course, I had to teach the children to appreciate the materials I supplied for them. I taught myself to do these things first, and then just did them in the children's presence. They would come over to investigate. They learned much to keep them happily engaged for endless hours. This wasn't easy, as I didn't know how to do most of these things. I am not especially handy, but I had a larger purpose in mind. It was worth the effort.

As for the younger children: they would nurse, or play with dolls or toys on the floor. We would give them big beads to string on shoestrings or colorful sewing cards we made with poster board, brightly drawn and laminated, cut out, and punched with a paper punch. They would sew with shoestrings. Sometimes the little ones would begin to jump from bed to bed in an attempt to stir up some action. I would tell them gently but firmly that this was family reading time; they could play with anything they wanted, lay down by me and go to sleep, look at a book, or go out of the room. They would usually choose to get an activity and quiet down, because they didn't want to leave.

Choosing Worthwhile Books

I want my children to have some choice about what books they read and that I read to them. I am also interested in offering quality choices. I've become wary of too much time in the public library, where choices can be overwhelming. Many books on library shelves are not at all suited to the climate I am attempting to foster in my children's hearts. Instead, I prefer to take children one at a time to the library with a list in hand of the topics we are currently interested in studying. This way, we can walk through the shelves together, and I can guide them to books that will do just what we need.

To allow the children to browse freely, I keep a large bookcase at home full of great reads, with the children's books all shelved together. Since I have purchased the books, I am able to steer the children toward many worthy choices. They take great pleasure in browsing through the large collection of interesting titles. They frequently ask me to help them pick their next book. I run my finger over the spines of

"We are indeed at a great deal of pains to load the memories of youth; but very little is done to exercise their judgments or inventions."

.....
George Turnbull, 1742

"Children, earlier perhaps than we think, are very sensible of praise and commendation. They find pleasure in being esteemed and valued, especially by their parents..."

.....
George Turnbull, 1742

the books, stopping here and there to exclaim over the worthiness of this or that book, describing how it is just the perfect book for them. After a dozen or so books are left jutting out from the rest, the child has determined "the one" and taken it off to a quiet place.

I keep a list in my planner of books that I hope to buy and check them off as I purchase them. I think of buying books like I do buying groceries. Food is required for body and soul. I shop for bargain books just like apples or bread. I love the thrill of scanning the bookshelves at a thrift store and discovering a really wonderful book for only a few cents! My list reminds me of books I am hunting for, and helps me avoid buying the same book twice. I like to get the list out for review when I am waiting in lines, so that I can familiarize myself with the titles. It helps to know by heart the titles I want to add to my collection. I pick up book reviews and book lists whenever I come across them. I keep them in a file at home and use them, along with ideas I gain from discussing books with others, to determine which titles to add to my ever-growing list.

Evening Reading and Discussion

In the evenings, around 8:00 p.m., we gather in the children's room to read. The stories and ideas fill our minds and hearts, but equally wonderful are the discussions we have with each other. Sometimes I will read just two sentences and we will discuss them (along with a dozen or so interesting tangents) spontaneously for the next twenty minutes. These discussions have been some of the most sublime hours our family has spent together.

Some books are so engaging that we do not want to stop for discussion. While reading *Call of the Wild*, my husband put his finger to his lips to shush the children's comments as he listened in rapt attention. When we came to the part when the worn out "Dave" refused to ride in the sled, and attempted unsuccessfully to resume his place in the traces with the other dogs, I looked out of the corner of my eye to see tears in my husband's eyes. Sometimes I have to stop reading, too, because I am so choked up. My oldest daughter will take the book out of my hands and continue reading.

I want the children to know that, in addition to me, there are oth-

ers who value good books as well. We have cultivated a tradition of meeting monthly with other families for classic book discussions. We have committed ourselves to finish the book for each month's discussion. This helps to sustain our determination to keep our family reading time a regular habit.

To provide some motivation and excitement, our family standard is to finish each month's book before we read from another book. We can usually get through the book for the discussion in the first week. Sometimes I begin each reading time with a short selection from the life of a great person, such as a mathematician or a great inventor. Sometimes I read a couple of pages of Shakespeare and explain it. We will get into reading Shakespeare every night for a few months, then we will switch to a biography or a couple of pages each evening from a book by a religious leader. I do a little of this each time we read, before I begin the long reading time in an engaging novel. The children develop a taste for things that at first might seem foreign or tedious. We usually read for two hours. The evening hours work well, since the phone and the doorbell are usually quiet.

My four-year-old can currently be seen carrying around the large volume of Tolkien's works, begging for me to read. I cannot fathom how she can care so much, but she does. She sits on the floor of the children's room each evening drawing pictures of hobbits, dragons, orcs, and eyes. We're midway through our fourth Tolkien book, so she must be engaged in the story on some level, having listened to it in her own way for most of her little life. This is the wonderful thing about a family. Reading usually becomes exponentially easier with each new child. The traditions and structure are strong, the invitations warm and inviting. A sense of belonging pervades. Our time reading and discussing grows sweeter every year.

Holding Successful Group Discussions

While thoughtful discussion can be had reading aloud with our children, it can be altogether different to discuss books with those outside of the family circle. This is where the classic book discussion group becomes relevant.

This classic book discussion group can be as interesting and as beneficial as participants choose to make it. Optimally, each person will finish reading the book before attending. They write down what they liked and didn't agree with, questions that arose, insights and comparisons discovered as they read.

There may be a group already established in your community. If such a group is not available, you may decide to start one yourself. This was the case in my city, so I determined to initiate discussion groups.

I began by working to generate interest in the community, writing articles for homeschool newsletters, talking to people and giving presentations on the value of classics and group discussions. Over time, I learned how to generate commitment to attending discussion groups. Most effective is to inspire others to want a superb education through a long-term study of great works. Be engaged in it yourself and encourage others to attend seminars, conferences and classes, and to read books that describe and model this idea. The Face-to-Face with Greatness Seminar Series sponsored by George Wythe College is designed for just this purpose. (See www.gwc.edu for more information.) You may also decide to create a program with an enrollment fee, which includes regular book discussions. The enrollment fee manifests commitment and encourages regular attendance. Many work better when group discussions are part of a program that has several other components as well.

When you set it up, provide interested members with the reading schedule for the year or term, the location, dates, times, and directions to the location. It helps to include descriptions of the books. You could simply incorporate the blurb from the back of the book and the summarized author bio into your program description. Invite people you want as peers not only for yourself, but also for your children. Something wonderful happens when children see so many other families enjoying reading great works too!

I use Socratic-style questions when discussion tapers off. These questions probe underlying reasons for events in the book and choices made by the characters, or what the author is trying to say. The Appendix to this volume contains suggested questions, as does the book *A Thomas Jefferson Education*. I don't pepper the group with ques-

tions. Give them time to think and bring up their own topics, questions or observations. Sometimes let the group sit quietly and ponder. Encourage discussion by using active listening techniques. For instance, you might say, "Oh, she thinks that the main character's action is perfectly justified." The participant would feel her comments are important. Others would be tacitly invited to agree or rebut.

Socrates always insisted that he was not an authority on anything, but was simply trying to understand the essence of the issue or question being discussed. Therefore, the Socratic method of discussion is a conversation in which two or more people assist each other in answering difficult questions. Asking "why" is favored over asking "what." One may be able to describe something, but explaining *why* is the real goal of Socratic discussion. A successful discussion encourages the participants to answer questions on their own (especially questions they ask themselves) to ponder the validity of what others have said or written, and to give reasoned support for their opinion. Participants learn the meaning of the saying, "with all thy getting, get understanding."

There are three basic levels of learning. The first is memorization. The second, the acquisition of intellectual skills such as reading. The third is gaining understanding. Understanding can be gained through participation in a principled discussion among group members who challenge one another to think as they search for truth together. The classics are the perfect vehicle for this type of principled discussion. Jesus employed discussion in like manner through parables. He asked His disciples to think for themselves by returning question for question. He encouraged the questioner to discover the sought-after answer, as when he asked "But whom do you say that I am?"

Enjoying Discussions with Children

When holding a book discussion with children, you should begin by setting a safe and friendly atmosphere in the room; exude love for everyone that comes to the discussion. Go out of your way to greet each person and learn his or her name. Children relax and open up when they know they are loved. I have sat in many wonderful discussions that were facilitated by the atmosphere created in the room. Hearts and minds open in a caring setting.

"The rebukes and chidings which their faults will sometimes make hardly to be avoided, should not only be in grave, sober, and compassionate words, but also alone and in private. But the commendations children deserve, they should receive before others."

.....
George Turnbull, 1742

"Aristides, says Plutarch, was not always in office, but was always useful to his country. For his house was a public school of virtue, wisdom and policy."
.....
George Turnbull, 1742

As an icebreaker, ask the children to share a part of the book they thought was particularly interesting. Sit back and enjoy the give and take, and help everyone to have a chance to be heard. You could go around the circle, or if you sense hesitancy, let a child volunteer his favorite or intriguing part when he is ready. Using the word "favorite" may stop a child from bringing up parts of the book that were disturbing or catastrophic. The child may really want to talk about that intriguing episode, however. You might instead ask for incidents or characters that made them think, or that did things that didn't make sense, or that they didn't like, etc.

Before leading a discussion, I prepare about thirty questions. After reading the book carefully (usually out loud to my children) I skim through it again, focusing my attention on the key ideas or themes in the book. I consider what is of most worth. I avoid questions that are trite or leading. I may not use the prepared list at all; it is there to assist me if I feel moved to use it. My cardinal rule is *never* to answer my own questions during the discussion. Let a question hang in the air; look into the children's eyes. Ideas are forming inside them. Some ache to speak, but don't. Some burst forth with passionate responses. Children who want to speak but hold back usually only do so for a time before they realize that it is rewarding to speak up when you have something valuable to say. It is quite a thing to watch unfold! Sometimes it feels like I am engaged in a dance with the children. I am constantly feeling the mood in the room and looking at the children's eyes as we have this experience together.

Expect the first few discussions to be very *quiet!!!* It really is very charming! They *want* to speak, but they are timid. It is a new frontier for them. After a few months the same children will be talking so much you will become a moderator. Children will have raised hands and be politely asked to wait until another is done with his comment, or has had a turn.

Likewise, expect new members to sit in awed silence while old members hog airtime. New members will jump in after a couple of months. Tell moms of new members (privately of course) not to expect Junior to say anything the first time or two and to lay off pressure to contribute. Junior's silence is normal, like a four-year-old at her first

ballet class, sitting like a stunned deer in the headlights, watching the other children. After a few weeks, the four-year-old jumps up and dances. Really—and so will Junior.

Relax, laugh, have fun, and don't criticize, judge, correct or preach. It isn't a lecture or an activity group. It's a discussion. Don't bring big projects. It is appropriate to occasionally bring a bit of biographical stuff, a short activity or related works to show; but not for more than five minutes, or it will eclipse the real purpose of your meeting: to get them to think about and respond to the literature itself in a personal way.

You may want to limit discussion to half an hour the first few times. After a while, they won't want to stop and you can extend to an hour. You may watch a movie of the book after the discussion. The movies about classic books are easy to find. Families can bring lunch. I always make popcorn for everyone. It's fun to watch a movie together after you've finished a book!

Book discussion groups work well for children as young as six. For young children, a parent reads the book aloud to the child or, better yet, to the entire family. Then the family attends the discussion all together. It works to put quiet toys in the center of the circle for very young siblings.

Facilitating Discussions Among Older Youth

Special care should be taken in selection of books for discussion by youth. Those with any themes that you would not wish discussed without some parental input should obviously be avoided in a youth-only discussion group. Youth, especially over age fourteen, do well without an adult in the room. A helpful adult could suggest a structure or agenda for their group, such as writing a group mission, developing a schedule of books and discussion leaders, and being prepared with written ideas for discussion. Youth enjoy bringing refreshments to share and holding a social hour after the discussion. One young woman with leadership qualities brought an extremely large list of classic books to her youth book discussion planning meeting. She distributed copies to each person and suggested that the group select books from the list

“...keep them to the practice of what you would have grow into a habit in them by kind words and gentle admonitions, rather as minding them of what they forget, than by harsh rebukes and chiding, as if they were wilfully guilty.”
.....
George Turnbull, 1742

for most of their discussions. Young people also love to rotate homes each month, to become better acquainted. One group of youth had a party a few weeks after discussing Tolkien's *Fellowship of the Rings*, where each person came dressed up as a different character from the book.

Discussion questions for a large number of books are included in the Appendix. You may also use these questions for writing. For instance, after you have inspired your child to write about a certain book, you may want to suggest answering these questions to think about important ideas. Invite him to bring his writing to you for discussion or a written critique. Be gentle; use questions to guide him as you discuss his answers. After all, it is his *desire* to know the answers that makes the answers valuable in the first place.

The Adult Book Discussion Group

Cathy Duffin, a dear friend of mine, started a book discussion group with some friends while attending college. Now, some seventeen years later, it is still going strong with the original membership relatively intact. During a visit to her home, she took me to see the collection of books her group has discussed over the years. She has purchased each one, and written the number of the book on the spine, in chronological order, with the first book discussed being number one. The books now number over one hundred. The books are arranged in order on her shelves. They sit like old friends, whispering reminders of friends who shared the books with her as they met to discuss them each month. The collection is as astonishing in size as it is in quality.

As I contemplated the truly magnificent education Cathy has received in the course of her readings and discussions, I wondered how her group managed to sustain its remarkable longevity. I inquired and was fascinated to discover that many years ago the group created a constitution. They have observed it carefully. It has been amended and expanded over the years to handle such issues as new members, hosting, book selection, socials and rules for conducting its business.

Included in the Appendices of this book is a worksheet for creating a constitution for your new book discussion group. This worksheet

resulted from studying Cathy's group constitution and applying the general format for bylaws found in *Robert's Rules of Order Newly Revised, Tenth Edition*. By looking over the worksheet, you can see that the rules help raise the quality of the group and create a sense of privilege and stewardship for members.

From my experience over the last seven years working with adult book discussion groups, I recommend that you start without any constitution or bylaws. A mission statement, written at the first get together, will assist in the selection of books and target people who will most benefit from and support the objective of the group.

Before you meet, suggest a book for discussion at the first meeting. Invite prospective members to read the book and come prepared to discuss it. Ask each person to be prepared to recommend two or three other books for future discussion. At your meeting, elect one person as coordinator to handle the creation and distribution of the schedule of books to be discussed, as well as the list of people wishing to attend. The group will grow in size and the people who really want to do it will show their desire by coming often. Encourage members to invite others. After six months have passed, you will know who is serious about attendance. That is an appropriate time to begin laying the structure to sustain the membership long into the future.

Adults do not typically need much leadership during the actual discussion itself. It is helpful to have a facilitator. The coordinator can ask each member to lead scheduled discussions. She should include each discussion leader's name on the schedule. The discussion leader may wish to raise topics for discussion, or simply direct comments and questions in an orderly manner, depending on the size of the group.

Adult book discussions thrive in a variety of settings. Some groups enjoy a quiet corner at their favorite restaurant, discussing the book until the manager begins to turn out the lights. Others meet in homes on a rotating basis, or in the same home every time. Some incorporate a potluck dinner and time for sharing talents or group singing into their evening. When your group works together to fashion the structure for your experience, you develop a sense of ownership and belonging within your group. Discussions are exponentially enhanced.

The Colloquium

The colloquium is a higher-level discussion, where serious students gather to address one another and answer questions. The colloquium facilitator may provide attendees with a list of questions. Rachel DeMille developed the following list of questions which can be used for most great works.

1. What was the author's meaning?
2. Did the author make allusions? If so, explain.
3. What was the structure of the story and why?
4. Was there imagery and what did it accomplish?
5. How does the book make you feel?
6. What pictures came to mind? Tell us how they affected you? Draw them.
7. Why did the characters act the way they did?
8. Did the author portray natural cycles of life? If so, were they ideal?
9. Was the main character strong or weak?
10. How is the character like you?
11. What is the origin and purpose of the book?
12. Can you compare this book with other books that you have read? If so, which and how?
13. What is the main message of the book?
14. Does the book relate to technology, current affairs, the cycles of weather, time, and seasons, or to your religious beliefs?
15. What do you disagree with?
16. Is there any symbolism? Explain.
17. List key ideas or a summary of each chapter. Analyze these ideas.
18. What are key lessons learned?

Mom Schools

Oliver DeMille, with Rachel DeMille

What American Homeschoolers Say They Want

The biggest educational trend in the United States is the growth of alternative schools. The recent Supreme Court decision on vouchers, along with numerous state-level efforts to empower non-traditional education, are indicative of this trend. But the big changes are taking place in homes and communities in California, Oregon, Alberta, Arizona, North Carolina, Vermont, and pretty much everywhere in between.

There are four major ways that people are deciding to do alternative schools: regularly established private schools, charter schools, home-schools and what I call “Mom Schools.” Mom Schools are the hottest trend in current American Education, they are totally ignored in the nation’s media (even more than homeschooling), and they are the biggest development in American Education since homeschool began several decades ago. But they are not separate from homeschool—indeed Mom Schools appear to be the cutting edge and the future of homeschooling.

It seems that private and charter schools will continue to proliferate, and that is a positive development. More, with new legislative and court support, they will be more legitimate and the growth trend of these alternatives should increase. But they are the subtrends, not the leading trend. Homeschooling was the leading trend for the past thirty years, and it is now reaching critical mass. But there is something going

“Another thing you are to take care of is, not to endeavour to settle too many habits at once, lest by variety you confound them, and so perfect none.”

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George Turnbull, 1742

on in homeschool circles—nearly all of them. Many homeschool parents across the United States, especially those who have been homeschooling for more than two years, are talking about setting up private schools.

But they don't mean it. They think they mean it, but the trend shows something else. True private schools are expensive; they follow the public model of grade levels, textbooks, and kids away from home much of the day; and they turn education over to experts rather than leaving it to parents and the students. Most homeschoolers don't *really* want these things.

Still, the talk is all of private schools. What happens when it goes further than talk is nearly always the same. Here's the scenario: a group of homeschoolers with a few public and private school friends decide they want a private school in their area. After lots of talk, somebody agrees or decides to set one up. The first week of class is full—mostly with homeschoolers. The second and third weeks of class are even more full, as word of mouth brings in public and private school transfers. Everyone is surprised at how many are in the class. "This is going to be great," everyone thinks.

At this point the person who has taken the risk, put in the time and set up the school is thrilled—the school is growing, the first month's cash flow is good, they think about quitting their job (some do), and they look around for a bigger facility (some sign the lease).

The fifth through seventh weeks the homeschoolers quit. They... liked homeschooling. The parents liked having their kids close. The kids liked having free time and being able to study whatever they wanted. Suddenly the family feels like they've lost something wonderful. More structure sounded great, having mentors sounded wonderful, the special opportunities afforded by a group with funding sounded awesome...but after a few weeks they miss their family life. And their educational freedom. Parents miss their all-day interaction with the kids, and learning together.

So the person who set up the school is stuck with a few public school transfer students. If they quit their job, they need a new one fast. If they signed a lease, they'll have credit problems for years. If they signed contracts with teachers, they're really hurting. So they seek a

charter if they are in a charter school state; or they go for vouchers. If charters or vouchers aren't an option, they raise their prices and attempt to become a traditional private school—but their natural market has lost interest. So they either effectively recruit from the public school market or they shut down. Homeschoolers around the U.S. today are talking a lot about private schools, but they don't stay in them long term. The best niche for private and charter schools is as a market alternative to the public schools. Because homeschoolers, at the end of the day, don't really want private schools.

"...is not simplicity of life essential if we are to be able to endure the toil entailed by study?" Quintilian.
Quoted by
.....
George Turnbull, 1742

What Homeschoolers *Really* Want

On the other hand, Mom Schools work. These are what homeschoolers mean when they say they want private schools. Mom Schools are where a mom sees that her kids need something, so she sets it up, offers it, and invites others. I know of 5 Mom Schools in Cedar City, and I know families which participate in each of them. Mom Schools are of many types, many options. Some Mom Schools are free, some cost \$35 a month for the whole family, others \$350 a month per child—and everything in between. Others have the options of free events, fee events, and a full-time price.

Some legally incorporate, others file as partnerships or sole-proprietorships, still others just offer an event here and there and never officially go into business. Some offer training to parents, some hold Shakespeare courses or plays, simulations, clubs, colloquia for 11-12 year-olds, a theater group, a Europe trip, etc. Or visiting lectures. Or performance groups—band, choir, symphony, dance, etc. The sky is the limit. Parents decide their children need something, so they set it up and invite others.

Experienced homeschoolers may say that Mom Schools have been around for a long time, but there is a significant difference between the homeschool co-ops that have been around since the 1960s and 70s, and Mom Schools. First, co-ops have tended to be run by committee while Mom Schools are basically "Sole Proprietorships." The difference in quality and focus is significant when some one is "in charge." Secondly, co-ops have tended to serve mainly as social entities, provid-

“By proper care the temper may be formed before children are capable of understanding rules or reasonings. And indeed, if it is not, it is as absurd to expect much from lessons, as for the husbandman to hope for a good crop from the good grain he sows, if he hath been at no previous pains to dress and prepare his fields.”

.....
George Turnbull, 1742

ing valuable emotional support for homeschooling parents and social activities for the kids or as substitutes for public school-type programming. Finally, because of their very nature co-ops have been limited—most of them meet once a week or less, and the depth of the academic offerings have been inconsistent, and tended to be shallow. They have traditionally required a great deal of energy and focus by the parents, without commensurate return in benefit to the family. Mom Schools meet according to the needs of the students, and most Mom Schools tend to focus on one or a few areas of expertise. A network of such schools in an area provides a much deeper academic offering than the traditional co-ops.

I call them Mom Schools because of the hundred or so I know, only a few are initiated by Dad. But in many of them Dad is partially or very closely involved. Commonwealth Schools, as promoted by Tiffany Earl and Aneladee Milne, can be very effective by involving Dads and Moms on the Board and as mentors.

Mom Schools might incorporate offerings from Distance Schools, Virtual Schools, Correspondence Courses, Curriculum, Montessori, Charlotte Mason, Robinson, Unschooling, Unit Study, College Courses, etc. Parents simply look for what is best for their students and then help provide it for them and others with the same interest.

This trend shows that thousands of Americans not only believe in freedom, free thinking and a better educational model, but also that the entrepreneurial spirit is well and strong in America. Most importantly, Americans still have initiative—which is drummed out of so many in the public schools and is so often missing in the public debate.

Mom Schools and the Future of America

When homeschooling first appeared on the scene, the education “experts” predicted that it wouldn’t last. Later they admitted that homeschooling was spreading, but thought that it would lead to more charter and private schooling and then disappear. But today the opposite seems true, the more people get a taste of homeschooling, the more they like it.

Charter and voucher laws are spreading, and private schools are

proliferating. But the real trend of the decades ahead is Mom Schools. Homeschoolers **do** want outside involvement, but they also want to be homeschoolers — and they have learned that they can just do it themselves.

The most exciting thing about Mom Schools may be that they promise not only a better education for the rising generation, but they are also educating the parent's generation in neighborhood after neighborhood across America. It is inevitable that this will impact our freedoms, our national prosperity, and our future.

In short, something truly amazing is happening in America. It is happening quietly, usually in small groups in unconnected neighborhoods. It is uncoordinated and mostly unorganized. Yet I believe it will shape the 21st Century. In the year 2100, it may well stand out as one of the most important trends of the century. It is quiet, it is spreading, and it is real: American Mothers are seeing a need and filling it—themselves.

CHAPTER SEVEN

“Steel to Gold” Motherhood and Feminism

Rachel DeMille

There is a widespread myth that feminism came about in the 20th Century, that — along with Civil Rights and Environmentalism — feminism is one of our great modern advances. The truth is that feminism has a much earlier origin.

Adam and Eve left the Garden hand in hand, and as you might recall their leaving was not just Adam's doing. Nor did Eve walk six paces behind, or even one. They walked together. Ancient feminism, started by the initiative of Eve, and spurred on in the East by Taoist thought of Yin and Yang, and in West by the Odysseus-Penelope tradition, has one focused objective: the maintenance of the marriage union. In all three traditions equality was never in question, and the feminine provided spark, spice and initiative.

In the ancient stories it is woman who takes this initiative, woman who teaches that all other vows in society are only as strong as the marriage vow, woman who instills steel in young hearts—hearts which will not bend to temptation or loose traditions.

It is ironic then that modern feminism has attacked the marriage vows, pushing for religious, traditional and even legal approval of breaking them, of disconnecting us from each other, of replacing wholeness with individual license.

“Such a mind will
love light...”

.....
George Turnbull, 1742

“And he dislikes his book, as is natural, because it is forced upon him as a task.”
.....
George Turnbull, 1742

Eve didn't need to be emancipated. Only where the marriage vows fail is there domination of male or female.

Where Eve epitomizes this role of *marital* oneness, Sarah and Abraham include children into the Whole. Thus oneness is not just a marriage, but a family. Again, Sarah takes a primary role in this story, especially during their most trying times in Egypt. Her role reaches climax when she is reunited with husband in Pharaoh's presence. For perhaps the first time in history, man-made government acknowledges the legality and binding force of marriage. Now the whole world, as well as God, adds its witness to marriage vows and promises to treat the children of the union accordingly. This familial union, broader than marriage, is so essential that barren Sarah approaches Abraham to bring them children through her handmaid.

Like Eve, Sarah sees generations ahead and takes initiative.

Eve and Sarah are not the cowering ancient woman we've been taught to pity, nor are they brow-beaten slaves of controlling husbands in a world dominated only by men. They are strong, feminine, worthy of emulation. Even the worst of them in the record, such as Medusa and Helen, are bad precisely because of their power—not because of their weakness. And tales of modern heroines abound and belie the myth of the frailty of the feminine character. Despite centuries of European convention to the contrary, our American Founding Mothers knew the truth about women and society, and Tocqueville commented on the contrast and the quality of feminine strength that so marked our American culture.

Like the stories of our first matriarchs there are a hundred others: including Rebecca, Rachel, Penelope, Joan and both Abigails. Together they are the founders of the West. Their descendents and heirs, Tocqueville's heroic pioneer women who carved out homes in the wilderness, walked across the plains, and taught eight generations of the freest people in history—often while pregnant or nursing—were no less feminine, no less amazing.

We must be like them.

We owe a debt of gratitude to those pioneering women and include among them others in more recent times. We tend to gloss over the

patronizing contempt (and often vicious abuse) they endured to retrieve our American culture from the backward European norm.

It's obvious to virtually everyone today that women should strive for excellence without artificial obstacles and that their voice is invaluable in the Great Debate. And because of the examination of men's and women's roles, we are in a better position to make conscious, informed choices about how we live and interact. Conservatives in particular are perhaps a little smug about their power to disagree with radical feminists in the arena of ideas; it is a discussion that, without the efforts of the "feminists" would never have taken place (nor any other discussion, with women being taken seriously).

This being said, the more unfortunate impact of 20th Century feminism is antithetical to its aims: not strong, amazing women who know the power and beauty of their mission, but rather women who are doubtful and tentative, even as they assertively rationalize their insecurities. If they have careers, they fear they're missing something. If they are homemakers, they fear they're missing something. If married, they're lectured about independence; if single, they're cautioned about it.

This is the legacy of modern feminism — doubt. Not independence. Not emancipation. Not opportunity. Not equality. Just doubt.

We as women who benefit from the example of our ancient mothers and the sacrifices of our 18th to 20th Century sisters may now take the reins and define female leadership for our generation and the generations that follow. But we must correct some of the excesses as well as the failures of last century's narrow "feminism."

Today there are three major schools of thought on the role and future of women: Modern Feminism, Reactionary Feminism, and Anti-Feminism.

1. *Modern Feminism*: This teaches that women must be emancipated from male domination by making women equal to and independent of men. This view was politically correct from 1965 to 1995, and can be summarized as women giving up family for career. Nobody but a few diehards still promote this. It is considered a total failure, mainly because so many of its leading advocates left their careers to have families.

"Much depends upon a fit choice of books for young scholars."
.....
George Turnbull, 1742

2. *Reactionary Feminism*: The Generation X and Millennial Generation response to Modern Feminism. Reactionary Feminism can be summarized as the attempt to have a family and a career. This view has none of the angst of Modern Feminism, but it is a source of our national epidemic of doubt. It suffers a hangover of contempt for men in general which originated with Modern Feminism. The confusion of the patriarchal and matriarchal roles is a by-product of this attitude, and families and relationships are floundering in an atmosphere where neither the men nor the women take their rightful roles of leadership.
3. *Anti-Feminism*: Espoused by those who believe that the primary role of women is to be at home to focus on their immediate children. The magazine articles and books of young mothers who've decided to choose family over career could fill a library. A particular problem of this philosophy is that women who do not marry or cannot bear children are left out of the game.

Liberals don't want to admit it, but Reactionary Feminism and Anti-Feminism are growing. Conservatives are thrilled with the trend, as more and more young women choose to have families, but in reality there is a big problem with this trend. The truth is that many Reactionary and Anti-Feminists, who tend not to rant against men and who really like being mothers, are still conflicted. The competing voices have left them doubting, frustrated, wondering if they missed "what could have been...."

This is the big lie, the real tragedy of modern feminism. By defining a controversy between being a fulfilled career woman contributing to society on the one side, and an unfulfilled, barefoot and pregnant housewife on the other, Modern Feminism has convinced our generation that women must choose between home, hearth and family and societal leadership.

The result is that as young women choose homemaking, they stochically turn inward, focus on their own family, work on the side or stay home, and wistfully watch the world move on without them. The tragedy is that many women, and also men, have believed this lie.

What cunning deceit!! Somehow “career” became a counterfeit for stateswomanship! So women believe they must choose between their maternal instinct to raise their children well and their feminine ambition to initiate change and lead worthy causes.

They are convinced that these are the only two choices—home or career—and that if you choose home, you must leave the public arena.

So here we are in the 21st Century: the men are often too busy making a living to change the world, and the women who reject the activist models of Modern Feminism have been convinced that they must either work or watch from the sidelines. What sad, tragic irony.

This is an illness. What is needed is a healthy dose of medicine — Historical Feminism — and a resurgence of natural feminine ambition. Maternal ambition literally changes the world in ways no career could.

There are at least three ways women must change the world:

First, it takes a mother to raise a village. For me, a mother is any adult woman who mentors youth, who helps them grow into contributing, happy adults. There are as many ways to get involved as there are women, but all of us must do it. And the marital or maternal status of a woman has nothing to do with her fully participating in this mission.

There is a power that women bring to the table, the power of shaping a community—of changing its very heart—a power that lasts for generations, not just between elections.

This power is best expressed by the woman who sets out to raise her great-grandchildren. At first this seems obvious. A woman who raises her own children successfully will of course have direct and indirect impact on her grandchildren and a wonderful influence on her great-grandchildren. But this is only the start.

Every great-grandchild is directly raised by twelve people. There are others who will influence the child, but twelve who directly raise, mentor, teach, lead, counsel and help the child reach adulthood. The power of womanhood is to directly train all twelve of these people, so that when her great-grandchild is raised, he or she is raised correctly and well.

“By the exercises and improvements of the intellect, one may become profoundly knowing; but if he be a stranger to the arts and exercises by which imagination is enriched and refined, he cannot communicate his science to others in a winning, agreeable way, because he will be unable to dress his sentiments and set them out as they ought to be...”

.....
George Turnbull, 1742

The twelve people are the great-grandchild's:

- | | |
|---------------|-------------------------|
| 1 father | 7 uncle |
| 2 mother | 8 aunt |
| 3 grandfather | 9 rabbi (church leader) |
| 4 grandmother | 10 teacher |
| 5 grandpa | 11 friend |
| 6 granny | 12 mayor (government) |

These are the twelve most influential people on the life of your perhaps yet unborn great-grandchild. And if you don't raise them right, who will?

What an incredible challenge! Our role as women is to raise these twelve people right!

No elected official can do all this, no judge, no senator, no CEO, no high school principal, no Hollywood executive, no media mogul or Federal Reserve banker. No President or Pope can do this. They just aren't powerful enough. No matter how successful such men or women may be in their sphere, they don't have the power to raise these twelve people effectively. No constitution, law or policy has such power; but every woman has it, is born with it, can reach deep down inside and bring it to the surface, can spend her life doing it.

If this seems overwhelming, welcome to womanhood.

Thank goodness for husbands who provide love and support, and the necessities of life, so we have a real chance of success in this incredibly daunting task. Fortunately, while husbands each provide for one family, using all their effort and focus, women can organize together, divide the task for training these twelve people and work in closely bonded teams—all toward the same goal.

What are you doing to raise these twelve people? Of course, some of them are your own children. This is the primary area of your focus. And womanhood requires us to effectively train all twelve of these people. Our great-grandsons and granddaughters desperately depend upon our success.

So here is the great flaw in Reactionary and Anti-Feminism—one says women should be like men, the other says that women should focus only on their immediate children. The first is wrong and the sec-

ond is too narrow. Women have power over generations—and we must use this power or see others usurp and misuse it. In our modern world the void left by women who don't magnify this power is being filled by government. Shame on us for that!

Raising these twelve people requires us to take action beyond the walls of our own homes. This is the role of women. Our most important work takes place in our homes, and our vital mission expands from within those walls to raising these twelve people. What a task is womanhood! What a mission is motherhood!

Whether you are married or single, in a career or not, every women must raise these twelve. For those women who have careers, for whatever reason, exerting this power may be more challenging. But it will take all we have to give, regardless of our status. And it will be worth it.

Second, your education is your most valuable asset. I don't mean this in the narrow sense of education, and I certainly don't mean formal diplomas or degrees. But you can't exert more power than you have, and to successfully train the twelve people women must raise, we need all the power we can muster. Education includes our whole heart, and our whole mind—everything we have and all we are. We should never stop improving who we are, our hearts and our minds. With all that hangs in the balance, no woman can settle for anything but the very best education.

Third, raising children is the thing that changes the world the most. Everybody knows this, but Modern Feminism has convinced us that it is cliché, even patronizing. Eve didn't think so, nor did Sarah.

Raising children and mentoring the next generation is the most important thing we can do to change the world. It is the primary role of all women and all men, married or single. It is who we are. It is why we were born. We must train up the leaders of the future with confidence, power and grace. We must deliver. We must achieve results. We are the stateswomen of the 21st Century. If we fail, the world will fail. If we shrink, hesitate, or doubt, precious time will be lost. We are the leaders of today. Our choices and our actions are the most important choices and actions occurring in the world today.

Now, the most important thing I have to say: You Can Do It!

"It is of all the sciences the most difficult and the rarest: It is the most important, but it is not studied enough."

.....
George Turnbull, 1742

Every woman who reads this, has the power to do it. If you never have biological children of your own, you'll still train your great-grandchildren—a whole generation who will be your heirs, impacted by your choices and how you train their twelve. They depend on you. Don't let them down. If you are a woman, you have the power to do it. It will depend on your choices.

Consider Abigail Adams, in November of 1775. The great historian Bancroft wrote that she:

“And therefore that which requires the greatest care and labour in education, is to work deeply into young minds the principles and habits of probity.”

.....
Socrates. Quoted by
George Turnbull, 1742

“was at her home near the foot of Penn Hill charged with the sole care of her little brood of children; managing their farm; keeping house with frugality...opening her doors to the houseless and giving with good will a part of her scant portion to the poor; seeking work through her own hands and ever busily occupied, now at the spinning-wheel...learning French...with the aid of books alone....She herself was still very weak after a violent illness; her house was a hospital in every part....Her youngest son had been rescued from the grave by her nursing. Her mother had been taken away and, after the austere manner of her forefathers, buried without prayer. Winter was hurrying on; during the days family affairs took all her attention, but her long evenings, broken by the sound of the storm on the ocean, or the enemy's artillery on Boston, were lonesome and melancholy. Ever in the silent night, ruminating on the love and tenderness of her departed parent, she needed the consolation of her husband's presence; but when she had read the King's proclamation she willingly gave up her nearest friend...to his perilous duties and sent him her cheering message...‘I could not join to-day in the petition of our worthy pastor for a reconciliation [with Great Britain]. Let us renounce them; and instead of supplications, as formerly, for their prosperity, let us beseech the Almighty to blast their counsels and bring naught to all their devices.’”

It is tempting to note that shortly after reading this her husband rose in the Continental Congress and swayed the entire body away from reconciliation and toward revolution. It is tempting to note that her elder son watched her closely during this time, and in addition to her tutoring he felt something like fine steel grow within his breast—something that would not bend, and with him a nation would stand firm. It is tempting to remember that this same son would be torn from her gen-

tle tutoring at age 13 to serve with distinction as America's ambassador to Russia. It is tempting to see her standing on Penn Hill, watching the cannon threaten her home at the base yet writing: "The cannonade is from our army, and the sight is one of the grandest in nature..."

In short, it is tempting to see Abigail in her support role and admire that. But to do so would be to misunderstand Abigail. No doubt she would prefer to be understood this way, but to know Abigail Adams one must turn their attention to the steel in Abigail's eyes in these trying moments. She took action. She moved the cause of liberty. Because of her actions and decisions her great-grandchildren stood free still.

Today their great-granddaughters, eight generations later, stand doubtful. They wonder at their roles, they debate and decide and reconsider. They speak of "how hard it is." They vacillate.

Our daughters must not do the same, nor our granddaughters. That means that we must make the change. The women of today must unconditionally and without apology adopt the full role of womanhood, the glory of maternal ambition, and set out to raise twelve people right. If we succeed, America will succeed. And the world will succeed. But if we fail...

We will not fail.

Of women today, Steel is needed. Unbending. Beautiful. And, as Eve, Sarah, and Abigail before us, today's women must turn steel into gold. The following poem was written of the pioneers by Vilate Raile. It must also be written of every woman here today:

They cut desire into short lengths
And fed it to the hungry fires of courage.
Long after—when the flames had died—
Molten Gold gleamed in the ashes.
They gathered it into bruised palms
And handed it to their children
And their children's children.

CHAPTER EIGHT

Seeing the Whole Picture

Diann Jeppson

As a mother, I have frequently asked the woman in the mirror: How in the world can I inspire all of my children to want to learn *anything* while I still have to do the housework, spend time with my husband, do my errands, do yard work, pay the bills, do laundry, and all the other items on the endless list of tasks stretching out before me? (Not to mention having anything to do with any groups or friends.) It seemed impossible. I recognized that the question itself is absent from its companion answer: If I am really determined to home-school my children successfully, I WILL FIND A WAY TO DO IT. I do have faith and hope. Waiting for the chores to end before I take time to teach, mentor, plan, prepare, inspire and study is like standing at the banks of a mighty river waiting for the water to finish going by so that I can cross to the other side!

I know my existence has a purpose beyond chores. (Try not to giggle hysterically.) I even have some pretty great ideas about what that purpose is. I just need to figure out *how* to do it! Here's where we begin to put *ourselves* through a pre-scholar skills course. If we genuinely feel that we do not have time to study, we can first create a plan to complete our duties with time to spare for personal study.

I'm here to tell you—it is possible. Now sit up straight, eyes forward, and pay attention.

Actually, the following pages are my best reflections on my personal adventures in household organization. Your own adventure will be

“Must it not then be very preposterous to stock them with confidence, before they are well established in the knowledge and love of virtue?
.....
Socrates. Quoted by George Turnbull, 1742

just that...your own. I'm just going to tell you how I have managed to homeschool, lead several groups, oversee the household duties, keep my marriage strong, and still find time to study and play my guitar. I still have a lot to learn, but things work pretty well on most days.

"...it is of great moment, that youth be early able to judge both quickly and solidly concerning right and wrong, just and unjust..."
.....
George Turnbull, 1742

Family Work

I know how it feels to be drowning in housework. I have ended countless days feeling like an overworked, exhausted slave, dropping into bed wondering why the house still looks so messy when I worked so hard all day. And why the children ran around all day like savages when I have so many great educational resources available for them to use. I would tell myself to just work harder, but it didn't seem to make much difference. Some days it felt like bailing out the Titanic with a teaspoon. I stubbornly resisted using a family work system, since it felt too much like having a military training camp right in my own home. I had visions of Captain von Trapp blowing his whistle.

Then I discovered and read *Cheaper by the Dozen*, and I was a transformed woman. This book describes a family with 12 children. The father is a professional efficiency expert. He analyzes tasks and creates a plan for efficiently executing the job. In his family, everything is done efficiently, from the food buying to the morning grooming of the younger children by the older children. That was it. Efficiency. A missing principle in my family. I sat down to analyze my problem and create a solution. I wrote the following list of objectives for a family work system. It must be:

- Fair
- Effective
- Efficient
- Involves choice
- Involves variety (so we don't get bored)
- Gets the work done
- Involves parental authority within appropriate bounds
- Involves accountability
- Facilitates training on how to properly do each chore
- Acclimatizes children to large amounts of work

About this time, I attended a speech at a homeschool conference on “getting it all together” by a mother who homeschooled her twelve children. She described her family work plan. In her home, she said, everyone must pull their own weight, since it would be impossible for Mom to do all the chores necessary to keep fourteen people alive and clean. She projected her ten-year-old daughter’s daily chore list on the overhead screen. My jaw hit the floor. My own children had never done much beyond making the bed (if I nagged them), or helping to load wet laundry into the dryer. *No wonder I was so tired all the time!* Now, I usually come home from homeschool conferences with lots of neat stuff. The children flock around me when I come in the door so they can rifle through my bags. Little did they know of the visions of family work dancing in my head after that conference. I came home *that* evening, and smiled sweetly at them. I had plans.

Here is the family work system I invented:

A **central chore board** consisting of sixteen pockets containing “tickets” with the name of a chore on each one. The pockets are labeled according to category. (Kitchen, living room, etc.) All of the chore tickets in that category are filed in that pocket. This central chore board is for me to keep the tickets filed neatly. This way I can find and file them quickly. To make the tickets, I made a list of all of the chores that apply to each category, then wrote them on poster board and cut them out.

Individual pockets are for putting each person’s daily chore tickets into. They have two slots each: “in” and “out.” The children decorated their names on their own pockets.

I mounted these things to the side of the fridge with foam mounting squares.

Dividing up the work: Every morning while the children do their grooming, make their beds, tidy up their room, etc., I pull out the tickets for the chores that need doing that day. It only takes a minute. After breakfast and devotional, they take turns choosing until each child gets four chores. (I help the younger children do their chores.) Each child must keep their tickets in their individual chore pockets only, so they don’t get lost. I keep a stash of

blank tickets in a drawer in the kitchen to add chores quickly if I suddenly need some work done that doesn't have a ticket. I always put some tickets in my own individual pocket. It really does help to remind me of what I am supposed to do each day, and lets the children see by example how I do my chores and move my tickets to the "out" pocket. I let my tiniest children have a pocket too, even if they do no chores at all. It is fun for them to put tickets in their pocket.

Note: Some chores are much harder than others—dishes vs. feeding the dog—so just call the hard chores "A" chores and the easy chores "B" chores. "A" chores are worth two "B" chores. The children must do four "A," or the equivalent number of "B" chores. Write the "A" or "B" on the tickets.

A typical day's chores for one child would be:

- Pick up the living room (A)
- Vacuum the living room (B)
- Bring in the stuff from the van (A)
- Clean the bathroom sink (B)
- Fold and put away the towels (A)

Getting Things in Order

The next part of my battle plan was to phone a woman I knew who homeschools her five children and has the cleanest home I have ever seen, and humbly beg for a lesson in housekeeping. I spent the day at her home, with a notebook in hand. I drilled her on *everything*. I didn't leave one bedcover unturned. She gave me the advanced tutorial. It was dirty work, but I had to do it. I also checked out a couple of housecleaning bestsellers from the library and took notes.

Here are the top five ideas I gleaned from her:

1. For children's toys and educational objects, keep sets of small items in labeled plastic tubs on high shelves. I have about 20. The little ones have to ask for them. They can have one at a time, after they pick up the last set they were using.
2. Buy some filing cabinets and a big case of file folders. Get a big desk and park the filing cabinets nearby. Every time you have a piece of

paper that doesn't have a file already labeled for it to go into, make one. Label your filing cabinet drawers for categories of files, and then organize the files in each drawer alphabetically.

3. Initially, it really is worth it to spend two months reorganizing, de-junking and establishing a place for everything. Tell your friends you're not answering the phone or checking your e-mail. Don't go to the library. Don't say yes to anyone for anything. (Remember to feed the children and husband. They do get hungry.) Go into deep focus and don't come up for air until it's done. Simplify down to those things needed for your family and individual missions. Revisit this process annually.
4. Have hampers for categories of laundry (lights, whites, darks, pants, towels, diapers) and when the hamper is full, wash it. Voila! No more heaps of sorted laundry on the floor. Put the hampers in a line near the washing machine. If you need a hamper elsewhere, just bring it to the sorting area every few days to sort it into the other hampers. (Hint: This trains children to sort laundry.)
5. Teach children to cook, bake, shop, and plan menus. Have a set schedule for children to work alongside you until they learn these skills. Then, you can have a break while they do it themselves. If a child plans some of the meals, he can then learn to write his own shopping list. After he learns to shop, he can take a shopping cart and collect the items on his list. Meet at checkout. This cuts shopping trips down to fifteen minutes. Buy each child a blank cookbook or recipe box and help him make a collection of recipes as he learns to prepare them.

Eliminating Contention

Why am I suddenly talking about eliminating contention in the chapter about getting it all together? Because contention in the home is so time-consuming. (And of course, most of it is just downright silly.) Short of maintaining a good sense of humor and praying that you do not lose your own temper, strategies for eliminating the sources of contention are extremely valuable.

Whenever you feel like the frequency of arguing and provoking behavior has escalated beyond what you consider acceptable, it may be time for you to examine what structures in the governance of your home can be devised to remove the problem at its roots. You may be surprised to discover that several stress points can be done away with

"Take a boy from the highest form in Evenus's numerous school, and one of the same age, bred as he should be in his father's family, our friend Pointias's son, for example, who is not yet ten years old, and bring them together into good company, and see which of the two will have the more decent manly carriage, and address himself with the more becoming genteel assurance to strangers. Here, I imagine the school-boy's confidence will either fail or discredit him, whereas we have often seen the other make a very agreeable charming figure in the company of strangers. But if the confidence and assurance acquired in public schools be such as fits only for the conversation of boys, had he not better be without it?"
.....
Socrates. Quoted by George Turnbull, 1742

immediately by a few simple but effective new rules.

There are many books written about sibling rivalry and reducing contention in the home. (My favorites are by Adele Faber and Elaine Mazlish.) I'm not going to go into an in-depth discussion of this subject here. I will just share two of the best ideas I have discovered for reducing petty bickering between siblings, and between child and parent.

Have you ever noticed that the children argue about the same things over and over again? Strange, isn't it? One day, after it occurred to me that the bulk of the contention was over repetitive themes, I sat down and made a list. It was heartening to recognize these themes, and then to discover that I did have the power to alter the climate of our home dramatically, simply by formulating a plan.

I established the "Child of the Day" plan. Each child has her day. On that day, she gets all of the privileges. No debate. No discussion. We established the plan in family council with unanimous consent. I posted a schedule of who gets which day and the list of privileges. Here's the list (try not to choke with laughter when you find out the dumb things my children argue over):

Child of the Day Privileges

1. Say the devotional prayer.
2. Read the first scripture verse for family scripture time.
3. Say all of the meal prayers for the day (there's nothing like fighting over who is going to pray!).
4. First one to play the piano.
5. Sit in the front seat in the car (tomorrow's child of the day can sit in the next favored chair, or in the front when the child of the day isn't in the car).
6. Choose the first chore during chore selection time.
7. Take the littlest child (who is old enough to tag along) to help do chores and watch over her.
8. Decide if the kitchen curtains are open or shut during breakfast.
9. Pick the article from the magazine I read to them every morning.
10. Read the saying of the day from another book we read from each morning.
11. Write the names of the countries on the blank, laminated map in the kitchen.

Getting the Family off to a Good Start

Having a morning routine is one of the most common ingredients found in families that have a successful environment for work and study. If everyone just rolls out of bed whenever they feel like it, stays in their pajamas until noon, and neglects grooming and tidying up their personal area, they are more inclined to be unproductive and to waste precious hours that could be spent learning or working as a family group or as an individual. Many families have learned that it works best to have a set hour of the morning for the family to gather to formally begin the day. This may be for something as simple as a family prayer or as involved as a lengthy devotional with breakfast. The important idea here is to establish a regular routine for getting things going in the morning. Our family requires that the children be to breakfast by 8:00 a.m., dressed, hair done, having said their personal prayer, taken a shower if needed, and tidied up their personal space. If they do not make it on time, they get a bonus chore for that day.

“Youth, whatever science they are taught, ought to be inured to speak out what they have learned, not by rote, in consequence of servilely mandating what they have read, but easily and in their own words, from their judgments and not from their memories.”
.....
George Turnbull, 1742

For Health and Strength

Set your health in order and you just may have the added strength to attend to your more important matters. The time you invest in this area will more than compensate for the time you save by your increased effectiveness and energy. The way your body feels has direct correlation to your capacity to inspire your children, and your ability to experience those great insights from your own studies.

Some of the most common reasons for depression are lack of adequate sleep, poor nutrition and lack of exercise. It's hard to feel inspired or be inspiring when you feel poorly. There really aren't many things worth staying up past 10:00 p.m. for. Consider treating your body to more raw fruits and vegetables and avoiding sugar and rich foods. Discover how terrific you can feel. Going for a brisk walk in the morning will put a bounce in your step for the rest of the day and inspire your soul with the grandeur of the morning sky. It doesn't cost anything to go for a walk, and if you go to bed at 10:00 p.m., you can wake up before the children to take your walk.

This may seem simple, but one of the most powerful things a moth-

"The whole business therefore of liberal education, and it is called liberal for that very reason, is to cherish into proper vigour the love of liberty, and yet guard it against degenerating into the vice which borders upon it, willfulness or stubbornness. The great secret of education is to render young minds pliable and submissive, not to commands and threats, or violence, but to mild persuasive reason; willing to do what is right, and for that reason eager to be informed in what is such..."

.....
George Turnbull, 1742

er can do to increase her energy and productivity is to get herself up before the children, get showered and dressed, then spend some time doing something edifying by herself. Of course there are times and seasons for everything. Having a new baby in the house, for example, may not be the season for exercise or lengthy study time for Mom.

Language Arts

All of these things can be taught naturally, as an integrated part of your overall, classics-based curriculum. As always, the desires and style of each student should be taken into account.

One mother shares how she teaches her children:

"I have looked through a multitude of workbooks designed to build a strong vocabulary. I've tried a couple of them. They work to a certain extent. The downside to workbooks is that the vocabulary words are not directly connected to my child's need to learn the words. When my children learn to speak a new word, they want to use the word to communicate better. They attempt to incorporate the new word into a statement or request. They carefully sound it out. They may ask me how to say the word properly. My children often ask me to tell them the meaning of words. I decided to follow this natural pattern when helping my children to build their vocabulary.

"Here is the simple process we use. I sit down with my daughter and begin to read with her. I might read to her, or she may read to me. It should be a book that challenges her, a book that seems to ask for me to expound the meaning. As we read, I stop whenever we come to a word that I suppose she may not know. I ask her: 'Did you understand that?' or 'What does that mean?' Then I explain it to her. I use the new word in another sentence to help her see how it can be applied elsewhere. I try not to make this process over-tedious by discussing too many words in one reading.

"I have discovered that the most straightforward, easy way to improve spelling is to write out a short list of words for each child to learn each day. I suggested this method to them one at a time, when they pointed out the large number of misspelled words in a story or letter that they had

written. I only give them lists of words to learn if they are in agreement. I take the words from whatever they are studying. The words could be from a novel he is reading, or any book he is studying from. While the children are young, I select words that I know will be new ones, or words that I know he has had trouble spelling. I don't select words that are significantly too difficult for him to spell.

"I buy small notebooks to write the lists in. A 4x6 notebook is perfect. I write the word list on one page. I usually write five words per day. The child studies the first word. Sometimes I suggest that he sing the spelling, or even march around the room or dance around the room while singing the spelling. He could also spell the word out loud in a silly voice, or spell it in sign language. I encourage him to do whatever playful idea comes to mind. Involving several modes of expression will help him to remember better. Then, he turns to the next page and writes the first word from memory. He turns back to the list, and practices the second word. He repeats the whole process until the list is finished. He then brings the list to me for a test. Sometimes I have him spell it in sign language, or write it. Whatever makes it fun.

"Another source of words is the child's own writing. This is the best place to find words that she is currently having difficulty spelling. It usually works best to be subtle about the fact that I am gleaning spelling words from her writing. I resist the temptation to mark misspelled words in red directly onto her writing. Her efforts to write may be an exertion of creative expression and thought organization, and may be discouraged by the knowledge of the multitude of misspelled words. It feels best to simply include a word or two from her writing onto the daily list.

"The third best source for spelling words is a spelling book. I suggest to my children that they learn a few words from the spelling book every day or so. I do it in the same manner described above. I mark my child's initial above each column of words in the speller; after she has successfully learned to spell them. Our family's favorite spelling book is *The Natural Speller*, by Kathryn Stout. It is from the "Design-A-Study" book series. It includes several helps for learning to spell, as well as lists of words arranged in categories according to difficulty and sight/sound patterns.

"There is nothing which we receive with so much reluctance as advice. We look upon the man who gives it as offering an affront to our understanding, and treating us like children or idiots. We consider the instruction as an implicit censure, and the zeal which any one shews for our good on such an occasion as a piece of presumption or impertinence."
.....
George Turnbull, 1742

“And this leads to observe, that teachers of youth must not trust entirely to their grave and formal lectures, but take frequent opportunities of instructing their pupils by conversation, by entertaining them sometimes with a fable, and sometimes with a piece of real history; by leading them to ask questions, and by guiding them to the discovery of truth, in the Socratic way, by

You can purchase it online for \$22 at www.designastudy.com.

“This method of learning to spell also works well for enhancing vocabulary. I simply select words that are new to my child and use them in the spelling list. I define them for her. When she is ready for her spelling test, I ask her for the meaning as well.”

Creating a Master Plan for Your Family's Education

Initially, the most unnerving part of jumping off the conveyor belt is facing the fact that we now find ourselves standing there, heart pounding, with a pocket full of principles and pillars, but the absence of a comprehensive master plan for putting these priceless treasures to good use. Most of us don't even recognize that what we are feeling is the lack of a master plan. We just know that something is missing and that feeling leaves us breathless.

A few summers ago, my daughter Jenna and I built a pigeon coop. It was simple, really. We gathered up scrap wood from around the yard and the garage rafters and then we sawed and hammered merrily away. After a couple of hours, we stood back to admire our handiwork. To our dismay, we noted that the entire coop was leaning to one side. A lot. It looked like something Larry, Curly and Moe would build. About that time, my husband Adam walked by. He paused, hand stroking his beard, a smile forming on his lips.

“I'll help you if you like. May I look at your plan?”

“Plan? Uh...we don't have any.”

So Adam helped us draw a plan for the coop, and after dismantling most of the afternoon's efforts, we proceeded, plan in hand, to build a lovely little coop, complete with a door for Jenna and six nesting boxes. Since then, the coop has housed dozens of birds and has provided the children with many happy hours watching the colorful pigeons flying in and out. Generations of pigeons have grown up and laid eggs of their own, and still the coop stands straight and strong, keeping the birds dry and safe from predators.

The need for a master plan for our family's education is much like the need for plans to be drawn before anything is built. Holding that master plan in our hands provides a profound sense of relief and allows

us the space to breathe easily again. We're not just standing there next to the abandoned conveyor belt, clinging passionately to our principles and pillars. We are prepared to fly and it feels fantastic!

A Master Plan for the education of a family is a written document, with a comprehensive set of lists, covering all of the key elements desired by a particular family. It may also include the family mission statement and a vision statement, written as a preamble. This document is a guide for the parents as they work to inspire, mentor and facilitate their children's education.

Getting Vision

Before you begin to write any part of your Master Plan, it is imperative that you gain a feeling for where you want to go with your plan, that you "see" what the results of accomplishing your Master Plan look like. This is where vision comes into play. Having vision for the future of your family is vital to the success of your Master Plan. Oliver recommends that you find a quiet place and sit with notebook in hand for several hours and write about what you see your family and the individuals in your family becoming five, ten, twenty years from now. Be specific. What is happening? What does it look like? What are the members of your family doing? When you have vision, you are ready to begin formulating a plan for bringing that vision into reality. If it is right to do so, share your vision with your family.

A PRELIMINARY BRIEFING

Before you begin the work of creating your Master Plan, allow me to take you into a side room for a preliminary briefing. This is going to get intense, so sit down, relax, and take a deep breath as we look together at the road ahead. Listen, I know how you felt coming into this Thomas Jefferson Education thing. It feels so right and you know you're going to be able to do it well. It will be hard, but simple, right? I mean, you'll read and discuss lots of classics, have mentor meetings, get some field experience, attend some simulations and acknowledge Providence in all things. Then, as long as you tend to the 7 Keys of Great Teaching, you'll be set! Right? Of course right.

acting the midwife to their thoughts, as Socrates himself called his manner of instructing, by a series of questions issuing naturally one from another, till the truth to be confirmed shewed itself, as it were, of its own accord, to the person instructed, or rather till he was brought as it were to start it himself, and then seize it as his own discovery."

.....
George Turnbull, 1742

What you need to know right now is that to do this work well, it is going to get *extremely complicated*, for a brief season, as you engage in the process of writing your Master Plan. That's just how it is, so prepare for it. When your plan is done and you have created systems for implementing your Master Plan, within the framework of the principles and pillars of Leadership Education, *you will experience the beautiful sensation of the “simplicity on the other side of complexity” and things will flow.* Of course you will be revisiting your Master Plan at regular intervals, but we'll discuss that later.

Ok, it's time to get to work. The briefing is over.

NINE KEY ELEMENTS OF AN EFFECTIVE MASTER PLAN

As you launch into the work of writing your Master Plan, you will want to include the following nine elements.

1. *Classics: Your List*

This is a list of the classics you plan to read, whether aloud as a family, aloud to individual children, or for one or more family members to read to themselves. Write your list. Use the appendices in this book to assist you, but don't limit yourself to the lists in this book; this is *your* list.

2. *Cultural Literacy, Breadth and Depth*

Create a list of the areas you will address as you provide the resources and mentoring necessary for cultural literacy, both from a survey standpoint and in your efforts to facilitate depth.

Start with family culture. Describe your best family culture, in writing, and how you will provide opportunities for your family to gain from the richness within your family heritage. Begin a list of the volumes of family history you will read with your family. Write your plan for collecting family genealogy and the stories of your ancestors. This is core to your family's cultural literacy. Include plans for journal keeping,

thus preparing the means for passing your family culture on to the next generation.

Next, make a list of the resources you will use to cover the fields of knowledge that constitute literacy. I recommend that you start with the *Core Knowledge Series* and *The New Dictionary of Cultural Literacy*, both edited by E.D. Hirsch, Jr. These works will help you to define this body of knowledge.

The last part of this element is a list of the fields of knowledge that will eventually be part of your mentored scholar program. It is vital that you look ahead, even if your oldest child is two years old. This list will assist you in so many ways, as you lay out your plans for how you will nurture and inspire the desire for your young scholar to engage in the study of these areas, and in determining what resources you will assemble. Here is an example:

- Scholar Study Program
- Architecture
- Art
- Poetry
- Technology
- Wars
- Presidents
- Constitution, Declaration of Independence and other founding documents
- Geography
- Science: Major fields
- Government
- Philosophy
- People of influence throughout history
- Music periods
- Eras in history
- Foreign language

3. *Academic Programs*

This is a list of specific curricula and instructional materials that you plan to use in teaching your children. Indicate if you plan to finish the

“...it was the design
of education to render
the mind free, active
and great...”
.....
George Turnbull, 1742

“Throughout all nature, and by consequence, throughout all the arts which imitate nature, virtue is the supreme beauty, the supreme charm.”
.....
George Turnbull, 1742

program or use it in part. Before writing this section, make a careful investigation of available curricula by reading reviews in magazines, catalogs and websites, visiting retailers, and attending a curriculum fair at an education convention. Call others for recommendations. Visit the homes of families in your area who have been successful in educating their children. Look through their resources and ask lots of questions.

It is the child's job to decide to study. It is the parent's job to have the best materials she can discover and afford to purchase. The saying goes, “When the student is ready, the teacher will appear.” The parents may decide to make a regular study of the best curricula for their individual children, and then make regular purchases based on each child's needs and the best programs available for teaching the basic academic skills. Wonderful things can happen when Mom is ready with the teaching materials at the very moment Junior asks to learn. That isn't possible all of the time, but for the basics, you can be prepared.

Several years ago, I decided to prepare myself to teach my children the academic skills needed for an immersion in the classics. I spent four months scanning through catalogs, visiting stores, looking through websites, and calling numerous people and companies with my list of questions in hand. I looked for programs that had top ratings for successful learning. I wanted materials that related to classic works, were simple to use and were whole works themselves. I bought a great deal of teaching materials and have had them on hand. I am ready when my children ask to learn things. Some of the things I bought didn't turn out to be as useful as I had envisioned. Some of the things I purchased still sit unused on the shelf because my children are not interested in looking at them. Yet. Some things may never be touched. But that's all right. My purpose was to be prepared, and this purpose has been answered. Here is my list of top picks. These things are tried and true. Your list will be different, but you can get an idea of some specific programs that lend themselves well to a homeschool based on classic works. The items on this list have been well used and well loved in my family:

- Colorful biographies of great composers and artists
- Fun music theory teaching games
- Books on instruments and the orchestra

- Dover educational coloring books such as Human Anatomy, Birds, Butterflies, Dinosaurs, Instruments, Costumes, etc.
- *Saxon Math*
- *Mathematicians are People, Too*
- *Winston Grammar*
- *The Natural Speller*, by Design-a-Study
- *Teach Your Child to Read in 100 Easy Lessons*
- Colorful poetry books for children
- Big books filled with illustrations of great works of art
- CD sets of classical music
- CD narrations about great composers and great compositions
- E.D. Hirsch, Jr. *Core Knowledge* series
- *F.J.H. Piano Adventures*
- *Children Just Like Me*
- *Drawing With Children*
- A Beka cursive writing workbooks
- Postcard reproductions of great works of art
- A children's atlas
- Power-Glide language instruction programs
- *A History of US*, a series by Joy Hakim
- National Spelling Bee list
- *The Cornerstones of Freedom* series (numerous)
- *Childhood of Famous Americans* Series (all)

4. *Adult Skills*

This is a list of the skill areas you want your children to gain proficiency in before they reach adulthood. This list is used to generate systems to assist them in learning these skills. Refer to Appendix A for sample Adult Skills Classes. You may wish to use these sample classes as you create your own system for teaching these skills. Here is a sample beginning list of Adult Skills Classes:

- Baking
- Meal Preparation
- Household Cleaning
- Shopping

"In ancient schools, the science of life was the lesson, and all the arts and sciences were taught by rendering them subservient to this lesson."

 George Turnbull, 1742

- Auto Maintenance
- Cooler Maintenance
- Furnace Maintenance
- Gardening
- Sewing
- Safety (fire, people, chemicals, electricity, natural gas)
- First Aid
- Tutoring Children
- Mentoring
- Spend the time to thoroughly plan out your list.

5. *Organizational Programs*

“...the great business of education is to form betimes good habits in the mind, that thinking and acting aright may by practice early become natural to young people.”

.....
 George Turnbull, 1742

This is a list of the programs connected with specific organizations that you want your children to complete. You may wish to include programs that address the following: leadership, service and community, skills development, the arts, sports, camping and outdoor recreation. Where applicable, consider any programs for youth offered by your church, and programs offered by a local organization or academy serving the Leadership Education community. Here is a sample list:

- Boy Scouts: Eagle Scout
- Girl Scouts: Gold Award
- Church Awards and Programs
- Leadership Education Mentoring Institute (LEMI) Programs:
 - Key of Liberty
 - Shakespeare Conquest
 - Thomas Jefferson Youth Certification (TJYC)
- Youth For America (YFA), all three levels
- American Youth Leadership Institute (AYLI) Programs:
 - American Girls Club Program
 - Knights of Freedom Program
 - Young American Stateswomen Association Program
 - Statesmanship Club Certification Program
 - Participate in the “Focus on the Founders” Event
- Attend Simulations Institute’s “Constitutional Convention Simulation”

- Attend George Wythe College's "Statesmanship Invitational"
- Pass the Membership Test of the National Association of Parliamentarians
- 4-H (Be specific about which parts)
- Suzuki Institute
- Dance Camp

6. *Experience*
.....

This is a list of the experiences/proficiencies you want your children to gain before they reach adulthood. Here is a sample list:

- Lead groups
- Public speaking
- Perform music (solo and group)
- Compose and arrange music
- Speak a foreign language
- Create art
- Lead and participate in colloquia
- Use parliamentary procedure
- Create and run a successful small business

7. *God*
.....

This is a written plan of what the spiritual education in your home will look like and what specific resources you will use to accomplish this.

8. *Family Relationships*
.....

This is a written plan of what you want your family relationships to look like and what resources and structures you will use to create the environments that will nurture these vital relationships. You may wish to include a list of family traditions you wish to create or preserve.

9. *Places to Go*
.....

This is a list of places you wish to take your children, for the purpose of rounding out their education and experience. You may wish to include experiences such as climbing mountains, visiting historical

“It is sufficiently evident, that it will be very difficult for men to attain to wisdom and virtue, if their minds have been depraved by wrong education, or if just conceptions of true happiness and merit have not been early impressed on their breasts, and the habit of self-government fully established there, by right instruction and discipline, timeously begun and steadily pursued.”

.....
George Turnbull, 1742

sites, visiting other countries, or going on an adventure such as a survival trek or a river rafting trip. In considering your selections, include planning for what you will do to prepare your children to make the most of the experience, whether through study or an orientation or training program.

Put in the effort to brainstorm, ponder, write, edit, and polish the plan. Include things all children need as well as items for specific individuals. Do this right—it will make a huge difference in your level of success.

PUTTING YOUR MASTER PLAN INTO PLAY

The first thing to understand is that a Master Plan is meant as a guide, to assist you in determining the course you will take to inspire your children and to provide the resources necessary to accomplish your plan. Does that mean that all of your children must or will do and learn everything in the Master Plan? No. The idea is that you will have in your hands a road map to travel with through the grand adventure of educating your family. You don't have to turn on every road, and you may spend more or less time at certain attractions with different children; but all in all, you have an overview that allows you to make plans and informed choices for your family.

Systems

After your Master Plan is written, the next step in bringing your family's education to the level you wish it to be is to create and implement systems to facilitate your master plan. This is an exciting endeavor! Here are some examples of systems to implement the portions of the nine elements:

1. Classics

- a. Institute Family Reading Time at a set time each day.
- b. In your planner, keep a list of classics you plan to purchase. Check them off as you buy them.
- c. Join a classic book colloquia group to help you stay on track with your reading.

2. Cultural Literacy, Breadth and Depth

- a. Buy the Core Knowledge series and *The New Dictionary of Cultural Literacy*, so you will have them on hand for reference.
- b. Use the Core Knowledge Series to make lists of books to check out from the library. Write each child's initial next to the page in the Core Knowledge Series after you have read and discussed with your child a library book about that concept or story.
- c. Buy journals for each family member and set aside a time of day or a day of the week as journal writing time. Read journals of your ancestors to inspire your children to write in their own journals.
- d. Refer to the section in this book entitled "The Jeppson Plan" for a comprehensive system to facilitate scholar studies.

3. Academic Programs

- a. During your regularly scheduled mentor meetings with your children, invite them to include specific academic programs on their lists of things to study.
- b. Have these resources on hand during your regular study time each day.
- c. Do these programs yourself, as an example to your children. For example, you may wish to do work on the lessons in a Saxon Math book, or practice spelling words.

"...worth, merit and happiness are proportionable to one's ability and disposition to do good."
.....
George Turnbull, 1742

4. Adult Skills

- a. Create "classes" to teach these skill sets to your children.
- b. Purchase binders for each child to keep their Adult Skills Classes in. Have a special family time to explain the Adult Skills Classes to your children. Invite them to decorate the covers of their binders. Keep the binders in a handy location.
- c. Invite the children to get their binders out during morning family planning meetings and make plans to work on Adult Skills.

5. Organizational Programs

These are already systems, so your job will be to review this list at regular intervals and to consider how you will inspire your children to

take part in these programs. Here are some ideas to help you inspire your children:

- a. Take younger siblings to watch older siblings take part in these programs.
- b. Read or tell stories of others who have completed these programs.
- c. Have another person who has completed a certain program talk to your children or to a group of children with your child in the audience.

6. Experience

The best way to introduce a new experience into your child's life is through example, whether yours or another's. If you want them to study Spanish, you study Spanish first, invite Spanish-speaking people over for a visit and take them to places where they will hear Spanish being spoken. If you want them to lead a colloquium, attend lots of colloquia first and lead some of them yourself. One day, make yourself conveniently unavailable to lead and ask them to fill in for you. If you want them to perform music, repeatedly arrange for them to be invited to perform until they are able to do it with ease. If you want them to run a small business, start a little one yourself and have them work with you, or apprentice them to another small business. It could be anything from raising "bummer" lambs for profit, to selling homemade bread, to teaching violin lessons.

7. God

Set aside a regular time each day, such as breakfast, to pass on your spiritual values and teachings to your children. Keep your resources in a handy location. Start with something very short and engaging and add things little by little, over the span of several weeks, as you acclimatize the children to longer devotionals.

8. Family Relationships

Set aside regular days and times to hold family activities. Consider plans for upcoming holidays and events and how you will implement the traditions in your Master Plan.

9. *Places to Go*

Hold an annual family meeting to decide where the family will go in the upcoming year or two. Create a plan for when you will go and how you will pay for it. Involve the whole family in raising the funds for the trip. Establish regular times for studying about the places you will visit.

Revision and Revisiting

It is important to revisit your Master Plan annually or semi-annually as needed. Make adjustments and additions as your understanding increases. Decide which parts of which elements you are going to implement over the coming year. Evaluate how each child is doing with respect to the parts of your plan. Consider your strategies for inspiring your children and assembling resources for the coming year's studies. Of course things will change over the course of a year, but revisiting your Master Plan with these objectives in mind will assist you in preparing to be a world-class mentor for your children. It is also important to repeat the vision experience periodically, to re-inspire yourself as you take great strides forward in your education and in the education of your family.

"The great lesson in life is, that virtue alone is true honour and solid durable happiness: It is not till this persuasion is deeply rooted in the heart, that one can be said to be well instructed, educated or formed."

.....
George Turnbull, 1742

How I Created a Mom School

Diann Jeppson

Over the past twelve years, I have been involved in the creation of several groups. At this writing, I am serving as President of American Youth Leadership Institute, a Utah-based, non-profit educational organization designed to facilitate Thomas Jefferson Education. This is one example of a Mom School. I have also formed classic book discussion groups for children, youth and adults, history clubs, girls' clubs, music groups, and young children's exploration clubs. I have organized and taught a series of classes, including wool workshops, basket-weaving classes, nutrition classes and doll-making classes. I have orchestrated numerous events for homeschoolers, including pack-goat trips, potlucks, hoedowns, harvest parties and numerous fieldtrips. My children and I enjoy getting together with others to explore the possibilities for discovery! I want to share my experiences with you, in the hopes that you will gain some insight into what a Mom School looks like from the inside. I will show you how to start and operate one successfully, without letting it take over and run your life.

Mom Schools greatly enhance children's education, and are an ideal expression of what Rachel referred to earlier as "Maternal Ambition." Through group learning, children share their enthusiasm with each other, strengthen desire for knowledge and enjoy mutual inspiration and encouragement. Adults benefit from combined strength, and we all pull each other up. Mom Schools can give youth the flavor of college, thus facilitating readiness for the university classroom. A group can be

"These two commandments, saith Christ, love God with all your heart and all your soul, and love your neighbour as your self, are the sum of religion: Upon these two hang the law and the prophets."

.....
George Turnbull, 1742

a vehicle for training future leaders for service in a vast array of organizations. This chapter will inspire your own efforts to form your own Mom School. You will be given powerful ideas to help you initiate a group, strengthen and sustain an existing group or diagnose and repair problems in your group. The chapter will cover how to effectively blend your Mom School with what you are doing in the home. Most importantly, you will gain an understanding of Mom School structures and forms that work.

First, I will describe in narrative fashion how two different Mom Schools came into being. Second, I will provide an outline of the two different clubs' programs. Then, I will give you an information-packed guide on how to really do it. The two Mom Schools I will describe have different natures. The first, Liberty Girls, is controlled entirely by myself. I create the structure and the program; I determine the cost, keep the accounts, arrange for assistants or lead the activities personally, create the schedule and make any necessary adjustments. The second Mom School, American Youth Leadership Institute (AYLI), is organized in the fashion of most non-profit organizations, with a registered corporate charter, bylaws, officers, committees, and a written business plan. Decisions as to its operation, nominations of officers, the program, the events, the budget, and development are made by the executive committee or the board of directors, depending on the nature of the decision.

The reason I want to describe both kinds of Mom Schools for you is so that you can determine which form fits your purpose. There are benefits and restrictions with both. Essentially, the major difference is in the size of the organization. The Liberty Girls program is strictly limited to twelve members per club, and is offered by invitation only. It is held in homes. Decisions are quick and follow-through is efficient. Advisors enjoy the freedom to operate their little club according to their own imagination and innovation, within the broad parameters of the program. It is tremendously exciting and rewarding to consider the host of possibilities for things to do with my daughters and their little group of peers.

American Youth Leadership Institute's Statesmanship Club program is structured in such a way that advisors, chapters, and committees can expand the board of directors and the small army of volunteers in order

to accept new students throughout the program year. This would not be possible without the constant support of numerous individuals who are willing to give of their time and talents to make it happen. Here, then, are the stories of these two Mom Schools.

Liberty Girls

Several years ago, while perusing the shelves at the local public library, I came across a new offering in historical fiction for young girls: the American Girls series. These books feature fictitious nine- to ten-year-old American girls living in various notable eras of America's history. The books are written to inform and inspire girls as to their heritage. I began to read them to my oldest daughter, then age six. We loved them, so I created some activities, based on these books, to do with my daughter. As we shared tales of our adventures with friends, the idea occurred to us to get together with other girls to do these things. We invited some local homeschoolers over to our house and had a great time! We decided to make it a regular thing. The idea caught on quickly and the "club" was born, but we were a long way from learning how to really make a group function well.

My vision was to help my daughters see that things they read about could come to life. I wanted a supportive group of families to associate with. I also wanted my daughter to know that she was part of this big, wonderful experience: America! In the beginning, we said, "Come on over and we'll think up something neat to do. Bring a buck or two for expenses. It will be about the American Revolution time period. Read the Felicity series before you come."

The group soon grew to about twenty girls. I never knew from meeting to meeting how many would show up. Sometimes, the nature of our activity required me to help each girl individually. You can imagine the troubles that arose as twenty girls were all calling at once, "Mrs. Jeppson, could you help me do this?" It was fun, but I started to have some problems. I couldn't rely on having funds for the supplies, because only half the girls brought their two dollars. I usually didn't really knuckle down to preparing the activity until a day or two before the meeting. I enjoyed it, but I sometimes felt frustrated over these conditions. Often, girls would attend who had not read the book before-

"And indeed, whatever others may think, a wise man will cheerfully embrace every opportunity of attending to the native and untaught suggestions of inquisitive children."
.....
George Turnbull, 1742

"To proceed: It surely can't be objected that we have left out religion. For we have endeavoured to shew, that even natural philosophy, if not employed to lead youth to a just notion of the perfections of the one Lord of the universe, and of our duties resulting from thence, falls far short of its best aim and noblest use, and is indeed little better than what is justly called in contempt cockle-shellship."
.....
George Turnbull, 1742

hand. They had trouble obtaining it from the library in time to read it. Sometimes a little five-year-old would come who couldn't do the planned activity, so she felt frustrated. She might need my whole attention, which I couldn't give, because there were so many other girls. Sometimes a fourteen-year-old would attend. They let me know that the activities were too simple for their taste. After much experience and reflection, I determined that I would solve all my troubles in one go.

I decided to plan the next round of meetings in a semester format. I planned twelve meetings about the Heritage of New Mexico during the 1820s. I figured out everything I would do for all twelve meetings. I read the six books in the Josefina series, and made notes of all the possibilities for activities, cooking, and field trips we could possibly do during the next six months. I sorted the ideas according to book, and arranged them logically into three-hour chunks of time. I discarded some ideas as too expensive or too complicated. I created a budget, and then decided how many girls I could reasonably handle. I settled on twelve girls. I arranged with a local bookstore to offer a sizable discount on the sets of books needed for that semester. The semester included a program and a camping trip. I typed everything up and printed copies for each invited girl. I set an age range limitation of six to nine years. I asked for the money for the whole semester up front and indicated that each girl was required to own the books. I obtained the services of two co-advisors. My co-advisors have always been mothers of club members. In exchange for tuition, they volunteer to prepare and direct aspects of the program. The completed schedule, with all planned activities, was included in the program description. When I sent out the invitations and program descriptions, all twelve girls signed up immediately! I had an expense account I could rely on. The girls owned the books, so they had good reason to read them. We had a glorious time. I always knew what to expect and how to plan ahead. My former frustrations disappeared. I have repeated and duplicated this pattern several times over the past few years, covering seven different eras in American history. At this writing, my three oldest daughters have outgrown the club, and my youngest daughter is enjoying it. I have repeated some of the semesters for their benefit.

We meet twice a month, which feels about right for holding the

girls' interest without burning anyone out. Each meeting is three hours long and includes a lunch break. We open with a little ceremony that includes prayer, the Pledge of Allegiance, and a narration from one girl (they take turns) on her favorite part of the book of the month. This gives the students a little practice with the art of public speaking. If we need to communicate with the families, we make notes and give them to the moms when they come to pick up their daughters. Every girl has a bag with her name on it to keep all of her things in so that when it is time to go home she can take her things with her. Things are running smoothly and everyone is having exciting, educational experiences.

A club is an enjoyable form for a Mom School. The club atmosphere has a friendly, arms-around-each-other, welcoming, pulling-together feeling. Here is the program outline for the semester on The Heritage of New Mexico:

A N N O U N C I N G

Liberty Girls

The Heritage of New Mexico: 1820's

Meeting will be held twice a month,

Wednesdays, from 11:00 – 2:00

January through June 2003, at the Jeppson Home

Club Leader: Diann Jeppson

Mission: Liberty Girls is a club offering young girls ages six to nine an exciting opportunity to learn about American History through historical fiction, narration, hands on creative and explorative experiences, mentors, and social interaction with other homeschoolers.

Vision: Little girls want to grow up to be great women. To do this, they need models and inspiration. As young girls, they also want to try out the things they read about, to be able to understand how it was for

This is an illustration of the club's historical design, and should not be construed as an endorsement of the American Girls Series or its publisher, the Pleasant Company. Other similar series of high quality and excellent content are also available.

"The greater part of every science is but one single maxim or two, diffused or spread out."
.....
George Turnbull, 1742

other American girls and how it was for girls living long ago. They want to get messy, dress up, go places, have adventures, and form friendships that last. Liberty Girls offers an avenue to meet these needs through stories, activities, cooking, games, discussions, special guests and producing a play in a fun, relaxed, club atmosphere.

Objective: During the next six months, we'll hold twelve regular meetings and some extra activities that will focus in on the heritage of New Mexico. This exciting program is styled as a "Love of Learning" club, where the overarching principle is to inspire an enthusiasm for exploration and opportunities for a sense of wonder to blossom.

Registration: Club Membership for six months: \$25

This will cover all of the expenses associated with the meeting activities, except for a Mexican blanket needed for making a serape and some minor expenses associated with the play. Registration for the goat-packing trip will be separate. Books are also a separate cost. Registration is limited to twelve girls.

Readings: We'll use the Josefina series books, reading the six books on Josefina during the six months, one book per month (books are approximately sixty pages each). Josefina is a fictitious Hispanic girl living in the 1820s. Each meeting has been carefully designed to respond to the book for that month, and to allow the girls to experience for themselves what Josefina did in that month's book. All members are required to own the six books in the Josefina Series. Two meetings will be held for each book. The book must be read before attending the meetings in which it is featured. The girl may read the book to herself or have Mom read it to her.

What does Mom need to do? Just help your daughter finish the book each month, bring her to the meetings on time, make sure she has her lunch, pick her up at the end, help her with her narration when it is her turn (one time), check the program outline before each meeting to be sure that you bring any supplies needed from home, and possibly help with chaperoning girls to the Cathedral of the Madeleine (a beautiful old Catholic cathedral in our area).

Narrations: We remember a lot about a story when we tell it to our friends. Each girl will get to give one narration to the club members during the opening ceremony of each meeting. This should be a retelling of a part of the book featured that month that she decides to share with the club. She can dress up, act out, draw pictures, have props, make a video of herself, rewrite it in her own words to read, or put it into verse—whatever she is excited about doing to express this part to her friends. A narration should take five minutes. We'll have a signup sheet at the first meeting.

Lunch: Each girl should bring her own lunch each time. We'll have a little break for a picnic during each meeting.

"We ought to mark what it is the young mind principally aims at by the question, and not what words he expresses it in."
.....
George Turnbull, 1742

PROGRAM OUTLINE

The following is a description of the content of the meetings. All content is subject to change, but every effort will be made to keep it as outlined.

January's Featured Book: *Meet Josefina*

January 8 Meeting

- Get acquainted game
- Historical Introduction
- Molding Soap
- Discussion
- Mexican Dancing

January 22 Meeting

- Washing clothes by hand with a washboard and tub, using our hand molded soaps. (Bring one set of dirty clothes to wash.) If you have a washboard and a tub, bring that too.
- Discussion on illiteracy
- Learning to take dictation
- Grinding corn with a stone
- Make tortillas by hand, with toppings

A special field trip will be held in January. We'll be attending a children's choir performance at a Mass at the Cathedral of the Madeleine.

February's Featured Book: *Josefina Learns a Lesson*

February 5 Meeting
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- History Discussion on clothing from that period
- Make a Serape (buy a small, thick, woven Mexican blanket to bring with you. You can find them at thrift stores or Mexican import stores.)
- Discussion on natural disasters and life without electricity

February 19 Meeting
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- A workshop on using wool
 - Washing the fleece
 - Carding
 - Spinning
 - Dyeing wool
 - Weaving

March's Featured Book: *Josefina's Surprise*

March 12 Meeting
.....

- Historical Discussion
- Make Tamales
- Listen to Mexican music
- Make books to record our thoughts, feelings, poems, songs and stories.

March 26 Meeting
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- Sew dolls with Mexican costumes, including a bit of embroidery, and your own thimble
- Make bizcochitos and mint tea

April's Featured Book: *Happy Birthday Josefina*

April 2 Meeting

- Begin making herbal salve
- Discuss healing with herbs
- Learn to sprout sunflower seeds for salads and sandwiches
- First Practice for the play

April 16 Meeting

- Finish herbal salve
- Practice for the play
- Stories from history

May's featured book: *Josefina Saves the Day*

May 7 Meeting

- Practice the play
- Have a violin performance with dancing
- Get to try out playing a violin
- Introduction of our recital: The girls are all invited to perform something they have a talent for (the same night as the play).
- Learn to crochet

May 28 Meeting

- Make leather pouches
- Discussion on the history of money
- A game on bartering and the use of money
- Dress rehearsal for the play

Saturday, May 31, 7:00 p.m. A Special Evening:

- The Liberty Girls will present a program and talent show for family and friends. We will display the things we have made in our club. Refreshments will be served.

"And it is more than probable, that the chief reason why many children abandon themselves wholly to silly pastimes, and trifle away their hours so insipidly, is because they have found their curiosity balk'd and rebuted, and their inquisitiveness chided for impertinence or pertness."

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George Turnbull, 1742

June's Featured Book: *Changes for Josefina*

June 11 Meeting

- Make adobe bricks
- Story from history
- Cook outside

June 25 Meeting

- Make pottery the ancient way
- Sing
- Concluding discussion

Pack Goat Trip: We will re-enact a pack animal caravan, by going on a trip with pack goats. Young children are thoroughly delighted by these spirited animals, and close bonds are formed during the trip. This two-day trip will provide just the right outlet for our young adventurers. The whole family is invited on this trip. We'll be going on a circuitous route beginning and ending at the Tibble Fork reservoir, near Sundance. It is an easy hike. Even two-year-olds can make it. The camping area is plenty big enough for a large number of people, and is near a stream. We'll plan some fun games, songs, activities, campfire stories, and an Indian basket weaving class to do while we're in the mountains. We'll bring the raft to take turns paddling around in the reservoir Saturday afternoon. We'll attend "pack goat training" as a group, before the trip. The owner will teach us at his farm in Tootle. During the trip, each family will be in charge of their own goat. Meet the goats at www.highuintapackgoats.com. Goats are a great way to go. They can carry forty to sixty pounds each, forage along the way, drink from lakes and streams, and are very low-impact for the environment. They carry a packsaddle, two panniers and a top pack. Each family will rent one goat, decide what their goat will carry, and what the people will carry. Pack goats are a way for families with several small children to go on an overnight wilderness trip.

Now you have a good snapshot of a successful little Mom School. In the next section, we'll introduce statesmanship clubs for youth ages twelve to eighteen. This is the other kind of club mentioned at the beginning of this chapter.

"The mind of man
needs but to feel the
pleasure of being
opened, enlarged and
expanded, in order to
be enamoured with
information and
knowledge."
.....
George Turnbull, 1742

American Youth Leadership Institute and Statesmanship Clubs

Some years ago, I went to purchase a book from Steve Adams, the administrator of a private academy in Utah. While waiting in his office, I noticed all of the books on his shelves. This guy had a great library! It was a collection of great classics, volumes on American history, literature, government, math, science, etc. I struck up a conversation with him about some of my favorite books that I had noticed in his collection. I explained how I felt a strong desire to share the things I had been learning with youth. As we talked, he told me about his academy, and about his particular interest in keeping a statesmanship club going at his school. This club had been meeting for two years, with a different advisor for each year. The past advisors were unable to assist the club during the upcoming year. He asked if I would speak to the youth in this club. I had never done anything like that before, but I felt like it was something I wanted to do.

I met with Kip Denning, the advisor from a past year, and he filled me in on what had happened in the past two years. The youth had been reading and studying from several books about the Constitution, the principles of good government and stories from American history. I thought it over, and decided to take on the position of advisor to this club. Mr. Adams offered his expert assistance, and I got busy reviewing material and formulating a plan.

For the first two years, it was hit and miss. We read and discussed books, we wrote essays, and we had simulations of various government bodies. We had several speakers from the community: elected officials, a business owner, a manager from the West Valley redevelopment department, the President of the International Peace Gardens, and the President of the Utah State Association of Parliamentarians. We participated in the Utah Mock Trial Program. We visited the West Valley City Council and the Utah State Legislature in session. Several club members served as pages for a pro-family lobbying group at the Utah State Capitol. We read a biography of George Washington and several youth gave speeches at an event honoring his life. We had a truly wonderful time together!

The club was small, having only ten members at any given time. I usually didn't have much of an idea about what I was going to do next.

“...be allotted for regular instruction in that science, so far as is necessary at least for understanding the principles of mechanism, and comprehending the use of this science, as a key to nature, for the investigation of unknown natural causes, or the resolution of effects into known causes. And another reason hath likewise been suggested for making instruction in this science an early part of education, which is the natural tendency that a little practice in this elegant orderly science has to beget a habit of attention, to form the reasoning habit, and a taste of and liking to order and method.”
.....
George Turnbull, 1742

“And indeed one of the best lessons that can be given to youth, whether with regard to progress in science, or to conduct in life, is to teach them to receive maxims, aphorisms, or general canons with great deliberation and caution.”

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George Turnbull, 1742

I tried a lot of different things. Some worked, some didn't. One time we had a guest speaker and only one club member showed up as the audience. That was pretty embarrassing. I spent several hundred dollars of my own money, since I didn't have a good handle on the club finances. Eventually, we began fundraising efforts, holding a car wash, selling candles and holding a series of dinner lectures. My friend Marilee Roose began to work in earnest with me to make this club happen. The fourth year, Marilee was the advisor, and I came in from time to time to help with some lectures and simulations. During that year, I worked steadily on creating a plan for a statesmanship club. Word was getting out, and the phone calls and e-mails began to come in regularly, with people asking for help in starting their own statesmanship club. During the following summer, I finished a guide for creating and maintaining statesmanship clubs for youth.

It became apparent to Marilee and me that this club needed a formal structure. We put our heads together and came up with a business plan. We sought the advice of several good people. We used *Robert's Rules of Order Newly Revised* and the good mentoring of Janet Geysler to write our first bylaws. We completed a corporate charter and registered ourselves with the State of Utah as a non-profit organization. We elected officers, formed committees, and wrote a program for the next year.

Since then, we have added more chapters, and expanded our program by writing a certification program that allows us to describe to our members the elements of statesmanship that constitute a basic level of good citizenship. The Salt Lake Statesmanship Club chapter has expanded to a membership of thirty. Statesmanship Club chapters of AYLI have sprung up in other communities in Utah. Adult/Advisor Seminars were instituted to train leaders of the various chapters. Separate club programs for young girls and young boys were begun. Jody Gonzalez created “The Knights of Freedom,” a club program for boys ages eight to twelve. We instituted a club for girls age ten to thirteen, patterned loosely after the Young Stateswomen Society, as created by Rachel DeMille. We christened this club “Young American Stateswomen Association.” We have taken the little Liberty Girls club under the wings of American Youth Leadership Institute. The following section will help you to become more acquainted with these clubs.

The Knights of Freedom

This is a powerful program for training and inspiring young boys to want to be great men. Raising good men can pose unique challenges for a mother striving to train a son to become someone she is not. This program was created by a mother. And it works.

Mission

The mission of the Knights of Freedom is to create lasting friendships with people of high character, active minds and busy hands, to introduce moral leadership activities and opportunities, to bond and move through life together.
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Elements

1. Weekly Meetings, two hours in length. Each meeting begins with an opening ceremony that includes prayer, pledge of Allegiance and recitation of the club mission. The club meetings are held in semester blocks. There are three semesters each year, each being three months long. They typically take July, August and December off.
2. Youth Officers. New officers are elected each semester, thus allowing several boys the opportunity to develop leadership skills.
3. Reading and discussion of biographies of great men. The boys read one biography per month from the *Childhood of Famous Americans* series.
4. Activity based on the biography. This constitutes two of the weekly meetings for each month. This meeting also includes a presentation by the advisor on the era in which the famous person lived.
5. Leadership training and experience. This makes up the other two weekly meetings of the month. Basic parliamentary procedure is taught. The advisor gives a short lesson on leadership. Each boy then gives a 5-10 minute presentation on a topic of his choice. For example, the boys have done presentations on cooking, volcanoes, airplanes, piano recitals, Johnny Appleseed, Big Foot, and Legos. Finally, one boy leads an activity that he has selected

"We all love praise, and desire of getting honour and esteem by our diligence to acquire useful knowledge, is a passion that ought to be carefully nursed. And in consequence of this natural desire of praise, it is found by experience, that there cannot be a greater spur to the attaining what you would have the eldest to learn and thoroughly understand, than to set him upon teaching it to his younger brothers and sisters."
.....
George Turnbull, 1742

"Tis in history likewise that we may best see the necessity of good civil government, in order to the greatest happiness of mankind, the terrible effects of bad or ill-constituted government; and all the various springs and causes of changes and revolutions in governments of every sort."

.....
George Turnbull, 1742

and prepared for. For example, they have had art projects, made huge bubbles, and played outside games such as kick ball. This helps him develop leadership while increasing the feeling of brotherhood in the club. Lessons on knighthood are given during the first meeting of each semester. These lessons may include details about armor, King Arthur's round table, weapons, the code of honor, and the "Armor of God." Each boy makes a shield to represent him.

6. Tuition: Each boy pre-registers for the semester. Tuition includes the cost of the books, thus providing efficient incentive for and access to the readings.

Young American Stateswomen Association

This chapter of the American Youth Leadership Institute (AYLI) is tailor made for the ten- to thirteen-year-old girl. The program offers opportunities for girls to be exposed to the lives of great American women, to experience the joy of giving service to the community, to experience a variety of activities and to experience leadership.

Vision: Monthly meetings will help prepare girls to become young women of grace, virtue and courage. This Association will facilitate readiness for girls that may want to join the Statesmanship Club, when they are of age. This is done by giving them just enough formal structure and accountability to help them understand the way an organization functions and how a structured program can assist them in their personal goals, with enough meaningful activity to keep the interest level high. Girls take an active roll in planning service and activities.

Structure: Meetings are held monthly. Each three-hour meeting begins with an opening ceremony, followed by a colloquium on a biography of a great American Woman. Every meeting includes an activity and a service project. Members are encouraged to set goals to develop Skills. These skills have been categorized into "classes" for the members to "enroll" in. Skills are learned at home with Mom. The club is used as a tool to offer peer support and encouragement for the acquisition of these skills.

Statesmanship Clubs

The following guide will give you enough information to start your own Statesmanship Club. This guide was written to help anyone with the vision and desire to do so to create a unique club designed to serve the needs of your family and your community. It is NOT meant to be specific to American Youth Leadership Institute Statesmanship Clubs, but to give you helpful information on statesmanship clubs in general. These clubs are designed to facilitate the Transition to Scholar and Scholar phases. Typically, members are between the ages of twelve to eighteen.

“...to teach them to look down with disdain upon wealth and outward grandeur, in comparison of the inward independency and liberty of an unpolluted heart.”
.....
George Turnbull, 1742

A GUIDE FOR CREATING AND MAINTAINING STATESMANSHIP CLUBS FOR YOUTH

Statesmanship is the art of creating and maintaining a society built upon enduring principles that uphold liberty. In a letter to his wife, American Founding Father John Adams explains his preparation for statesmanship:

“The science of government is my duty to study, more than all the other sciences: the arts of legislation and administration and negotiation ought to take the place of, indeed to exclude, in a manner, all other arts. I must study politics and war, that my sons may have liberty to study mathematics and philosophy. My sons ought to study mathematics and philosophy, geography, natural history and naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain.”

This guide will help you establish a statesmanship club. The object of each club is to produce statesmen who understand and are able to participate in the structures and systems in which our country thrives.

Getting Started

1. *The Mission Statement*

The mission statement is an essential element for the success of any organization. It is the map by which the club will navigate its plans and

“Our natural delight in symmetry, proportion, and the beauty resulting from, or always accompanying them, which discovers itself so early in children, by their particular satisfaction in regular figures, is of admirable use, to spur us on to seek after what is indeed the perfection of every art, simplicity...”
.....
George Turnbull, 1742

programs. Here is an example from AYLI:

The Mission of American Youth Leadership Institute shall be to promote the principles of good government as defined by the Founding Fathers in the Constitution and the Bill of Rights, restore moral leadership and teach the art of successful human relations.

2. Selecting an Advisor

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The advisor plays a vital role in the success of your club. A good advisor stimulates the club into motion and helps maintain its momentum. If you choose not to advise the club yourself, look for an energetic, responsible individual who is experienced with young people and informed about basic principles of statesmanship. Allow a prospective advisor sufficient time to decide whether he or she is able to take upon themselves the responsibilities this club will entail. Different advisors over the years will expose club members to unique talents and experiences. You may wish to have an “advising committee” of parents and other adults who will take turns leading the various projects that the club undertakes. This is an ideal solution for situations where no advisor can be found. In this case, one parent should correlate club meetings and activities.

3. Location

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Because of the nature of the club, you may be able to obtain meeting space at no cost. Consider using a room in a public library, private school, community center, college campus or government building. Private businesses have large meeting rooms that may be available to your club. The meeting room should comfortably accommodate approximately twenty-five people. Several chairs, various sizes of tables and a podium are recommended. Movable furniture will accommodate many different types of meetings and simulations. Post an American flag at the front of the room. Be sensitive to the travel distance of advisors and members. Put out signs to direct new members and special guests.

4. Advertising/Gaining and Maintaining Membership

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There are many ways to find people interested in participating in a statesmanship club. First consider people you already know. Phone

acquaintances to see if they are interested and ask them for referrals. Advertise in local and state homeschool newsletters. Put up notices at local private schools, libraries, and city halls. Contact local homeschool support groups, co-ops, discussion groups and study groups to see if they will let you make an announcement or do a small presentation for their group. Have flyers available for homeschool convention attendees. Ask administrators of local private schools if they will make an announcement, display signs, post sign up sheets, or put a notice in their newsletter. Check with your local city council to see if they have a youth council who would be interested in joining the club.

5. *Introductory Meeting/Election of Club Officers*

In the introductory meeting, club members will: get to know each other, elect officers, discuss goals and decide regular meeting times (weekly two-hour meetings are ideal). Electing youth club members to various positions of leadership within the club gives them the opportunity to develop leadership skills. Positions to be filled during this meeting include: chairman, vice chairman, secretary, treasurer and such committee chairmen as deemed necessary. After nominations are seconded and accepted by the nominee, they are entered on the ballot. When the ballot is complete, a written vote should be taken. Written votes will preserve the highest level of harmony among members. At least two people should tally the ballots in another room. Each new officer should receive a written description of their duties, which could include the following:

President: Start and end each meeting, keep order by calling on members to speak in turn, introduce guests and stay in regular contact with the advisor.

Vice-President: Fulfill the duties of President when absent, and any other duties determined by the board.

Secretary: Keep attendance, records, keep minutes when conducting minutes, contact members to give reminders about meetings and field trips.

Treasurer: Manage all funds, keep records and report during business meetings.

“Now the way to teach and confirm this doctrine, and all its excellent comfortable consequences, is to lead youth daily thro’ various instances of wisdom and order in the world, and from thence to the consideration of the human mind, and the perfection it is capable of; and to shew them how these marks of wisdom and benignity confirm a divine providence, universally pursuing the greater good, and therefore particularly interested in favour of virtue, the supreme excellence of the rational nature, and therefore God’s image.”

.....
George Turnbull, 1742

Committee Chairmen: Standing committees or special committees can be formed to execute various actions taken by the club, such as supplies and janitorial, fundraisers, advertising, simulations, etc.

6. *Parliamentary Procedure Instruction*

Including regular instruction and simulations using *Robert's Rules of Order Newly Revised* (available from libraries, bookstores or local parliamentary associations) will greatly enhance the experience your members will have while attending club meetings. Knowledge of parliamentary procedure will enable members to: 1) work together as a group with efficiency, while preserving the rights of each member, 2) strengthen their confidence in dealing with government and civic leaders and organizations, and 3) prepare them to serve in leadership positions throughout their lives. Besides all that, it's fun! Encourage members to purchase a copy of the rules for themselves.

Contact a local parliamentary association to inquire if they would be willing to send someone to your club meetings to provide regular instruction. Lesson plans have been prepared and adopted by the National Association of Parliamentarians. They are dedicated to teaching this useful skill to youth to preserve this knowledge for future generations. Monthly two-hour instruction periods are recommended. Consider having your club members become official junior parliamentarians.

To locate a representative near you, contact:
National Association of Parliamentarians
213 South Main Street
Independence, Missouri 64050-3850
Telephone (816) 833-3892
FAX (816) 833-3893

Club Meetings

7. *Suggested Guest Speakers*

Guest speakers provide one of the most rewarding experiences your club can have. Always keep your eyes open for opportunities to invite

guest speakers to your meetings. For example, a statesmanship club in West Valley City, Utah decided to study a redevelopment project that the city had proposed. They had a guest from the redevelopment department speak one week and a business owner in the proposed redevelopment area speak the next week. Club members obtained two very different views on the issue. After visiting the area, attending hearings and reading the blighted study, club members finished the project by holding a mock city council meeting to vote on the proposed redevelopment.

The possibilities are really limitless, but here are some suggestions for speakers:

- A City Council member
- A Political Science Instructor
- A Leader in a Political Party
- A Business Owner
- Members of various departments of government that relate to a topic you are studying
- Citizens that may be directly affected by a bill before the legislature or a resolution before the city council
- An Attorney
- A Judge
- A Lobbyist
- Someone who has served as a juror
- A Law Student
- A candidate for public office
- A Parliamentarian
- An author of a book they have studied
- Someone who has exhibited a high level of public spirit
- A youth member of another statesmanship club

8. Simulations

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Simulations are very popular activities! They allow the members to actually experience the things they are studying. Plan to have them at regular intervals. You may want to have simulations of different branches and levels of government. Plan the simulations well in advance to make sure there is enough time to complete each part. Set the room up

"For were there no infirmities, deficiencies, errors or vices, to supply, redress, correct, oppose, or reform, how would there be place for compassion, generosity, wisdom, valour, patience, magnanimity, patriotism, and a meek forgiving temper? It is in difficulties or struggles that virtue exerts all her excellence, and shines out with her fullest lustre."

.....
George Turnbull, 1742

to imitate the simulation you are doing. You may want to have a mock election in an earlier meeting to establish who will be filling the various roles in your simulation. You may need time to form committees and break into smaller groups for private discussion. Explain carefully how it will be done, and make sure everyone knows what to prepare. Have a basic script for the chairperson, to keep things flowing smoothly. (Simulations give other club members the chance to be chair for a while, which most want to do anyway!)

Simulations could include city council meetings, political party meetings, meetings of a house of representatives, senate meetings, committee hearings, presidential cabinet meetings with members representing the various cabinet members, or mock trials.

9. Law-Related Education

Law-Related Education Programs can be found in most states. These programs are coordinated through state bar associations. Many of them have Law-Related Education programs. They typically include a speaker's bureau, a mock trial program, a network of law students who offer instruction on the legal system, a conflict resolution program, a court tour program and a peer court program.

Peer court programs vary. Contact your city to see if a program exists where you live. All defendants have admitted guilt and agreed to accept the sentence given by their peers. Parental permission is also obtained before the peer court session. Participants are asked to attend a training session to obtain instruction and mentoring before they are part of a court session. Some cities follow the jury model, some have a judge, while others use a panel. Annual events may be held in your state. Utah has one every year.

Club members are encouraged to use the peer court program as an addition to their statesmanship club program and not as part of the regular meetings or activities.

Most states have a mock trial program that you can incorporate into your club. These programs provide excellent opportunities for young people to practice citizenship and legal skills in a judicial setting. This guide will provide information on the Utah Mock Trial Program. This program uses volunteer attorneys to revise and adapt legally authentic

cases involving issues relevant to students' own personal experiences. They publish a guide that provides all the necessary information with everything you need to conduct a trial. You may request a case to use from them anytime. Seek the advice of an attorney when you are getting ready to set up this unit of study. The advisor should explain trial procedure, ask for volunteers for the various parts, and provide time for the students to prepare their case. You may wish to invite an attorney to sit as judge for your practice session. His input will be very valuable as he walks the students carefully through the trial. Mock trials provide an opportunity to introduce other youth to the statesmanship club.

The National Web site for peer courts is www.youthcourt.net. To find out about a mock trial program in your state, contact your state bar association.

10. *Using the Classics*

You may wish to incorporate book discussions of classic literature and political writings into your meetings. It is exciting to choose a powerful book, read it on your own, then meet with others to discuss parts that interest you, or thoughts you had while reading it. The advisors could suggest that the club members do this, and ask them to bring suggestions to the next meeting. The advisor could bring several books of his/her own to give short reviews on and propose for the group to read. Some suggestions are included in the Appendices.

The important thing to keep in mind when having a book discussion is for the advisor to restrain from giving a lecture and allow the students to freely discuss things they consider important and interesting.

SUGGESTED CLASSIC BOOK READING LIST FOR STATESMANSHIP CLUBS

- Common Sense*, by Thomas Paine
- The Federalist Papers*, Hamilton, Madison and Jay
- Alas Babylon*, by Pat Frank
- The Lonesome Gods*, by Louis L'Amour
- The Virginian*, by Owen Wister
- Walden*, by Henry David Thoreau
- Animal Farm*, by George Orwell

"This affection is therefore to be carefully attended to in education; and will be perfected, or receive its proper turn, by early leading young minds to give due attention to the connexion in nature between beauty and utility..."

.....
George Turnbull, 1742

"It is easy for a skillful preceptor to lead young minds from the contemplation of regularity and beauty in material objects, to the contemplation of regularity and beauty of the moral kind, in affections, actions and characters; and thus to teach them chiefly to delight in moral beauty."

.....
George Turnbull, 1742

- 1984, by George Orwell
- A Shakespearean Play (such as *The Merchant of Venice*)
- War and Peace*, by Leo Tolstoy
- Any of Tolstoy's writings
- Democracy in America*, by Alexis de Tocqueville
- Great Expectations*, by Charles Dickens
- A Tale of Two Cities*, by Charles Dickens
- Emerson's Essays
- The Story of My Experiments with Truth*, by Mohandas Gandhi
- Iliad* and *Odyssey*, by Homer
- Les Miserables*, by Victor Hugo
- Uncle Tom's Cabin*, by Harriet Beecher Stowe
- The Autobiography of Benjamin Franklin*
- History Reborn*, by Vicki Jo Anderson
- Huckleberry Finn*, by Mark Twain
- Joan of Arc*, by Mark Twain
- King Arthur and the Round Table*, by Green
- The Hobbit*, by J.R.R. Tolkien
- The Lord of the Rings*, by J.R.R. Tolkien

11. Studying the Different Levels of Government

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You may wish to break down the year's activities into units that coincide with the different levels of government, starting with the city council, then the county, the state and finally the federal government. Attend meetings in session whenever possible. Choose an issue, a bill, a department, a resolution, or a committee that you want to focus on. Read all available information on the chosen subject. Have club members read different things and report on them. Invite guest speakers involved in the issue to share their perspective with the club. Debate a bill, amend it, and vote on it according to parliamentary procedure. Submit your decision or findings to the actual government entity that is dealing with that issue. (Discussions can get pretty heated between club members as the club becomes more and more fluent on a particular issue. The advisor may start to feel like the coach of an athletic team rather than a statesmanship club!) Encourage the chair to enforce

all rules of order while discussions are taking place.

Most city and state governments have information packets that are suitable for use in your club. You can also find many activities and projects at various government web sites by clicking on their education page.

12. Developing Personal Diplomacy

The advisor should encourage courtesy and diplomacy at all times. Discuss opportunities for practicing diplomacy with club members. Some diplomacy skills you could discuss include: greeting guest speakers with a handshake, introducing themselves, thanking the speaker afterwards and mentioning specific things they found interesting in the talk. They should greet each new member enthusiastically, and go out of their way to make him or her comfortable and involved. Encourage the members to dress appropriately and behave in a courteous manner while attending all club functions. Provide opportunities for formal speeches to be given by all members. Consider having a formal dinner to study etiquette. Whenever students go on a field trip or to a lecture, encourage them to meet as many people as they can. Being able to talk with people of influence is a skill that will open many doors to young people as they mature to adulthood.

13. Public Speaking

It is commonly accepted that the more a person speaks in public, the easier it gets. Giving frequent speeches to other club members provides the perfect laboratory. Being able to speak in front of others strengthens leadership skills and promotes confidence. There are frequent opportunities to give speeches in many communities. Keep your eyes open for speech contests or conferences that may provide these opportunities. Invite a representative of Toastmasters International to instruct your members on the art of giving speeches.

14. Suggested Books, Study Materials and Videos

BOOKS

The Making of America (with study guide)

The Five Thousand Year Leap

“...not only adversity but prosperity ought to be considered as designed to be a trial, a school to virtue for its exercise; and the vicissitudes with which this world is chequered, have, over and above the final cause already mentioned, this further moral fitness, even that they render this world a proper theatre for forming and bringing forth into action several noble truly glorious virtues.”
.....
George Turnbull, 1742

The Real George Washington
The Real Thomas Jefferson
The Real Benjamin Franklin
Soldiers, Statesman and Heroes
The American Heritage and the Constitution
The Bulletproof George Washington
The U.S. Constitution
The Declaration of Independence
The Law
The Proper Role of Government

VIDEOS

The Five Thousand Year Leap Video Lecture Series with Earl Taylor
A More Perfect Union
Two Good and Noble Men
America's Godly Heritage
Foundations of American Government
The Spirit of the American Revolution
Keys to Good Government According to the Founding Fathers
Spiritual Heritage of the U.S. Capitol
Not Yours to Give

Successful Group Learning

Diann Jeppson

One of the most important skills of Leadership Education is leading groups in learning environments. Here are a few suggestions to successful group learning:

A Designated Leader

Remember the French Revolution? Lack of formal leadership can begin the erosion of a group from the very outset. Without leadership, human nature takes over and reigns supreme.

There are two basic ways to do this:

Plan 1: The leader formulates the entire program and presents it in its finished state to prospective participants.

Plan 2: A mass meeting is held, in which objectives are discussed. Either the program will be written and duties determined as a joint effort, or a formal organization will emerge. In the latter case, committees are formed to write bylaws, nominate leadership and create the program. Determinations are begun concerning who will address which element of the program, based on individual strengths and talents.

Each form has its unique characteristics. In Plan 1, the leader has the benefit of custom-designing the entire program according to her unique vision. This method is extremely efficient. It avoids long meetings and debates. It is tailor-made to the leader's family needs, sched-

"Beauty and greatness in effects have so strict a relation to the moral beauty and greatness of their author, that as they cannot be sever'd in nature, so ought they not to be divided or separated in contemplation."

.....
George Turnbull, 1742

“But it is not enough to know rules; the actual application of them is the chief thing.”
.....
George Turnbull, 1742

ule, financial considerations, and level of desire. The leader feels a powerful sense of ownership over the group, therefore the level of commitment tends to be very high. There are drawbacks. There is the lack of valuable input from other interested parties. The workload involved in the initial launching of the group can be challenging. For large groups, this method may not be the best route, and it isn't feasible for one person to have the know-how or the time and energy to fulfill all of the necessary obligations associated with organizing and running the group. This form works best with small groups. The exciting thing is that when a small group has great success the program can be packaged and shared with others, inviting duplication, and therefore bringing this small group program to more people! It is then a matter of another leader catching the vision of the first leader, and implementing the program in another location.

In Plan 2, the initial formation of the group is in the form of a mass meeting. A mass meeting is an informally organized group of people meeting together for the purpose of organizing for a specific objective. Mass meetings usually lead to the formation of an organization with elected board members, bylaws, committees, regular meetings, and the development of a formal program. This is the usual fashion for the creation of a large group, or a group that sees growth as a single entity in its future. Remember, the group form described in Plan 1 can experience growth as well, but only through duplication under leadership of similar structure, or by conversion to the structure described in Plan 2.

A Clear Vision of the Objectives for the Group Experience

Setting forth a mission with carefully described objectives will steer the group from the outset. If leadership and membership are in agreement as to the direction of the group, serious problems can be avoided from the beginning. The group will be much more likely to stay on track, to endure over time and to grow as one body. Membership will be retained and public relations will be uniform.

Put your mission before the group so it can be seen and observed regularly. Your meetings may be such that the mission can be recited as part of the opening ceremony. The mission should be on every newslet-

ter and flyer describing offerings of the group. It should appear on applications and all mass communications.

The mischief associated with the lack of a clearly defined mission is that the group will tend to sway with the whims of the membership or leadership, plans will alter too frequently, follow-through will lag and the cohesion of the group will erode. The level of commitment in the hearts of the membership will drop off steeply, as the personal goals they have set in relation to the group program are pulled out from under them by the shifting sands of the group changes.

"But still a virtuous habit of mind is the truest felicity of man: And it is in every one's power who will set about it in earnest to obtain this best of goods, even under the greatest outward disadvantages."
.....
George Turnbull, 1742

Volunteers or Assistants for Delegation of Duties

Structure your group from the outset to include a clear breakdown of duties and descriptions of those duties. Be prepared for others to show a particularly high level of enthusiasm for the program. Watch for those who sacrifice and display commitment over time. You will then be ready to extend invitations for participation in the leadership of the organization. Give the person a sheet describing the duties, with specifically indicated dates for completion of those duties. Be careful about checking up on volunteers, so as not to erode their feeling of ownership of the duty. Usually, if friendly contact is made the volunteer will tell you what has been done. Ask volunteers for suggestions and let them feel a sense of ownership over their area by inviting them to select from several volunteer options and by leaving room for creativity. In small groups, you may need to do most of the work for the first two to four months, but after that, you will have enough interested persons to begin delegation.

Structures and Forms

A structure is the formal breakdown of how and why the group is run. The form is the type of structure. Although structures and forms may change over time, it is very important to establish a regular plan at the beginning. Select the form that best serves the purpose of the group. Refer to the first section for a description of possible forms.

A small group structure should include these elements:

- A. Who is/are the leader(s)
- B. Name of the group
- C. Mission
- D. Who the members will be, and how they will become members
- E. Student leadership if any, with description of duties
- F. Meetings: when and where
- G. The program and agenda
- H. Costs involved, both for members and a budget for the group
- I. Volunteer duties with descriptions
- J. Committees' descriptions and duties
- K. A plan for communication with all associated with the group
- L. A plan for training leadership
- M. A plan for growth and/or for the handling of inquiries beyond the scope of your ability to sustain growth.
- N. Rules of Order
- O. The form you intend to use when changes are made (amendments)

A System of Communication with Leadership and Membership

I recommend reading *The One Minute Manager* by Blanchard and Johnson. It has several good suggestions for keeping communication flowing in an efficient, friendly and respectful manner. I recommend newsletters be printed at regular intervals. E-mail is efficient and inexpensive; but make sure members know that communications will be made by e-mail so you can be informed if a member doesn't have e-mail, or is unable to check it often enough for it to be effective. You must then devise an alternative method. Some groups do regularly scheduled conference calls with leadership. Some hold regular board meetings. Some use phone trees. It works very well to have your communication in written form with an indication clearly stated if any information is time-sensitive, so that members will take note.

Character Traits of a Group Leader

Here are some Dos and Don'ts:

DO

.....

- A. Keep the big picture before you.
- B. Be positive.
- C. Recognize and thank those who are doing well.
- D. Seek to inspire.
- E. Encourage those who are struggling.
- F. Be specific in describing to others how they are doing well, and what else they can do.
- G. Let others know when more time is needed to respond to a request for information or service.
- H. Delegate.
- I. Do the most important things first.
- J. Set aside regular time to strengthen yourself in the important areas of your personal life.
- K. Put your spouse and family first.
- L. Let integrity be your watchword and courage be your banner.
- M. Start meetings on time, follow an agenda, and end on time.
- N. Establish or adopt rules of order and follow them. Teach them to new members.
- O. Keep the meeting moving forward efficiently, without undue distractions and tangents. Desire falls off quickly when the meeting lags. Hold a social if socializing is too tempting at meetings. Remember: no meeting at all is better than a meeting that wastes the time of the attendees.

DON'T

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- A. Criticize other leaders or members directly or to others. There is so much criticism. Instead, focus on the good efforts that have been made.
- B. Neglect your health.
- C. Let the concerns of your group overflow into inappropriate behavior towards others, especially your family.

“Because, in order to be framed for society, men must have been made mutually dependent, or in other words, common happiness must exceedingly depend upon right or proper confederacy to promote it.”
.....
George Turnbull, 1742

- D. Burden family and friends not involved in your group with details or narratives of your group activities beyond the scope of their desire to hear.
- E. Change your program very often, or cancel, postpone, or reschedule. You will lose your momentum by doing so.
- F. Start late. When you start late, everyone will get used to showing up late. This takes away from the rights of the group, and disrespects the sacrifices being made for the group.
- G. Hold members over too often. Desire falls off quickly when meetings and activities extend over the designated ending time.

Drawing on the Strengths of Other Facilitators

There are members of our community that are highly qualified to facilitate aspects of most programs. When it is for a good cause, facilitators are often willing to donate their time and expertise for free. Do not hesitate to ask. Wonderful things can happen as relationships are made and networks expanded. Take courage when making calls for other presenters. Introduce yourself and explain the objective of your group. Be brief but positive. Be specific in your request. Be prepared with an outline of what you hope the presenter will cover. Ask for suggestions he may have. Follow up with written confirmation of the phone call. (Phone calls are better than e-mail for initial contact.) Re-confirm a day or so before the date set. Have a backup plan. Thank the presenter. The most powerful and effective types of thank-you's involve specific descriptions of how the facilitator made a discernable difference in the lives of those he presented to.

Simulations

If a portion of your group mission is to build leaders, simulations are powerful tools for doing this. Hold regular or occasional simulations of scenarios and meetings when leadership comes into play. Design your simulations to approximate the situations you foresee your students being a part of as an extension of the mission for which your group was established. For more information on simulations, contact George Wythe College at www.gwc.edu or Simulations Institute at www.simulate.cc.

Student Leadership

Student leadership is a powerful way to develop and practice leadership for the future. Establish a regular plan for which leaders will be elected, the form of the elections, how often and when, whether or not a nominating committee will be formed, and how the leaders will be trained. Hold leadership meetings, and help students to know that duties come with the office and how to do those duties. Let them do as much as they are capable of doing and then always help them take one more step towards being an effective leader. Remember that the student leaders are still learning their duties. Be generous with your feedback of what they are doing right, and respect their desire to lead, in spite of error. Provide regular training and communication. Officer duties are described in detail in pamphlets obtained from the National Association of Parliamentarians (NAP) at www.parliamentarians.org. You may also be able to obtain this information from your state NAP chapter. Check the website to locate your state chapter.

Sharing Success Stories

Use newsletters, promotions and thank-you letters to describe specific success stories of how the individual lives of members of your group have been improved by the program offered by your group. Set aside regular times for collecting, writing, and sharing these stories. This is a powerful tool for building solid relationships. When those who have sacrificed for the benefit of your group members learn of the results of their efforts, it gives them a profound feeling of appreciation and nurtures desire for continued service.

Getting to the Ideas

How will you come up with the great ideas for your group program? That is the biggest question prospective group leaders ask. After you have your mission firmly established, begin to consider those things that change the heart and nurture desire for the elements of that mission. Consider your audience: their age, maturity, and other limitations. What inspired you to start a group in the first place? Was it a book you read? If so, re-read the book with pen in hand and take notes of ideas

“...if those great men in history, to whose labours human society have owed their happiness, their useful arts, their excellent laws and policies, their liberty, be truly great, a real honour to mankind, and were truly happy, and were truly happy, whatever fate they had, thro’ whatever opposition and persecution they passed,—then to cherish the benevolent disposition, and to educate in the knowledge of the interests of mankind, is the way to train youth to true happiness and greatness; and therefore the true education, and the most useful study and employment of the experienced.”

.....
Hermogenes.
Quoted by George
Turnbull, 1742

"We who apply ourselves to agriculture, find it easy enough to do all the preparatory work for planting; and even the planting business itself is soon dispatched: But after what we have planted hath taken root, and begins to live, then the plant requires no small care and culture. That after-work, of cherishing and cultivating plants to their perfection is very difficult. And so it appears to me to be with regard to men.

on how to implement the things you felt inspired about.

Was it a person who inspired you? If so, contact them and ask for ideas, or consider what it is about that person that you and your group could emulate to develop areas in your life relative to your interest.

It is very effective for an idea to translate from concept to inspiration, to goal, to culminating experience. For instance: if developing Public Virtue is part of your group mission, you may determine that a model of Public Virtue should be found and followed. You may be inspired by the life of Benjamin Franklin, so you could develop a goal plan of readings, writing and speaking about Benjamin Franklin for your group. The goal could culminate in a speech event, featuring Franklin.

Brainstorming sessions are also powerful ways to get to the ideas. A focused session works well, as does carrying around a small notebook for a week so you can jot down ideas when they come to you. It is especially handy to have a notebook by your bed, or wherever you do mundane chores, as your mind is free to roam about in search of the next great idea.

Endurance and Growth

Tips for sustaining endurance:

- A. Have a plan.
- B. Set designated breaks in the action for downtime and refueling.
- C. Keep desire high through regular exposure to things that inspire the mission.
- D. Have definite starting and stopping points for the elements of your program.
- E. Get enough sleep. There aren't many things worth staying up past 10 pm for.
- F. Tend to good nutrition.

Tips for dealing with growth:

- A. Have defined limits as to how many members may enroll and stick to it.
- B. Have a plan for inquiries.

- C. Budget your group money with a plan for meeting your obligations with room to spare.
- D. Avoid temptations to grow faster than your capacity for growth.

A Smooth Blend: How Group Learning Can Enhance the Home

Group learning can be exciting, and sometimes so much so that it encroaches too much into the home life of the members and leaders. Determine up front what limitations you will have on your time and put a cap on your group involvement. Group experiences should be an extension of the needs, desires and goals of the family. For example, you may want a particular person to speak to and meet your daughter. You know it is not likely for that person to agree to give a dynamite presentation to your daughter alone, or for your daughter to be willing to sit appreciatively and listen to a powerful presentation given just for her. She would feel uncomfortable, and not be likely to change her life as a result of that presentation. But if you started an organization, and invited the presenter to speak to a group of seventy youth (your daughter being in the audience), then she would have the benefits and her life may change as a result. How many tremendous presenters and great statesmen in your community could you get to speak to your daughter in this fashion?

On the other hand, if you wanted to help your daughter gain an appreciation for American history, and you and she decided to read a survey of American history together (for example, the Joy Hakim series, *A History of US*), this may not be an area that should enter into a group experience. The benefits of the slow unfolding of American history to the mind and heart of your daughter as you carefully read together—discussing each page, laughing, exulting, crying, comparing, wondering, and feeling—are priceless. If a time limit were imposed upon the reading of this series because it was connected to a group deadline, the experience itself might be hindered rather than strengthened.

The primary purpose of the children’s educational group, then, is to strengthen the home and family, and then the community and nation. If the group is not meeting these objectives, then it may be counterproductive and should be discontinued or re-evaluated.

For I judge of other men’s experience by my own. The planting or generation, call it which you will, of this son of mine was an easy matter: But rearing him up and educating him hath cost me many an anxious thought, much trouble and solicitude.”

.....
Hermogenes. Quoted by George Turnbull, 1742

“Take away our appetites and passions, and men will not indeed be in danger of several vices: But on the other hand, where will there be place for temperance, fortitude, generosity, and all the brighter virtues, which are the greatest ornaments of human nature? These powers and affections therefore are given us for very noble ends, however we may corrupt, abuse or pervert them: Even to make us truly great and good, to enable us to rule, and to give us subjects to rule and keep in good order and subjection, to afford us means of spiritual or moral dominion.”

.....
George Turnbull, 1742

Trouble Shooting

The most common reasons for failure within a homeschool group program happen when the group activities supplant or disrupt the family. This is never the intention, so it is difficult to detect. In my years of associating with homeschoolers, it has been my experience that homeschoolers desire a certain set of elements for them to feel excited and happy about group experiences. If I were not guilty of some of these things myself, I would not have learned that they do not work. When these problems exist, desire fades and the group may disintegrate. If you are experiencing a lack of enthusiasm in your group, consider the following list of possible causes:

1. Meetings are too frequent and/or too long.
2. Choices as to the extent of engagement or the elements of the program are too limited or do not exist.
3. Quality is low, due to lack of adequate preparation and/or planning.
4. Participants do not know what to expect from meeting to meeting.
5. Leadership changes too frequently.
6. The overall plan shifts and changes according to whim, without enduring follow-through.
7. Content is not stimulating enough or is too complex for participants.
8. No plan for breaks or renewal.
9. All work and no socializing.
10. No stated (written and accepted) key or primary objective or set of principles around which the group revolves.
11. Too large to be effective. Noise and chaos reign, rather than thoughtful participation.
12. Too small. Participants feel reluctant to participate because of undue focus on the small number of students present.
13. Lack of (or inadequate) communication between leaders and/or between leaders and students.
14. Ineffective process for the collection of money needed to run the program.

15. Leader sets a bad example of negativity and criticism of other leaders or students.

If you are experiencing these problems in your group, take heart! You are involved in a great learning process: a process that teaches not only knowledge in the traditional fields of study, but also in the area of human nature. You can heal your group. You *can* launch a new group on sound principles. Consider each item on the list and determine if your group is struggling in any of these areas. Ponder carefully for ideas on how to resolve these problems. You will find the answers you seek. The answers are often self-evident, as soon as you are able to see the problem and define it. Review back through this outline for help in the areas you are working to repair. See the examples of the clubs included in this book.

Clubs

Children love to belong to clubs. So do youth and adults! Sharing with others strengthens our desire to study, to try new ideas, and to serve. Clubs are a welcoming structure for learning. It is a delight to have regular times set aside for association with the same people. You may not have occasion to rejoice in your friendships with others if regular times are not established for association. Clubs work well to attract students and draw them in as their desire and willingness to sacrifice increase. An astute leader will seek to inspire members of the club to want to stretch themselves and then give them opportunities to do so.

Young children: The strength of a club for very young children (three to seven) lies in the combined efforts of the parents. If mothers take turns creating engaging activities for the very young child, each benefits. Small groups of six or fewer children work best. Short meetings with a loose, playful structure are most effective. The mothers can simply meet together to select themes for activities, such as insects, water, plants, food, clothing, mammals, rocks, etc. Each mother can then create a club meeting using songs, poems, activities, art, and storybooks about that theme. Each club could begin with a prayer, a pledge, and a song. It rarely works to incorporate academics in a club for young children. They tend to be at diverse levels of readiness for

"'Tis a true proverb,
Demodocus, that
advice is a sacred
thing. And if the
saying hold true in
any case, it must be
chiefly so in respect
to the affair you now
propose. For there is
nothing about which
one ought to
deliberate and consult
with more
seriousness and
solemnity, than one's
own right conduct,
and the proper
institution of his
children."

.....
Socrates. Quoted by
George Turnbull, 1742

"For virtue, which is the best possession, as well as highest ornament of the rational nature, and into competition with which nothing can come, if there really be an after-life; or if the souls of men be really immortal, is a purchase in every man's power."

.....
George Turnbull, 1742

such things, and may internalize faulty conclusions as to their own abilities when they rate themselves according to the skills or lack of skills of the other members.

Children age eight to twelve: These children have a much deeper desire to explore now. They may be more comfortable in clubs with children of their own gender.

Clubs may be set up to allow prospective members to just show up to "check it out" to see if it's for them. The level of engagement is usually facilitated by degrees, so the member can choose for himself how much he wants to become involved. This is ideal for the Love of Learning and Pre-Scholar Phases. Scholar level opportunities can also be the focus or an element of clubs. Another ideal form is when the complete program is written and presented to the prospective student. They decide to join based on foreknowledge of the content.

To sum up: group learning can be a rewarding and virtually indispensable element in your education, and your children's. Be sure to pay the price to find the right fit for your family; and reevaluate on a regular basis to ensure the optimal experience.

The Jeppson Plan

Diann Jeppson

The Jeppson Plan is a system designed to bring a child to the door of Scholar Phase and gracefully usher him in. This chapter describes in detail exactly how the Jeppson family structure fosters characteristics for and facilitates engagement with each Phase and level of Thomas Jefferson Education. The plan reflects the close correlation between work and study, between choice and accountability, and between our family canon and reason born of experience and intuition. It is important to observe how progression from one Phase to the next leads the child towards a successful entry into Scholar Phase.

The Jeppson family work system provides the time and impetus for increased study, while allowing for gradual and “on again, off again” engagement with early Scholar Phase. The plan for doing this is described in great detail, providing a microscopic breakdown of every element. Some of these elements have been described in previous chapters; in order to cohesively illustrate the overview of the entire system, they will be reiterated here. The Jeppson Plan is provided as a springboard for the creation of your own family plan.

Morning Things

Children under the age of eight are assisted with learning to dress themselves, make their beds, say their prayers, comb their hair, put away yesterday’s clean laundry and get their dirty pajamas in the correct hamper. As they become able to complete each of these tasks inde-

“All I pretend to is the skill of insinuating into young minds the love of virtue.”

.....
Socrates. Quoted by
George Turnbull, 1742

pendently, they are required to do so every day. If they are awake, they attend the daily family devotional, held at 8:00 a.m., during breakfast. If they are asleep, Mom has another mini-devotional with them later in the morning.

Chore Meeting

After devotional, at approximately 9:00 a.m., chore meeting is held in the kitchen, before children are excused from the table. The chore system and daily chore meeting are crucial to the overall success of The Jeppson Plan. During chore meeting, jobs are divided up among the children.

First-Born Children

First-born children simply notice Mom selecting the jobs she will do each day. Mom models the system by using her pouches and making her own pile of chore tickets each morning after devotional. She makes comments to the child in an offhand way about her use of the system. When the child is old enough to understand the relation of the tickets to the chores (age three or four), Mom helps the child to make her own pouches. The very young child is allowed to play at selecting chores, but not required to follow through with any of them. When Mom perceives that she is ready, she begins to hold chore meeting each morning, after devotional. The child chooses four chores and Mom helps her do them, to teach her how to do the work, provide companionship and show by example the correct attitude towards work. The child is invited to do various chores on her own, as she becomes able. When the child is ready, she takes a younger sibling along to show her the ropes.

The Jeppson Family Study System

After devotional and chore meeting, Mom and the children have a short band practice. Mom then reads to the younger children from a variety of books, taken from a compilation of classic book lists, as well as books obtained from the library. Mom selects colorful books from the library to acquaint the children with a huge variety of subjects.

Every child has a planner. The planners are brought to the table at devotional time. Young children just play with their planners, scrib-

bling in them and looking at the pictures. As they approach age eight, they are encouraged to write daily objectives as to what they would like to study. They can note these objectives in their planners each morning. They do not have to stick to them as long as they are studying for the allotted time period each day. However, if a child really wishes to improve his skill or obtain knowledge in a certain area, she may work out an agreement with Mom to help her on certain days for predetermined amounts of pre-selected programs. For instance, if a child wishes to learn to spell, she may make an agreement with Mom to study five words per day from a speller and then have a test. She may make an agreement to have regular lessons on how to read, raise birds, grow a garden, multiply numbers, write a play, draw with colored pencils, write in cursive, or she may wish for Mom to read a novel just to her. Mom sets aside one hour each day for each child (we have four, so this time allotment works great for us; larger families may do one set of kids every other day, or smaller allotments, or greater, etc.) except on club days and colloquium days.

After or before each child's hour with Mom, the child is on her own to study and explore. The arrangements for Mom to help them study are made during monthly dates. Each child has her own date with Mom once a month. She brings her planner. They pray and talk about life together. Mom addresses any concerns or questions the child has. Special study arrangements and other plans are noted in the planner. Each morning at devotional, the children check these notes to determine what arrangements have been made with Mom. These monthly records in the back of the planner may look like this:

February

<i>Anne of Green Gable's</i>	One chapter	Daily
<i>Thimble Summer</i>	One chapter	Daily
Spelling	Five words	Daily
Cursive	One lesson	Monday
New Testament	One chapter	Daily
Gardening	Two pages	Tues & Thurs.
Suzuki Violin Book Three	Whatever is wished	Daily
Horses	Whatever is wished	Friday

"...the principal business of education is to inure youth to take a just view of the goods of human life, and to place their chief happiness not where fancy may chance to place it, but where nature hath already fixed it, viz. in a virtuous disposition. The goods which divide human desires and pursuits, are the riches of the mind and external advantages; and according to our estimation of them such must our conduct be."

.....
George Turnbull, 1742

“And as nothing can be more preservative of virtue, more comfortable or strengthening to it than this delightful persuasion; so the proper way of confirming and fixing it upon the mind, in such a manner as to render it an active principle, is to be daily inculcating it upon youth, from such instances or examples of wisdom and goodness in the works of nature, as set the moral perfection of the Creator and Governor of the universe beyond all doubt.”
.....
George Turnbull, 1742

Each morning, the children simply review their record and write the arrangements for that day under that day's date in the planner. As they grow older, Mom encourages longer study times.

Children may select one weekly lesson each year to improve their physical fitness and skill. To date, they have done ice-skating, ballet, clogging and swimming. They also have one weekly music lesson.

Every day ends with one to two hours of family reading time. Mom reads aloud to all of the children and they stop to discuss the readings whenever desired. Mom selects the evening readings from a wealth of classic novels, historical fiction, poetry, biographies, plays, and scientific or mathematical works. The reading schedule is established annually. Most of the evening readings are in preparation for attendance at a monthly children's classic book discussion group.

Adult Skills Classes

Soon after each child's eighth birthday, Mom takes her on a special date and introduces the next part of the plan: Adult Skills Classes. Mom explains that in order to become successful adults, everyone should learn to do certain things, such as household chores, baking, preparing meals, shopping, gardening, sewing, and many other things. She gives her a binder and tells her that this is her Adult Skills Classes binder. The cover can be decorated and labeled. The “classes” are simply one- or two-page lists of skills in a certain category. They are not classes in the traditional sense. There are no scheduled hours, days or location. For instance, one class, entitled “Baking,” lists about forty items for the child to learn to bake. It describes in one simple, introductory sentence the value of being able to bake. The list follows, with a line after each item for Mom to initial. The instructions are simply that the child learns from Mom how to bake each item. She may take as long as she likes and do it whenever is convenient. After practice and help as needed, she learns to bake each item completely on her own. If it turns out well, Mom initials the item. When she finishes the class, Mom throws a big party for her and invites lots of friends. The child does all of the baking for the party, selecting a number of her favorite items to serve at the party. This is a great first Adult Skills Class.

Each class follows the same format: title, a note on its importance, a brief description of how to complete the class and the attached celebration or changed status in the family. Children decide if and when they will enroll. To enroll, they simply say, "I want to enroll in the Household Chores Class" (or whatever class or classes they choose). Mom prints out the requested class and gives it to the child to insert in her binder. Classes are saved on the computer to print out whenever a child decides to enroll. Mom and Dad may invent any number of classes they feel would be valuable for their children. Mom and Dad specialize in creating classes and tutoring children in skills in which they have expertise.

The Household Chores Class and Advancement into the Practice Level of Scholar Phase

The Adult Skills Class most relevant to the facilitation of Scholar Phase is the Household Chores Class. Because of the way this class is used, the child is given the perfect arrangement for beginning the Practice Scholar Level and for advancement to Project and Self-Directed Scholar. Mom initials the chores listed on the Household Chores Class page when the child can do the chore with no help or instruction. When Mom checks the area, nothing is found undone. This usually takes a few years. There is no rush and sometimes the class is set to the side for a few weeks. The child continues to do four chores every day, even repeating chores already signed off. She just does the chores that need doing, selected from the stack offered each morning during chore meeting.

When she completes this class, her status in the family changes. Every morning, before chore meeting, she gets to decide between three options: 1. Do four chores as usual, 2. Be excused from chores to tutor a younger sibling for an hour, 3. Do an extra hour or two of study. This decision occurs in company with her siblings, so the younger children know how it all works. If she decides to tutor a younger sibling, she decides which one, what will be offered and how. This is a powerful opportunity for gaining valuable experience. She may ask for help but Mom doesn't propose any program for her to follow.

The young scholar has entered Practice Scholar Level when she

“...good education must of necessity be acknowledged to mean proper care to instruct early in the science of happiness and duty, or in the art of judging and acting aright in life.”
.....
George Turnbull, 1742

begins to choose to study more often than not. This may take a year or two. She may enjoy tutoring very much. That's just great! When she has engaged in extra study time for several days in a row, several times, it's time for another big date. The Project Scholar is ready to be born.

Project Scholar

Mom takes the budding scholar on a big date and explains that she has noticed all the studying being done. She tells her that she thinks it may be time to enter Project, or Apprentice, Scholar Level. That means she won't have the daily choice anymore, but will assume the status of a young adult in the family. As such, she will own one chore. Several options are suggested. It will be her job to make sure the chore is done regularly. Tutoring a younger sibling is no longer part of the program, but she can still do it during her extra time, if she wishes to. A formal agreement is established, outlining the increased study time and agreed-upon chore. Monthly mentor meetings are held to review how the studies are going. The scholar continues to study whatever she decides.

Self-Directed Scholar

When Mom notes that the scholar is taking more ownership and seriousness over the length and quality of her studies, it's time for another big date. The other key element for readiness is her lack of need for showing her daily work. She tells Mom that she would rather just work on her own and Mom can clearly see that reports and evidence of study are being produced regularly. She really doesn't need to be checked up on every day. The scholars in the Jeppson family are invited to enroll in the certification program of American Youth Leadership Institute's Statesmanship Club. Enrollment in this program usually happens at age thirteen. Entry into the Self-Directed Scholar Level is an appropriate event to coincide with completion of this program. The ideal age for this event is before the sixteenth birthday, though certification may occur anytime before the nineteenth birthday. The ideal plan might also include completion by this age of other youth certifications, such as Youth For America conferences at George Wythe College or the Leadership Education Mentoring Institute programs, including

“Shakespeare Conquest,” “The Key of Liberty” and the three levels of “Thomas Jefferson Youth Certification.”

During the big date, Mom gives the Scholar an inspiring presentation on the importance of breadth and depth, and its relevance to her personal mission. Mom lists the fields of study that constitute breadth and invites the Scholar to engage in a program of study that includes these areas. For the Jeppsons, this includes U.S. history, world history, the Constitution and founding documents, architecture, poetry, literature, science, math, writing, U.S. Presidents and Founders, technology, geography, music eras, art eras, wars, important people to know about and current events.

The Scholar has had lots of exposure to all of these fields through her parents' example, through the many books read to her and by her throughout her life, through countless trips to the library, as well as from numerous guests invited to her home, numerous lecturers she has encountered during her attendance at AYLI meetings, youth she has met at numerous simulations and leadership conferences, field trips, museums and trips to other states and, ideally, other countries. It is not difficult for her to grasp the value in a program that covers these broad bases. Even when she has no particular desire for focused study in, for example, the history of trains, she can recognize its relevance to her overall education.

A plan is drawn up to study these various fields of knowledge, two at a time, on a four-month rotating schedule. She just studies these subjects daily, usually with no set objective but to spend time studying those subjects. At the end of four months, she writes a lengthy report from her daily reports. Mom and Dad review this report. Oral examinations are formulated from the contents. The rest of the scholar's regular studies are still directed by herself. For instance, she determines if she wants to play the violin for two hours per day, study 5 spelling words each day and do one math lesson from her Saxon math book each day. She adjusts the frequency and duration of her study of these other areas on a daily basis. The four-month study plans and reports are part of the written agreements arranged during monthly mentor meetings.

The Self-Directed Scholar no longer attends Statesmanship Club meetings, unless a particularly interesting guest is invited to lecture.

“Instruction in the science or art of right living is the chief lesson in education, to which all others ought to be rendered subservient...”

.....
George Turnbull, 1742

"For they will lead to this evident truth, which renders the cause of virtue quite triumphant; namely, That God, who is perfect wisdom and virtue, must approve and love those who are at due pains to improve in wisdom, and what he loves and delights in he will make happy."
.....
George Turnbull, 1742

She may attend the annual five-day simulation and Focus on the Founders, as well as various leadership conferences. Though she has attended colloquia every month from a young age, she is more selective about the colloquia she attends. She seeks outside mentoring for specialized areas such as dance and music, but spends most of the day at home studying. She is invited to give presentations and speeches and lead meetings and colloquia for various AYLI clubs. She is given regular opportunities to perform through dance and music, both group and solo. For instance, solo violin recitals are arranged each time she memorizes a book in the Suzuki method. She has been inspired and encouraged to develop lessons to offer to others, such as violin lessons. These lessons develop her entrepreneurial, budgeting and tutoring skills, as well as provide some of the money necessary for college.

Part of the benefit of being a self-directed, ASC certified scholar is the presentation of a large desk, a six-foot-high shelf unit and a filing cabinet, with all the office tools and supplies she needs. She has rights over the room where the desk sits for several hours each day, so that uninterrupted study can take place. She may take all of these things with her when she goes to college, except for the desk and shelf unit, which are passed down for exclusive use to the next self-directed scholar.

Mentored Scholar

When she finishes the four-month study plans with all of the associated reports and oral exams and all of the Adult Skills Classes, and demonstrates a confident ability to conduct her own affairs, she is considered graduated from homeschool. Each graduate receives her own computer and a set of books and supplies to take to college. She will have an interview with both parents during a very special evening dinner date, to discuss this big step in her life. The joint decision is made regarding her worthiness and readiness for college. A private graduation ceremony and dinner is held for her, with extended family as guests. She then progresses to the level of a Mentored Scholar at college.

Attention Span: Our National Education Crisis

Oliver DeMille

On October 16, 1854, in Peoria, Illinois, Stephen Douglas finished his 3-hour address and sat down. Abraham Lincoln stood. He “reminded the audience that it was already 5 pm,” and then told them that it would take him at least as long as Mr. Douglas to refute his speech point by point, and that Mr. Douglas would require at least an hour of rebuttal.* He recommended that everyone take a one-hour dinner break, and then return for the four additional hours of lecture. The audience amiably agreed, and matters proceeded as Lincoln had outlined.

“What kind of audience was this? Who were these people who could so cheerfully accommodate themselves to seven hours of oratory?” This was only one of seven debates, and many people attended as many as they could.

In contrast, I was invited as a guest on the early morning NBC station newscast in Yuma, Arizona the day after the Columbine High School tragedy in Littleton, Colorado. The primary purpose of my visit was to deliver lectures at the local community college and then give a

“As the clay may be moulded either into a toy, or a serviceable utensil, so may the young mind either be dissipated, and rendered quite airy, volatile, and absolutely averse to thinking; made fond of the most idle and insignificant exercises, by bad, or turned towards the most serious and useful enquiries by good education.”

.....
George Turnbull, 1742

Many of the ideas from this section taken from Niel Postman. *Amusing Ourselves to Death*. 1985. Penguin Books.

"The moral lesson should proceed thus, viz. by inferring from every fresh instance of good order and wise contrivance, the perfection of the universal Mind, and his liking to virtue, which is nothing else but serious affection to publick good, subduing and ruling all our other affections."

.....
George Turnbull, 1742

speech at an annual foundation banquet—the title of my speech was along the lines of “What Jefferson Would Do to Fix Modern Problems.”

The Columbine coverage took up most of the hour, and when it came time for our interview the anchor turned to me and said, without any preview, something like: “What would Thomas Jefferson think about this Columbine tragedy—you have thirty seconds.”

I don’t remember my exact answer, but I tried to communicate that Thomas Jefferson would not try to analyze and solve such a problem in thirty seconds, and until our means of dealing with serious national problems stops being handled in thirty-second sound bite opinions we will continue to see such problems—indeed, they will get worse. With that our interview was over, we unhooked our microphones and left the studio.

But the event has troubled me ever since. Hundreds of television professionals asked similar questions over the next few days, and have done so repeatedly with hundreds of events since—answers are given in thirty-second sound bites, people shake their head at the day’s latest shocking news, and then they go on about their work.

This is how we deal with problems in America today; and then we conclude by calling on government to fix everything. We express opinions—in sound bites on television, at work and social events, and in restaurants and taxis. Then we shake our heads and go back to our lives. We live on a steady diet of opinions, opinions, opinions. In thirty-second doses. And then we forget and move on.

There is a vast difference between these two sets of audiences—those who listened attentively for seven hours to Lincoln and Douglas and came back for more, and those of us who hear and express opinions lightly and then move on. More to the point: These two audiences are drastically different in their culture, their education, their habits and in *their capacity to be free*.

The group who heard Lincoln were capable of education, and capable of freedom. The latter group is incapable of either unless something changes.

Specifically, a great education ultimately comes down to one thing. Those who have it can gain a superb education. Those who don’t cannot. A nation of people with it can earn its freedom. A nation without

it is either not free, or in the process of losing its freedom.

If you are going to be a successful leader in the future, you must develop this trait. It is not just a nice thing to have, or a good thing—it is essential, it is vital. Without it you cannot be a statesman and the world will be led by whoever has it—whether they are virtuous or not, good or evil, dedicated to moving the cause of liberty or some other cause.

Most people will not like to hear what I have to say about it—because it will mean that they have to change, and change is hard. Jefferson probably didn't like it either, but he did it. Lincoln probably didn't like it, but he did it. You must have this trait if you want to be a successful learner and become a leader. The nation must have leaders with this trait if it is to stay free.

Each of us needs this trait, because each of us wants to fulfill our mission in life, to really make a difference in the world. So, even if it is hard to get this trait (and it is), it is worth it, and it is important.

The vital trait I speak of is *attention span*.

Attention Span and Freedom

Of course, attention span by itself is not enough to guarantee education or freedom, but a person lacking attention span must either develop it or he will not become educated, and a nation without attention span—and by extension, education—must either gain it or lose its freedoms.

If I were speaking of making money, the point would be obvious. If you don't go to work and stay a few hours, your paycheck will be small. In fact, figure out what your paycheck would be if you crammed your work the day before a big bill was due, and you'll have a pretty good indication of how much that same amount of study is really worth. Or, figure out how much money you'd make if you spent four years putting in an hour or two a day between fun activities—you certainly wouldn't make enough to live on. If you put in that same kind of study, you won't have much of an education to show for it either. The diploma on the wall may look the same, but it will be an empty symbol.

Without attention span—specific, dedicated time spent at work or managing one's resources—income and wealth will dry up. The same is true of education, where the investment is study instead of labor, and the commodities are virtue, wisdom and freedom.

“...the perfection, the dignity of a being endowed with the power of comparing, computing, judging and choosing, called reason...”

.....
George Turnbull, 1742

“Teachers of youth ought therefore to select characters for their young pupils, contrasting the virtues with the opposite vices, as the most effectual way of shewing them to what perfection and dignity men may attain, and how corrupt and abominable they may become through the deceitfulness of vice, if they are not upon their guard against every immoral indulgence.”

.....
George Turnbull, 1742

But how does a person or nation without attention span develop it, increase it, or improve it? There is only one way: discipline yourself to put in the time.

Speaking of attention span and education: Slow down and learn. Slow down and put in the time reading, writing, discussing, listening, pondering, thinking, praying. Spend hours and hours in the classics, and you will acquire a superb education. A nation of superbly educated individuals will maintain its freedom.

In Lincoln’s day the culture of learning was based around books. Today, as Neil Postman points out in his excellent book *Amusing Ourselves to Death*, the culture of learning is based on television and internet technology. All of our forms of public discourse are based less and less on books and more and more on electronic media.

Most of the major decisions of society are made in five places—families, churches, schools, businesses and governments—and all of the five are moving consistently away from books toward electronic media. Politics is now almost exclusively an electronic event; more and more people attend church in front of their television set; businesses survive through electronic marketing; and schools are “computerizing” as quickly as possible—the wave of the future, we are told, is *virtual* education, virtual politics, e-business and electronic evangelizing.

Even the family is increasingly virtual—parents and children communicate with fax, e-mail, and multiple cell phones; family time is increasingly spent in front of the television set, except for those off in their own rooms surfing the net.

Now don’t get me wrong: I like the latest hit movie as much as anyone, and I believe that television and internet technology are of great benefit to society—they significantly empower business and greatly enhance entertainment.

But they have also replaced books as the source of cultural learning, and this is a very bad development—bad because of the impact on society’s morals, but that is not my chief point here. My point is that it is bad to replace books with television and internet because of the consequences to education and freedom.

Specifically, the medium of the electronic screen teaches at least five deadly fallacies about education, and consequently freedom:

Fallacy Number 1: *Learning must be fun.*

Indeed, the lesson seems to be that *everything* should be fun. The worst criticism of our time is that something is boring, as if that made it less true or less important or less right. There is nothing wrong with fun, but there is everything wrong with a society whose primary objective is to seek entertainment. In American society, particularly among those under forty, the love of fun is the root of all evil. This is the legacy of the sixties—seeking fun has become a national pastime.

Fun is simply not a legitimate measurement of value. Things should be judged by whether or not they are good, true, wholesome, important or right. Commercialistic society judges things by whether they are profitable, and even socialism judges whether something is fair or equitable. But what kind of a people makes “*fun*” the baseline value or major criteria for its actions and choices?

Consider how this lesson impacts education. Learning occurs when students study. Period. No fancy buildings or curricula or assemblies or higher teacher salaries change this core principle. Learning occurs when students study, and any educational system is only as good as the student’s attention span and the quality of the materials.

Now, study can be fun, but it is mostly just plain old-fashioned hard work, and nearly all of the fun of studying comes *after* the work is completed. In essence, there are really two kinds of fun—the kind we *earn* (traditionally known as “leisure”), and the kind that we just sit through as it happens to us (entertainment). There are very few things in life as fun as real learning, but we must *earn* it. And this kind of fun always comes *after* the hard work is completed.

No nation which believes that learning should be fun in the unearned sense is likely to do much hard studying, so not much learning will occur.

And without that learning the nation will not remain free. Nor will people stay moral, since righteousness is hard work and just doesn’t seem nearly as fun as some of the alternatives.

No nation focused on unearned fun will pay the price to fight a revolutionary war for their freedoms, or cross the plains and build a new nation, or sacrifice to free the slaves or rescue Europe from Hitler, or

“Natural philosophy, or instruction in the wisdom and goodness of the works of creation and providence, is therefore the first step in teaching and recommending virtue.”
.....
George Turnbull, 1742

put a man on the moon. We got where we are because we did a lot of things that weren't fun.

Americans today believe that it is their right to have fun. Every day they expect to do something fun, and they expect nearly everything they do to be fun. Most adults eventually figure out that fun isn't the goal (in fact, that's a pretty good criteria for assigning adult status to someone), but many of today's students firmly believe that learning must be fun; if not, they put down the books and go find something else to do.

Fallacy Number 2: *Good teaching is entertaining.*

Since fun is the goal, teachers must be entertaining or they aren't good teachers. “He is boring,” is damning criticism of a teacher these days. The problem with this false lesson, besides the fact that some of the best teachers aren't a bit entertaining, is that it assumes that teachers are responsible for education in the first place.

All of us have watched a movie with a bad ending, and since our goal in watching was to be entertained, we are upset that the movie ended that way. We blame it on whoever made the movie; it was their fault. Our culture approaches teachers the same way—if we weren't entertained or didn't learn, it is their fault. “What kind of a teacher is he, anyway; I didn't learn anything in his class.”

But if I don't learn something in a class, it is my own fault, no matter how good or bad the teacher is. Good teaching is a wonderful and extremely important feature in the process, but that is another essay, and it is not responsible for a student's success. Only students are.

Our society likes to blame its educational shallowness on its teachers because it is just plain easier to blame than to study. And it is easier for parents and politicians to join the blaming game than to set an example of studying that will inspire their youth to action.

The impact on education is clear: We blame teachers and our schools for the problems, while our kids do everything except the hard work of gaining an education.

The impact on freedom is equally direct: Students who have been raised to blame educational failure on someone else usually become

adults who expect outside experts to take care of our freedom for us. Even those who become activists tend to spend a lot of time exposing the actions of others, “waking people up” to what “they” are doing. And whether “they” refers to conspirators, liberals, or the religious right, the activists seldom do anything about the situation except talk—in more shallow thirty-second sound bite opinions.

A corollary of this false lesson is that students need a commercial every 8.2 minutes. We are conditioned to short attention spans, and therefore to shallow educations and nominal freedoms. The reality is that unless you spend at least two hours on something, chances are you didn’t accomplish much. Without attention span, little is learned.

Fallacy Number 3: *Books, texts and materials should be simple and understandable.*

The problem with this error is that the complex stuff is the best, the most interesting, the most “fun,” and certainly the most likely to produce independent thinkers and a free nation. The classics, the scriptures, Shakespeare, Newton—works really worth tackling—are the best and most enjoyable.

Consider the impact of simple materials on education. For example, what kind of nation would the Founders have framed had they learned from a diet of easy textbooks, easier workbooks, more quickly understood concepts and curricula? A free people is a thinking people, and thinking is hard work—it is, in fact, the hardest work, which is why so little of it takes place in a society which avoids pressure and takes the easy path.

The only reason to choose easier curriculum is that *it is easier*, but the result is weaker graduates, flimsier characters, vaguer convictions and impotent wills. Thucydides said it bluntly: “The ones who come out on top are the ones who have been trained in the hardest school.” This is true of individuals and of nations.

I am not saying that everything that is hard has value, but I am saying that *most things of value are hard*. If your studies weren’t hard, really hard, chances are you didn’t learn much.

“For ‘tis by examples that good and bad conduct, with their various effects and consequences, the strength and grace to which men, by proper diligence, may arrive, and the baseness and misery into which vice plunges, most strongly appear...”
.....
George Turnbull, 1742

"Latter philosophers for banishing the consideration of the first cause out of natural philosophy, feigning hypotheses for explaining all things mechanically, and referring other causes to metaphysics; whereas the main business of natural philosophy is to argue from phaenomena, without feigning hypotheses, and to deduce causes from effects till we come to the very first cause, which certainly is not mechanical; and not only to unfold the mechanism of the world, but chiefly to resolve these and such like questions: What is there in places almost empty of matter, and whence is it that the sun and planets gravitate

Fallacy Number 4: "*Balance*" means *balancing work with entertainment*.

Today's students don't usually find out what really hard work is until they graduate and have to support a family. The average person supporting a family in modern America puts in over fifty hours a week at work; in some countries the average is higher. But the American high school system conditions most students to attend class five hours a day and do outside study a few extra hours a week. The rest of the time is filled with activities, friends and occasional family time. And this has become the standard for balance.

Most college students follow suit: they are in class three to five hours a day, they study a couple of hours a day, and they fill the rest of the time with activities and friends. Again, this is considered "balanced."

One of my mentors (a religious leader from my faith) taught that the right approach to daily life is eight hours a day of sleep, eight hours a day of work, and eight hours a day of leisure. And he spoke at a time when leisure didn't mean entertainment. Indeed, leisure means serving people, studying, learning, being involved in community service and government, and so on—whereas the slaves in Rome were incapable of leisure and so their masters gave them entertainment to keep them pacified. The media age has tried to convince us all, quite successfully, that we need entertainment—and often.

I take the eight hours sleep, eight leisure and eight work quite literally—it is a solid and realistic approach to "balance." In all my years of teaching, I have never had a married student who worked forty hours a week complain about not having time to study. They all make the time. It seems that those who complain are usually those wanting more time for entertainment, never those who want more time for work or family. Every single one of those complaining that they want balance has been someone without a full or steady part-time job. That is amazing to me. The simple truth is that they are right—they do need balance. They need to start working and studying as if they were college students.

Studying a minimum, and I mean minimum, of forty hours a week

in college *is* balance—it balances the pre-college years where many if not most students did real, intensive study only a few hours in their whole life. And a few college students actually studying enough to become Jeffersons and Washingtons *is* balance to a whole generation of college students playing around.

If you really want to invoke balance, I think you could make a strong argument that entertainment is not part of a balanced life—unless it is the leisure sort done with family or to learn or serve. Get rid of entertainment time and fill it with studying and you will start to find balance. Until then, you will continue to feel unbalanced—and whatever you blame it on, the study will not unbalance you.

On occasion I have had students who did become unbalanced in the side of their studies, and I have recommended that they cut back and spend more family time. But this has happened perhaps three times in hundreds of students. In contrast, it always surprises me *who* tries to argue for balance—they are usually the ones in no danger whatsoever of becoming unbalanced studiers.

Fallacy Number 5: *Opinions matter.*

This is perhaps the biggest, most widespread and most false lesson of the electronic age. A time traveler visiting from history might well consider this the most amazing thing about our age. Everybody has an opinion, which can be delivered in thirty seconds or less; and these opinions are considered newsworthy, valuable, and a sound basis for public policy and individual action.

But an opinion is really just something you aren't sure about yet, either because you haven't done your homework, or because after the homework is thoroughly complete the answers are still a bit unclear.

Opinions are at best educated guesses, at worst dangerously uneducated guesses. In any case, opinions are just *guesses*. Great people in history *know* and *choose*. Sometimes they *risk*. Opinions are really nothing more than the lazy man's counterfeit for knowing, choosing and risking. Again, there is a place for opinion, but *after* the hard work is completed, not as a replacement for it.

In short—opinion is not a firm basis for *anything* except passing

towards one another,
without dense matter
between them?
Whence is it that
nature does nothing
in vain; and whence
arises all that order
and beauty which we
see in the world? To
what end are comets,
and whence is it that
planets move all one
and the same way in
orbs concentric, while
comets move all
manner of ways in
orbs very excentric;
and what hinders the
fixed stars from falling
upon one another?
How come the bodies
of animals to be
contrived with so
much art, and for
what ends are their
several parts? Was
the eye contrived
without skill in optics,
and the ear without
knowledge of sounds,
&c?"

.....
Socrates. Quoted by
George Turnbull, 1742

"These are excellent reasons for instructing youth early in the harmony and good order of the world. In truth virtue hath not, it cannot have its full force, unless it be considered as imitation of, and conformity to the temper of the universal Mind, that framed and governs all things, and therefore as absolutely requisite to recommend to his favour."

.....
George Turnbull, 1742

time (which may be one of the reasons the market won't listen to more than thirty seconds of it at a time).

Imagine what the educational system might look like in a society that values opinions over knowledge. Or try to imagine the future governmental and moral choices of a society where all opinions are created equal, and endowed by their creator with inalienable rights. Certainly such a society will not be wise, moral, or free.

How to Increase Attention Span

Now, in pointing out these false lessons of the electronic age, my point is not that books are better than computers or televisions. There is nothing I know of that makes paper and binding inherently better than plastic and silicon.

Computers are better than books for many things, such as tracking and storing large amounts of information, speeding up communication and technological progress, and increasing the efficiency and even effectiveness of business. Television is better than books for many purposes, including mass and speedy communication, business advertising and marketing, and entertainment options where important ideas can be portrayed and carried to the hearts of people more quickly.

My point is not that books are inherently better than electronic screens, nor is it that electronic media is bad. Nor is my point that the electronic media undermines our morals; the truth is that many books are just as bad.

My point is that books are better than television, the internet, or the computer for *educating and maintaining freedom*.

Books matter because they state ideas and then attempt to thoroughly prove them. They have an advantage *precisely because they slow down the process*, allowing the reader to internalize, respond, react and transform. The ideas in books matter because time is taken to establish truth, and because the reader must take the time to consider each idea and either accept it or, if he rejects it, to think through sound reasons for doing so. A nation of people who write and read is a nation with the attention span to earn an education and a free society if they choose.

The very medium of writing and reading encourages and requires

an attention span adequate to deal with important questions and draw sound and effective conclusions. The electronic media simply does not facilitate this.

Now, idealism aside, the reality is that thirty-second sound bites are how public dialogue takes place in our society, and we can either whine about it, or we can adapt to the realities and develop our skills to be leaders. A leader of public dialogue in our day must use the thirty-second method; in fact, the reality is closer to six seconds than thirty. I am not saying that we should ignore this reality and prepare for seven-hour debates to impact public opinion. The electronic age is real and statesmen should be prepared to utilize it effectively. But there is a huge difference between those who just polish their media technique and those who do so after acquiring a quality liberal arts education.

Technology is a valuable tool, and a person who has paid the price to know true principles and understand the world from a depth and breadth of knowledge and wisdom, and then applies his or her wisdom through technology is much more likely to achieve statesmanlike impact. His six-second sound bites will not be opinions, but rather ideas that have been fully considered, weighed and chosen.

Indeed (and this is my most important point) in the electronic age your attention span is even *more* important than it was at other times in history.

The future of freedom may well hinge on one thing—our attention spans. And certainly your future success as a leader and statesman depends on your attention span. One thing is certain: there will be no Lincolns, Washingtons, Churchills, Gandhis, or the mothers and fathers who taught them, without adequate attention span.

In conclusion, I wish I had some tricks to give you to increase your attention span. But there is only one that I know of: discipline and hard work, hours and hours and hours studying.

There *will* be leaders of the next fifty years—I believe you will be among them. But only if you increase attention span. Otherwise, you will be one of the masses, going along with whatever those in power do to society, led along by your “betters”—not because they are betters morally, but because they have a longer attention span.

Too many leaders in history have been people without virtue, who

“But by instruction in the natures and uses of several objects, they will soon acquire a notion of intellectual perfection, or understand what a well-furnished mind means, and wherein its excellency and usefulness consists; and be wonderfully fired by the characters of those to whose researches into nature we are indebted for all the knowledge of, and all the dominion over, or in nature we enjoy.”
.....
George Turnbull, 1742

“For thus knowledge will be made an incitement and spur, not only to application in the speculative way, but to action properly so called, that is, activity in rendering knowledge subservient to the advantage, convenience, ornament or grandeur of human life.”
.....
George Turnbull, 1742

ruled because they had the knowledge. Knowledge truly is power. In the 21st Century, it is time for people of virtue to also become people of wisdom. I challenge each of you to be one of them.

Don't let your habits of entertainment, your attachment to fun and slave entertainment stop you from becoming who you were meant to be. Become the leader you were born to be—spend the hours in the library. Let nothing get in your way.

Many things will arise to distract you; study will often seem the least attractive alternative for the evening. But you know better. You were born to be the leaders of the future. Now do it—not in thirty-second sound bites of opinion, but in seven to ten hour daily stretches of building yourself into a leader, a statesman, a man or woman capable of doing the mission God has for you.

Liber and Public Virtue

Oliver DeMille

On July 4, 1776 John Hancock, as head of the Continental Congress, signed his name at the bottom of the newly written Declaration of Independence and sent it to the world. The rest of the signers didn't sign until Congress reconvened on August 2. So for a month John Hancock's name stood alone declaring independence from the greatest power on the face of the earth.

What motivates a man to voluntarily sacrifice his own safety, jeopardizing his family and all his earthly possessions on the lean hope that his neighbors and nation will support him, and even if they do, that his side has any chance of winning? What motivates a man to voluntarily submit himself to the legal and violent reaction that he knew would come, and which surely did come?

There are two terms or concepts which have been forgotten today, but which help explain why a man like John Hancock—and so many others in his generation—would choose what they did at such high cost. These two concepts were the foundation of freedom on July 4, 1776. In those days, the average farmer or housewife understood both of these terms, and based on the response to the Federalist Papers, could have discussed and debated them openly. Unfortunately, in the early part of the 21st Century, neither term is widely understood. The first is Public Virtue, the second is Liber.

I have submitted these two terms to thousands of people in seminars around the nation, and I have often stopped at this point in my

“Such is our innate of knowledge, that children so soon as they can speak, express their eager inquisitiveness into the nature and use of every new object that falls within their observation. They naturally ask what it is, and for what it serves?”

.....
George Turnbull, 1742

“...it is the business of education to acquaint youth early with the method of studying nature, and with the pleasure and advantage of such study...”
.....
George Turnbull, 1742

presentation and asked how many people could give me a definition of Public Virtue or Liber. A few people have known Liber, and in most seminars several people raise their hand and try to define Public Virtue; a few have even come close.

Liber

So what do these terms mean? Liber is the Latin root word for tree/tree bark, and since tree bark was used to write on and make contracts with, and processed to make paper for more writing and contracts, the word Liber came to be associated with those who could read, write and engage in contract. With this definition, in the classical world of Greece and Rome, there were two classes of people: slaves and Liber.

There were varying levels and types of slaves and peasants, and likewise different types of Liber: from citizens to merchants to the aristocracy and royalty. But the fundamental difference between slaves and Liber was freedom, and Liber is the root word of Liberty. It is also the root of book, *libro*, and library.

“Liber-ty” is the state of being Liber. Liberty refers not just to the absence of bondage, but to the fitness of the individual to act as a citizen.

Liber is also the root of the phrase “liberal arts,” such as in liberal arts colleges; the “A” in a Bachelor of Arts or B.A. degree comes from the liberal arts. As Robert M. Hutchins, former president of the University of Chicago, put it: “...liberal education...is the education that prepares us to be free men. You have to have this education if you ...are going to be an effective citizen of a democracy; for citizenship requires that...you do not leave your duties to be performed by others ...A free society is composed of freemen. To be free you have to be educated for freedom.”

What are those arts? Well, for the Founders they were the arts of reading the classics and thinking clearly and independently. The Founding generation was a generation of Liber, of men and women and children who could read the law and government bills and resolutions in detail and understand and debate them. These “regular” farmers and housewives read and hotly debated the Federalist Papers in New York in 1789.

History has proven that Freedom is not free. It must be earned. And one of the ways the Founding generation earned it was in becoming Liber: getting the kind of education required to remain free. And by education they didn't mean diplomas or degrees, but knowledge gained from reading the classics of history, law, government, and the arts. This kind of education consists of not only knowledge and information, but wisdom, understanding, character, competence and vision.

It is true that hardly any schools in our day focus on training people to be Liber; but the classics are still available and all we must do is take them off the shelf, dust them off, and get to work earning our freedom. If our generation loses the understanding necessary to remain free, we will lose our freedom. No society in all of history has avoided this inevitable consequence. Over and over in history, when the people of a nation stop being Liber and become focused simply on getting jobs and making a living, freedom wanes and finally is sold. Unless we pay the price to be a nation of Liber, we will not maintain the freedoms we so cherish and celebrate. That is the first great word that we have forgotten since July 4, 1776—Liber, which means a significant percentage of citizens reading the classics and history and knowing what is required to remain free.

"Promoting public good is the noblest, the best End, the worthiest occupation."
.....
George Turnbull, 1742

Public Virtue

Another forgotten key to maintaining our liberty and prosperity and ability to worship and choose freely is Public Virtue. Benjamin Franklin said: "Only a virtuous people are capable of freedom. As nations become more corrupt...they have more need of masters." Samuel Adams said: "I thank God that I have lived to see my country independent and free. She may enjoy her...freedom if she will. It depends on her virtue."

The founding generation spoke of two types of virtue: private virtue and Public Virtue. Private virtue is morality, obedience to the commandments, doing what is right. Private virtue is essential to freedom: immorality leads inevitably to loss of freedom—personal and, eventually, national.

Public Virtue, on the other hand, is a totally distinct concept from

“So soon as youth are led by proper teaching to observe whence all the arts arise, and what advantages redound from the encouragement and improvement of them, it will be very easy to lead them to take notice of what ought to be the end of these coalitions of mankind called civil societies, and wherein their beauty, order, dignity and strength must consist.”

.....
George Turnbull, 1742

private virtue, though equally vital to liberty. Most of the people in our seminars who try to define Public Virtue say something like: Public Virtue is where government officials are moral in their personal lives, or Public Virtue is when leaders pass moral laws. But Public Virtue is even more fundamental than these things—it is one of the things which makes them possible.

In 1776 the term Public Virtue meant voluntarily sacrificing personal benefit for the good of society. Consider the signers of the Declaration of Independence and their closest associates, their wives. The signers and their wives epitomized both Liber and Public Virtue.

Robert and Mary Morris

“Robert Morris was at a holiday celebration dinner when news came of the Battle of Lexington. The group was astonished and most people soon left for home, but Robert and a few...remained and discussed the great question of American freedom: and there, within that festive hall, did Robert Morris and a few others, by solemn vow, dedicate their lives, their fortunes, and their honor, to the sacred cause of the Revolution.”*

Robert Morris was self-educated and guided by a mentor, Mr. Thomas Willing, and became Liber through studying the classics. He started in business at age 21 and became extremely wealthy. In fact, he was known as the Financier of the Revolution. When the Tea Act was passed, Robert Morris openly supported it though he lost thousands of dollars in his business.

When Congress went bankrupt in 1776, Robert Morris loaned \$10,000 of his own money to feed and cloth Washington’s “handful of half-naked, half-famished militia.” In their day, this was literally a fortune. One historian wrote: “When Congress fled to Baltimore, on the approach of the British across New Jersey, Mr. Morris, after [fleeing with] his family into the country, returned to, and remained in

* Most of the stories hereafter, including the stories and quotes about several Founders, come from two excellent books: B.J. Lossing. 1848. *Lives of the Signers of the Declaration of Independence* (hereafter *Signers*). Reprinted in 1998 by Wallbuilders in Aledo, Texas, and *Wives of the Signers, The Women Behind the Declaration of Independence* (hereafter *Wives*), also published by Wallbuilders. I have not done independent research to verify the stories in these books. I highly recommend both of these books to students who choose to study further.

Philadelphia. Almost in despair, Washington wrote to him, and informed him that to make any successful movement whatever, a considerable sum of money must be had. It was a requirement that seemed almost impossible to meet.

“Mr. Morris left his counting-room for his lodgings in utter despondency. On his way he met a wealthy Quaker, and made known his wants. ‘What security can’st thou give me?’ asked he. ‘My note and my honor,’ promptly replied Mr. Morris. The Quaker replied: ‘Robert, thou shalt have it.’—It was sent to Washington, the Delaware was crossed [remember the painting with Washington at the helm?], and victory was won!”

On another occasion, when Washington was preparing for his attack at Yorktown, which turned the tide of the war to America’s side, he approached Robert Morris and Judge Peters. “What can you do for me?” said Washington to Mr. Peters. ‘With money, everything, without it, nothing,’ he replied, at the same time turning an anxious look toward Mr. Morris. ‘Let me know the sum you desire’ said Mr. Morris; and before noon Washington’s plan and estimates were complete. Mr. Morris promised him the amount, and raised it upon his own responsibility.”

Time after time Robert Morris gave his own resources and raised money on his own name and credit to keep Washington and his men going. One record remarked: “If it were not [proven] by official records, posterity would hardly be made to believe that the campaign...which...closed the Revolutionary War, was sustained wholly on the credit of an individual merchant.”

When the War ended, this self-made millionaire spent 5 years in debtors prison after he lost everything. His wife, Mary Morris (who was born to a wealthy family and educated in the classics), watched possession after possession disappear during the War. When Robert went to prison after giving so much to the cause of freedom, she tended a borrowed little farm and walked each day to the prison with her daughter Maria to visit her husband. Robert left prison a broken down old man and died shortly thereafter. The Financier of the Revolution, and his family, understood Public Virtue—voluntarily sacrificing personal benefit for the good of society.

Thomas and Lucy Nelson

So did Thomas Nelson, Jr., a signer of the Declaration of Independence from Virginia. He was Liber-educated in the classics under the tutelage of his father and was later individually mentored by the celebrated Dr. Proteus at Cambridge. When the Revolutionary War started, he was called as the head of the military of the state of Virginia. “The sudden call of the militia from their homes left many families [destitute], for a great part of the agricultural operations were suspended.” General Nelson used his own money and resources to support many of his poorest soldiers, “and thus more than a hundred families were kept from absolute want.”

The biographer of the Signers, B.J. Lossing, wrote: “Mr. Nelson made many and great [financial] sacrifices for his country. When, in 1780, the French fleet was hourly expected, Congress felt it highly necessary that provision should be made for them. But its credit was prostrate, and its calls upon the States were [ignored]. Virginia proposed to raise two million...dollars, and Mr. Nelson at once” set out to raise the money. “But many wealthy men told Mr. Nelson that they would not contribute a penny on the security of [Congress], but they would lend *him* all he wanted. He at once added his personal security.”

I have wondered which type of person I would be in similar circumstances—the men who made sure their bank accounts grew during the War, or the Thomas Nelson and Robert Morris type who gave their all. And it is notable as well that they had established themselves as men of such integrity that those less altruistic individuals who loaned what they considered to be extravagant sums to the cause did so without reserve when the word of either of these men was given.

At one point in the War, Washington was losing and his men starving while the British were well supplied from American merchants. I have wondered whether in the same circumstances I would keep selling to the British, or do like so many American farmers and merchants did and burn down my own business, crop or livelihood. Can you imagine voluntarily pouring the kerosene on your shop, and hand in hand with your spouse lighting the match and walking away to bankruptcy—all because your side was so close to losing the war?

Thomas Nelson was elected Governor of Virginia when Thomas Jefferson's term expired, and during the Battle of Yorktown, the one which Robert Morris funded and which turned the tide of the War to the Americans, Governor Nelson noticed that the American troops were firing at every home in town except his own. The British had stationed a number of their officers in his home, perhaps believing that as the home of the governor and head of the state military it was safe. Governor Nelson positioned himself at the head of his troops and begged them to open fire on his home—and it was shelled by canon fire.

Within a month of this battle, his health broke and he shortly passed away. Thomas Nelson's biographer wrote that "he descended into the grave honored and beloved, and alas! of his once vast estates, that honor and love was almost all that he left behind him. He had spent a princely fortune in his Country's service; his horses had been taken from the plough and sent to drag the munitions of war; his granaries had been thrown open to a starving soldiery and his ample purse had been drained to its last dollar, when the credit of Virginia could not bring a sixpence into her treasury. Yet it was the widow of this man who ...had yet to learn whether republics can be grateful."

Lucy Nelson had been born wealthy and had helped Thomas make his fortune and rise to the Governor's mansion. When he died early, broke and destitute, she was left to raise eleven children and eke out a living for three decades alone. When she died at eighty years of age she was "blind, infirm" and still poor, and she willed her only earthly possession, \$20, to her minister. The Nelson family understood both Liber and Public Virtue.

Samuel and Eliza Adams

Another man, whose name is more familiar, also personified these forgotten virtues. Samuel Adams was educated by his father in the liberal arts through the classics. He attempted to go into business several times but he spent so much time studying the classics and reading about government and politics that he nearly went bankrupt in every business pursuit. He finally got a job as a tax collector through one of his political contacts. However, he had a hard time with this job also. As a biog-

"For, if the happiness and grandeur of human life must be owing to well employed industry, and industry must owe its guidance to the knowledge of nature, that model or constitution of society must be the best which best protects and encourages well-employed industry..."
.....
George Turnbull, 1742

"Those truly great men having studied human nature and human affairs, knew human happiness must be the effect of human industry skillfully and benevolently employed, and how the spirit of such industry must be supported and promoted; what causes tend to abate or corrupt it, and by what methods these ought to be removed or checked..."

.....
George Turnbull, 1742

rapher tells it: "Times were hard, money was scarce, and the collections fell [way behind]. Adams' enemies raised the cry of [mismanagement]."

"Then it came out that Sam Adams had refused to sell out the last cow or pig or the last sack of potatoes or corn meal or the scant furniture of a poor man to secure his taxes. He had told his superiors in authority that the town did not need the taxes as badly as most of these poor people needed their belongings and that he would rather lose his office than force such collections." This job fell through like his other financial endeavors.

Another biographer wrote: "For years now, Samuel Adams had laid aside all pretense of private business and was devoted simply and solely to public affairs. His wife, like himself, was contented with poverty; through good management, in spite of their narrow means, a comfortable home life was maintained in which the children grew up happy and in every way well trained and cared for."

Sam Adams and his wife, Elizabeth Wells Adams (she went by the name Eliza), and all of their children sacrificed and suffered for the cause of freedom, including a son who was imprisoned. Even the family dog, a big Newfoundland named Queue, got involved in the War. In fact, Queue was "cut and shot in several places" by British soldiers, because every time a red uniform passed by the Adams farm Queue viciously attacked. Perhaps this dog understood the issues or at least the views of his master. As Eliza Adams's biographer wrote: "[Queue] had a vast antipathy for the British uniform...and bore to his grave honorable scars from his fierce encounters."

In 1763 Sam Adams gave the first public speech in the Americas against the British and the first call for Independence. He was so successful in stirring up support for the Revolution that when the British later offered clemency to all the signers of the Declaration who would recant, Samuel Adams and John Hancock were purposely left off the list.

He was an instigator of the Boston Tea Party and was involved in almost every major event of the Revolution. He served in the Continental Congress and the records show that he was involved in almost every significant committee and spoke on nearly every important issue.

Once, in response to a suggestion to try to compromise with the

British, Samuel Adams obtained the floor and said to the General Council of the States: "I should advise persisting in our struggle for liberty, though it were revealed from Heaven that nine hundred and ninety-nine were to perish and only one of a thousand were to survive and retain his liberty! One such freeman must possess more virtue, and enjoy more happiness than a thousand slaves..."

In a time when many people spoke against slavery but owned slaves, Samuel and Eliza Adams urged everyone to free all slaves, and then set the example by promptly freeing any slaves the moment they came into possession of them.

In 1774, when Samuel Adams was elected to Congress, he had no money for the necessary expenses, and his absence would likely have left his family destitute. A private letter, written on August 11, 1774, tells the story: some of his neighbors, their names kept anonymous, "asked his permission to build him a new barn...which was executed in a few days."

A second benefactor repaired his house; a third invited him to a tailor's shop and then had him measured for and purchased him a new suit of clothes which was later delivered to his home. A fourth presented him with a new wig and a fifth bought him a new hat. Three others purchased him six articles of clothing, including a new pair of shoes. Another community member slipped him a purse of money; when he searched it, it contained adequate gold to cover his expenses.

His kinsman John Adams wrote: "...Samuel Adams...never planned, laid a scheme or formed a design of laying up anything for himself....The case of Samuel Adams is almost without a parallel as an instance of enthusiastic, unswerving devotion to public service throughout a long life."

Francis and Elizabeth Lewis

Another family that epitomized Liber and Public Virtue was the Francis and Elizabeth Lewis family. Francis was a signer of the Declaration from New York, was educated in the classics and built a successful business from scratch with the help of Elizabeth. They both gave their wealth and health for our freedom.

"For they who are acquainted by practice with searching into established connexions and general laws of nature, and their good ends here, are by such use qualified for continuing the same research..."

.....
George Turnbull, 1742

“Like Floyd, Livingstone, and Robert Morris, the other New York signers, Francis Lewis was [outlawed] by the British and a price set on his head. The enemy did not stop there. Very soon after they were in possession of Long Island, Captain Birtch was sent with a troop...‘to seize the lady and destroy the property.’ As the soldiers advanced on one side, a ship of war from the other fired upon the house....Mrs. Lewis looked calmly on. A shot from the vessel struck the board on which she stood. One of her servants cried: ‘Run, Mistress, run.’ She replied: ‘Another shot is not likely to strike the same spot,’ and did not change her place. The soldiers entered the house and...destroyed books, papers, and pictures, ruthlessly broke up the furniture, and then, after pillaging the house, departed taking Mrs. Lewis with them.”

“She was carried to New York and thrown into prison. She was not allowed a bed or change of clothing and only the coarse and scanty food that was doled out to the other prisoners.” She soon died from the treatment and illnesses she contracted in prison. Francis lived without her for twenty-four more years; he never remarried, but lived to know the lonely price of Public Virtue.

The Teachers of Liberty

Consider the contribution of four great teachers of the Founding generation, three of whom were signers of the Declaration: George Wythe, John Witherspoon, Benjamin Rush and a man who is remembered simply as Mr. Lovell. Among them they mentored almost an entire generation of leaders in Liber and Public Virtue. Their students include John Adams, Jefferson, Madison, Monroe, Henry Clay, John Marshall, Hancock, Paine, four future U.S. Presidents, many future Supreme Court Justices, over sixty future governors, senators, representatives and judges, and as Professor Forrest McDonald put it, “enough other Founding Fathers to populate a small standing army.”

Biographer Robert Peterson said that George Wythe’s school alone “produced a generation of lawyers, judges, ministers, teachers and statesmen who helped fill the need for leadership in the young nation.” This was, in fact, George Wythe’s explicit agenda. The curriculum and message of these teachers, both on paper and through example, was Liber, private virtue and Public Virtue.

Roger and Rebecca Sherman

Or consider Roger and Rebecca Sherman. Roger Sherman was apprenticed as a shoemaker and gained a Liber education reading the classics that he placed on his bench in front of him while he worked on shoes. He started with mathematics classics and became a leading mathematician; for example, he did the astronomical calculations for an almanac that was published in New York when he was twenty-seven. He went from mathematics to a study of the law, and became a leading jurist in Rhode Island and later the only man to participate in the creation of and sign all four of the founding documents of the United States—all springing from the books on his cobbler bench.

His wife Rebecca was similarly self-educated in the classics, and when she married Roger she was twenty years old and took over the raising of Roger's seven children from his first wife Elizabeth. She educated the seven children, plus the eight additional children she and Roger had, and she taught them Liber, private virtue and Public Virtue.

So many other stories could be told:

Like Honest John Hart, who was “hounded and hunted as a criminal” while his wife lay dying.

Or, Richard Stockton, who was thrown in prison, his lands were destroyed, and he ended up literally begging for food and money to keep his family alive.

Or Martha Jefferson, who fled with her two-month-old baby in her arms to escape the invading British. The baby died soon after, and within two years she herself passed on from illnesses incurred during the conflict. Did Thomas know the cost of his words, “all men are created equal...”

Abraham and Sarah Clark

But consider the Public Virtue of one more family, who “more than self their country loved:” Abraham and Sarah Clark. Self-educated in the classics, Abraham become known as “the poor man's lawyer” because of his habit of service without pay. A poor farmer himself, his reading and study made him prominent and he was elected to Congress and signed the Declaration of Independence with the New Jersey delegation.

The British gave this simple man and his wife perhaps the cruelest

“It will be easy, I say, after youth understand that the happiness of mankind must be owing to the industry of man skillfully employed for promoting public good, to make them conceive, that the art of supporting and reviving this spirit of benevolent industry, is a most useful science, and that which must direct in founding or reforming societies, governments and laws, and to inflame their minds with a desire of this knowledge.”

.....
George Turnbull, 1742

“...with an antipathy against idleness on the one hand, and fraud or violence on the other, and with love of public order, liberty and justice, and of the constitutions that tend, by preserving them, to encourage and uphold the industrious benevolent spirit, without which nothing that is good or great, beneficial or beautiful in human life can subsist.”
.....
George Turnbull, 1742

punishment of all. They captured two of his sons who were serving under Washington, 25-year-old Thomas and young teenage Isaac, and threw them into the prison ship in the harbor. Then they informed Abraham Clark that his sons would be not be given food until he publicly recanted his signature on the Declaration of Independence.

He gladly offered his life, his freedom and all his possessions, but they weren't accepted. The British demanded that he recant or his sons would slowly starve. Abraham and Sarah determined that they could give up their life. They could give up their fortune. But they simply could not give away their sacred honor, even to save the lives of their dear sons. They never signed the recantation.

Imagine, on a 4th of July in 1780, Abraham and Sarah Clark sitting at home meditating on the price of Public Virtue.

What of the Future?

On the 4th of July in 1776 John Hancock, man of Liber and Public Virtue, signed the Declaration of Independence and sent it to the world with his name alone.

On the 4th of July in 1826, as if by divine mandate, both John Adams and Thomas Jefferson passed away—on the same special day, only a few hours apart.

On the 4th of July in 1862 a bloody Civil War tested whether this union would survive.

On the 4th of July in 1943 Americans gave their lives in Europe and around the Pacific to keep the flag of freedom waving.

This 4th of July, consider this question: How many Liber are there today in the United States? And secondly, how many acts of Public Virtue fill the courthouses, congressional chambers or governors mansions across this land? The answer hints what the future of our freedoms will be.

But more importantly, how many homes are training young men and women to be Liber, to spend their lives in Public Virtue? I know that we are busy going to school, making a living, enjoying the leisure our freedom affords us. But if we are too busy to read the classics and become Liber, to sacrifice our time and resources to protect our free-

doms and build our communities, to stand for something, then we are too busy to remain free. Too busy to “secure the blessings of liberty to ourselves and our posterity.”

Think ahead to the 4th of July in the year 2030, or 2045. What will America be like then?

The answer depends on three things: how many Liber there are, how many people dedicate their lives to private virtue, and how much Public Virtue we choose between now and then. The future of America depends on whether we are willing to stand for something. To become Liber, men and women of Public Virtue. I believe that we will still be free on the 4th of July, 2045. If we are, it will be because someone, somewhere, pays the price.

I believe that many who read this have felt the call to become men and women of Liber and Public Virtue. Do not ignore that call.

“Or what else ought to be the foundation laid in human minds, whether we consider private or public happiness? What have we done to qualify youth for rational or social life till this be done?”
.....
George Turnbull, 1742

The Calm Before the Storm

Oliver DeMille, with Rachel DeMille

In a recent seminar, during an interesting discussion about the writings of John Adams and how much we need to apply today the things he taught, one of the participants raised a poignant question: “So what do we DO about all this?” Others expressed the same concerns: Theory is okay, but what can really be done to impact society the way the Founders did? Or the way other great statesmen did? So much needs to be done in society, what can we do to make a difference?

This concern is widespread. For at least the past fifty years, the classroom experience has been widely separated from “the real world.” Reading, studying, discussing and writing are things done by students and academics—in a place not quite part of the real world of business, family, law, politics and current events. So it is natural to ask what we can do—as if studying itself is not *doing* something.

Yet this was not the case for the great statesmen and stateswomen of history. Each spent a significant portion of their lives reading, studying, writing and discussing—particularly in the classics. Yes, they *did* other things; but it is doubtful that they could have done them without the scholarly preparation.

To be blunt, there are storms ahead—for our nation and for other nations. I do not know what they will be, nor do I believe that the future is ominous or doomed. I am an optimist. I believe that the best America and humanity have to offer are still ahead. So mark these

“And when this point is gained, how quickly will youth be reared up into men equally capable and disposed to promote the general happiness of mankind?”

.....
George Turnbull, 1742

“And thus the culture of our minds is much more dependent upon us than that of our gardens and fields. So true is this, that steady resolution to conquer the most inveterate bad habits is sure of victory.”
.....
George Turnbull, 1742

words well: *every generation faces its challenges*, and ours will be no different. Our children and grandchildren will face their challenges. This is what I mean when I say that storms are ahead.

Despite a hectic and challenging world, made more complex by 9/11, we are today in a relative era of calm. It is a calm before the storms that will inevitably come to our generation, just like they have come to all past generations and will come to those in the future—until God and mankind create a better world.

Arguably, the most important thing we can and must *do* in the calm before the storm is to prepare. Secondly, no type of preparation is more important than character and knowledge preparation—both of which are impacted by reading, writing, discussing and studying.

In 1764 George Washington didn't *do* anything big to make a difference in society—except read and study and write and discuss great ideas. In other words, he prepared. He had been at it for over five years by then, and would spend five more years just reading, studying and discussing great ideas before he would *do* the “big” things. But when the storms came, he was prepared.

Nor did James Madison, Thomas Jefferson nor John Adams *do* the big things to make a difference in 1764. All three spent most of the year reading, studying and discussing the great ideas—in addition to the basics of making a living, going to school, raising families or living life. But in addition to regular life, while most of their peers just made a living or went to school, *they* choose to do more: they read, studied, wrote, and discussed great ideas from the classics.

When the storms came their peers wondered what to do. But *they* already knew. It was still hard, it still took everything their generation had to give, it still tested them to the depths of their bodies and souls—but they knew what to do because of what they had done in the calm: read, studied and discussed classics and history, in addition to living their normal lives.

Find a crisis or time of challenge in history, and you will find one of two things: either a nation with at least a few people who read, studied and discussed the classics in the calm before the storm, or a nation that failed to pass its tests, trials and storms. I have found no exceptions.

Winston Churchill and Abraham Lincoln are examples. They pre-

pared by reading, studying and discussing the great classics during the calm periods; when storms came they knew how to handle them. Can you imagine the outcome of the American Revolution if the Founders hadn't read and discussed classics? Or of the Civil War if Lincoln had just done business and politics but never spent hours and hours reading the great works? Or of World War II if Churchill hadn't read the classics but just been a successful businessman or politician? And the same applies to lesser known leaders and statesmen at the community and local levels. Application is essential; preparation is *vital*. And in the calm before the storm, preparation is even better than application.

Churchill even titles his history of 1919-1939 *The Gathering Storm*. And arguably the greatest folly of this period was that the leaders of the time were ignorant of or ignored the lessons of history and the classics. Churchill himself spent much of this time trying to convince the leaders that the lessons of history needed to be heeded—lessons he had learned in the calm before the storm, lessons he learned in over a decade of reading, studying, writing, and discussing.

Reading, studying, writing and discussing is doing something. At certain times in history, it is the most important thing.

The real question is, are we doing it as well as the Founders? As well as Lincoln, Washington, Churchill or Gandhi? If not, we must improve. We must *do* better. If we are doing as well as Lincoln or Churchill or Madison in our “calm” period of reading and learning, then we are doing something indeed! And it will have consequences.

This is what Thomas Jefferson Education and George Wythe College are all about. Good government worldwide is a natural result of a world where people read, write, study and discuss history and the classics. If we do not do these things well, then our “calm before the storm,” our preparation time of the early 21st Century, will likely be the same as other periods of history where reading, writing, studying and discussing classics was ignored—the beginning of failure in the storms ahead.

“It will not be unpleasant to observe to them the analogy between our power over natural things and our moral power: That neither extends to the making of properties or laws, but that both consist in producing effects in consequence of fixed properties and laws; and both of them chiefly lie in separating and mixing or compounding.”
.....
George Turnbull, 1742

Mentoring Genius

Oliver and Rachel DeMille

During Scholar and Depth Phases of Thomas Jefferson Education, there are few components that have a greater impact than the quality of mentoring. A widespread myth in modern education is that “bigger is better.” Ironically, for many practitioners of Thomas Jefferson Education, the myth is “smaller is better.” The truth is much simpler: *Better* is better. And better is defined in three ways: vision, scope and method.

Vision

First, the vision of a mentor is quite different than that of a tutor. Looking at the same student, the tutor sees the student as ignorant and needing to be taught, or as broken and needing to be fixed; the mentor sees a seed in need of nurture or, more to the point, a genius in need of guidance. Great mentors think everyone is a genius, and they are right.

But not everyone chooses to develop the genius we all hold inside. What the great mentor is always looking for is a person who is willing to tap his genius, to put it through the refiner’s fire, to do the hard work to develop it. Indeed, mentoring is the medieval art of alchemy—turning plain old human steel into hearts and minds of gold. Like a good marriage, a 50/50 arrangement just won’t do—both the student and the mentor must give 100%. The student must give his all to the work of study, but the mentor knows that his or her role is vital. Without guidance and inspiration, greatness is seldom achieved.

“For they who are acquainted by practice with searching into established connexions and general laws of nature, and their good ends here, are by such use qualified for continuing the same research...”
.....
George Turnbull, 1742

“...our appetites are governed by our opinions of objects: And therefore, that in order to direct them we must have adjust apprehensions of things, and inure ourselves to deliberate and compute, before we yield or give way to the solicitations of any affection.”

.....
George Turnbull, 1742

So where the tutor sees various levels of talent, ability and potential, the mentor sees undeveloped genius made up of varying combinations of gifts.

The mentor also defines genius differently from everyone else. Where the average person often sees genius as the ability to perform or achieve naturally, without practice or extensive preparation, the mentor sees it just the opposite—genius is nature’s demand that you reach inside and rise to your highest self. As leading neuropsychologist Steven Pinker put it: “The typical genius pays dues for at least ten years before contributing anything of lasting value. (Mozart composed symphonies at eight, but they weren’t very good; his first masterwork came in the twelfth year of his career.) During the apprenticeship [after a solid liberal arts education], geniuses immerse themselves in their genre. They absorb tens of thousands of problems and solutions, so no challenge is completely new and they can draw on a vast repertoire of motifs and strategies. They keep an eye on the competition and a finger to the wind....They work day and night, and leave us with many works of subgenius....They do not repress a problem but engage in ‘creative worrying,’ and the epiphany is not a masterstroke but a tweaking of an earlier attempt. They revise endlessly, gradually closing in on their ideal.”*

Scope

Second, tutors limit their scope to a given area of expertise, such as piano, karate, or math, while mentors work with the entire person. A mentor may well be a piano instructor or karate teacher, but the mentor treats the whole person and the whole of life as opposed to putting in the time for the lesson, collecting the payment, and then moving on.

Method

Third, and this is the least understood of the three differences, tutors and mentors use an entirely different methodology. Most people consider it tutoring only when a tutor and student are meeting one-on-one, and indeed most people who have never been deeply mentored in the

* Steven Pinker. *How the Mind Works*. 1997. W.W. Norton & Company. p.361.

classics believe that the one-on-one approach is the best. The truth is that one-on-one interaction is a vital part of mentoring, but only one of the vital methods that great mentors use.

In a nutshell, great mentoring occurs when the mentor consistently delivers Five Environments and 5 Pillars to the student or protégé.

The Five Environments are:
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1. **lecture** (where a true expert shares important information)
2. **colloquium** (where two to seven people discuss something they have all read or experienced, with the mentor serving as the guide)
3. **group discussion** (where a mentor guides a larger group through discussion of something they've all read or learned)
4. **examination** (both formal and informal, where the student and mentor discover just how much has been learned and what remains to be learned)
5. **coaching** (where the mentor praises or reprimands the student and gives corrective assignments or direction)

The 5 Pillars are:
.....

1. **Classics**
2. **Mentors**
3. **Simulations**
4. **Field Experience**
5. **God**

The rule of thumb for leadership mentoring is this: When the student needs a course correction, such as a reprimand and assignments to get him moving, dropping him from mentoring because he hasn't performed, or a praising and extra help or new opportunities due to outstanding performance, it is best to meet with him one-on-one and break the news. This is *coaching*. Other learning almost always takes place in groups larger than two.

Strength in Numbers

Size is an issue in all of the 5 Pillars and Five Environments. Classics

"Freedom and strength of mind consist in this command of reason over our appetites and passions, which can only be gained by steadily accustoming ourselves to think and compare maturely and fully before we choose, and not suffering every fancy that may assail our minds, instantly to kindle an ardent impetuous desire."
.....
George Turnbull, 1742

are best studied alone and discussed in groups. Mentors help the students get the right-sized format for each experience. Simulations and Field Experience are best done in groups—and should include small, intermediate, large and sometimes huge groups to round out the experience. Like with Classics, God is often experienced alone and applied in group settings.

By “larger groups,” we don’t mean the six hundred student classrooms of modern universities or even the one teacher with thirty-nine second graders that characterize our many public schools. What we mean is that the old adage that a great education is a student on one end of the log and Johns Hopkins on the other isn’t nearly as accurate as C.S. Lewis’ half-dozen people sitting around a table arguing late into the night.

It is true that Thomas Jefferson read the classics alone—not with a mentor and not with a group. It is also true that his discussion of the classics was almost entirely in groups established by George Wythe: the original William & Mary class with approximately thirty students; the William & Mary moot courts and mock congresses with fifteen to forty-five members; the small dinner group of four; and finally the Wythe boarding student groups of three to six at a time.

Note that for Lewis, the people he worked with knew each other very well because they held such discussions several times a week for at least one academic year. Also note that any system that emphasizes just one of the Five Environments is an inferior model. Great mentoring means that you engage in all five environments routinely and consistently—sometimes a large group lecture of hundreds, perhaps with attendees from numerous other institutions, families, states and countries; sometimes simulations with a group of eight and other times with 120; sometimes colloquia with your central group of six and other times invite three additional guests; sometimes examination by asking questions in an office or while driving together, and other times in front of a formal board with an audience; sometimes classes of thirty with lecture or group discussion, and other times the same class broken into small groups of five where deeper discussion can occur; sometimes one-on-one tutoring to focus on a student’s individual need.

In short, the mentor sees that he is working with genius, knows that

every facet of the student's life must change if she is to accomplish her potential, and offers numerous and ongoing opportunities for learning, discovery, growth, mastery, thinking, re-trying, and so on. The mentor keeps a watchful eye on each protégé, notes what is needed and provides the environment for it. And, along with the other environments, when a one-on-one meeting is needed he holds one.

In contrast to all this, the tutor announces the time of the lesson for the given topic, holds the lesson and collects his compensation. Or, as classicalist Hugh Nibley put it, describing how the schools of ancient Greece and Rome maintained their business edge in times of moral decay and rampant materialism:

1. "Free the student from the necessity of any prolonged or strenuous mental effort.
2. Give him a reasonable assurance that the school is helping him toward a career.
3. Confine moral discipline to the amenities, paying special attention to dress and grooming. The student will have his own sex life anyway.
4. Keep him busy with fun and games—extracurricular activity is the thing.
5. Allay any subconscious feelings of guilt due to idleness and underachievement by emphasis on the greatness of the institution, which should be frequently dramatized by assemblies and ceremonies: an atmosphere of high purpose and exalted dedication is the best insurance against moments of honest misgiving.

"Here, then, was the secret of order and stability in the ancient schools."

It should not be surprising to anybody by now that most of our schools have adopted the tutorial approach to education. The paradox is that tutoring is more and more done on campus in groups of two hundred or more.

Mentors, on the other hand, see that each student is a genius in the making, and that hard work is needed in order for the student to truly master self, train the character, and acquire the skills of leadership.

"And wisdom consists in having just ideas of pleasures and pains, true notions of the moments and consequences of different actions and pursuits, whereby we may be able to measure, direct or controul our desires or aversion."

.....
George Turnbull, 1742

“One able to oppose desires, and to call his opinions to account, and furnished with the knowledge of the effects and consequences of actions requisite to shew him how he ought to behave in every case, is qualified for life.”
.....
George Turnbull, 1742

The Power of One

Coaching is the place where one-on-one flourishes. Some coaching can be done in groups, but some of it is almost always best person-to-person: identifying mission and how to prepare for it, making specific plans and assignments for how to accomplish goals, and reprimanding or inspiring. Such coaching occurs under three main circumstances: 1) a student asks a question and receives initial feedback with assignments or recommendations; 2) the mentor and mentee are in a situation where conversation naturally arises, such as traveling or working together, and the mentor takes the opportunity to share wisdom and make recommendations; 3) the mentor sees the need for planning, focus, criticism, changes, or input and calls the student in for a chat. All these are usually more effective as short, focused sessions. The rambling, leisurely discussion of concepts and ideas is much more effective in groups.

Another powerful one-on-one experience is not part of the first four Phases. It comes during the seldom-discussed fifth phase, the Application Phase of real life. One of Jefferson's great joys in life was one-on-one discussion, either in person or by letter, with George Wythe, James Madison, John Adams, and others.

This is not mentoring in the sense of a mentor helping a mentee, but really just what Aristotle called advanced friendship, where peers share ideas, debate, disagree, question, and learn from each other. Bloom noted that modern Americans need to think together more often. We don't usually include this in mentoring, though it is the second highest level of mentoring.

The highest level of mentoring is also one-on-one, and it entails having the constant companionship and direction of the Spirit, being in touch with the eternal, with the Tao. Indeed, all other types of mentoring may be just practice for this true mentoring.

EPILOGUE

Educational Pioneers

Oliver & Rachel DeMille

So we come to the end of this Thomas Jefferson Education Home Companion. The selections have been eclectic—some philosophical, some specific in advice on how to mentor, others practical for everyday use in the home. Hopefully all of them are helpful to each reader, just as a manual full of numerous tidbits, experiences, stories and suggestions would have helped the pilgrims who crossed the ocean or the pioneers who crossed the plains.

The pioneer analogy is relevant and poignant. As Oliver wrote:

When I first decided to make the leap of faith to found George Wythe College, I consulted closely with my mentors. Dr. Sills had fabulous advice about leadership and administration, Dr. Skousen's help on academics was invaluable, and many other mentors provided wonderful insight and direction. Some of the most important advice came from a man I consider a great mentor, even though we only met and talked a few times. He likely has no concept of the importance I place on his role in my education. Dr. Neil Flinders had seen numerous private schools start and either flourish or fail over the course of his thirty years in education, and he told me one thing that really stayed with me.

As I remember it, he told me that you have to decide right off if you're going to be an educational pioneer or work within the exist-

"In truth, when the deliberative habit, the patience of thinking before we choose, and the power of resisting fancy till we have brought it to the test of reason and truth, is firmly established in the mind, there will be little hazard of mistaking or erring."
.....
George Turnbull, 1742

ing educational establishment. If you want to be a pioneer, you've got to be willing to push a handcart and live in a dugout for a time. He went on to explain that many of the American pioneers had left large, comfortable homes and beautiful farms to spend sometimes many years living in caves walled off at one end with a few logs—in the middle of deserts or snowy plains. Eventually they built something new, something great; but they had to be willing to go through the growth years. Most educators who try to start something new want to have all the benefits of establishment funds and facilities right away—but those who manage to get such funds quickly find out that they still work for the establishment. You can't carry a mansion across the plains; you have to leave everything behind except the bare essentials if you want to effectively pioneer something new.

I never forgot this lesson, and I've come back to it many, many times in building George Wythe College. But beyond that, everyone doing Thomas Jefferson Education is an educational pioneer. In other words, it's hard.

Every week at least one person asks us a question about Thomas Jefferson Education which is really a plea for help. The questions come in different words and packages, but they boil down to: "So, really, what's the easy way to do this?" So far, we have no answer for this question except "there isn't one. You'll just have to do the hard work to get a great education."

But really, isn't it worth it? If we pioneer for our children, they'll get to do it an easier way. If we don't, if we let another generation drift further from the leadership path, it will just get harder and harder for our children and grandchildren. Consider the following letter we recently received from a mother who is doing an excellent job applying Thomas Jefferson Education in her home:

Some people won't do the hard work to get the education they need. Why? Others are putting in the sweat and tears to get their education, but at what cost to themselves and their families? I am concerned about mothers carrying the load they do, plus adding the expectation for them to be in degree programs....

I asked a question during the Question & Answer section [of a recent seminar] and Diann responded to it....My question was something like this: Is there a time when it is right for an active scholar mom of six, because of the myriad of needs, to pull back in her studies? Diann answered (knowing that I am expecting a new baby) that it is a matter of seasons.

But I struggle with this answer, because I have felt a real conflict for at least 6 months or so—long before the possibility of child number seven came into the picture. I am willing to consider that maybe I could restructure my time and priorities. But there is a challenge between really doing what a mom needs to do and at the same time getting an education. To have my 9-year-old daughter say to me at the end of a day, “Mom I need more time with you...I don’t think I am getting enough love,” (and this after I had been home all day with her and the other children), is a problem. Most likely she was busy reading and I was busy studying....

I am not looking for an excuse not to do the work. I am looking to understand “what is seen and what is not seen.” Doesn’t there come a time when these stewardships ARE my education coupled with a smaller amount of classics that support the growth needed in each area as well as adding breadth and depth? There really shouldn’t be a division, but an actual interconnectedness in all of it.

Looking at the 35 parenting tips [from the Transition to Scholar seminar], if I really do these and do these well, they will make a tremendous difference in my family’s education. But to really do them with a large family, a huge portion of my time is required. I am looking for the balance....

The incredible discovery of TJEd for so many people is that they can get their education...that they can self-educate and they begin to experience a long-lost desire and enthusiasm for exploring the classics....It happens in surges or waves, naturally and unforced. For a time they might study a regular, say, 60 minutes a day. Then a wave will come and they will immerse themselves for hours a day. The wave or tide will fill its purpose, lift them to a different level and they

"...the principles and dispositions which are engraved upon the heart by education, remain firm and unshakeable, as being founded on inward conviction, and the bent and inclination of the will, which is a much stronger and more lasting bond than constraint, and therefore becomes a law to youth, and holds in their minds the quality of a legislator."

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George Turnbull, 1742

might resume a schedule with fewer study hours, while actively applying what they just immersed themselves in.

I want to study at a pace that allows me to digest and apply what I am learning....I want the space to do what I didn't get to do in all my conveyor belt years and that is to dig deeply into what I am studying and not be pushed and rushed right past and through it....

My purpose for going to the Transition Seminar was to better understand Scholar Phase and how a person (both adult and child) transitions to Scholar. Your focus was parenting skills that really work for all Phases of Learning, but that facilitate transition. They are much needed and the seminar was so helpful. But what I want to know is about Scholar Phase for adults...what helps them to transition to Scholar and really dig into getting their education. What hinders people...Where are the GAPS? How can we get more adults to transition? REALLY transition? I guess I am looking for a better understanding of the inner and outer workings of Transition and Scholar Phases. My Scholar Phase has blessed our family for the most part. I want it to bless the homes and families of millions. What can I do to facilitate this?

I am not sure if I have made any sense at all. I am not sure if I have even identified the problem or issue that is really troubling me. I am still working through the issues and am concerned for mothers trying to get a liberal arts education. How do we inspire and assist them to both get the education and at the same time fill their responsibilities and roles? No question, my 5 Pillar and Masters studies have made me a better mother and wife and have helped me become more efficient and capable. No question, my studies have helped me lead and inspire other mothers.

I am so concerned about mothers...they need to get a liberal arts education, but in the context of life with their families. A mother with young children has an intense day-to-day involvement and it takes much of her time and energy. Those years are great for getting an education...but they cannot be replaced if she focuses too much on her education and loses the opportunity to connect with her

children in ways young children need.

This also includes marital issues and concerns. I have begun to wonder if my studies have created a distance or strain in my marriage. Am I alone in this? Most likely not. It seems that in many homes either husband or wife but not both are “gung ho.” What is the answer here to getting both on board?

Aren't these issues, though personal to my family, also part of the bigger picture of the GAPS that hold back the larger impact TJE'd could have in homes and families?

We hear these same thoughts from so many people. What is so poignant about this woman's stream-of-consciousness expressions is the evident struggle between opposing forces. She is pulled in so many directions, and at the same time looking to synergize these forces into a forward trajectory. We hear these sentiments echoed over and over again by mothers and fathers all over. And we very clearly tell them that there are times and seasons for things, times for intense focus and times to relax. But so many people have these concerns in our generation. Here is the reply Oliver sent:

What you are expressing is the same thing I am trying to say when I ask, “how does a generation that wasn't mentored in the classics pass on a true Leadership Education to the next generation?” The problem is that the ideal time for a Scholar Phase is in our youth. There is just no getting around this. If we don't have it by the time we leave college, we aren't doing the true ideal. We have to do it when we are so focused on family, work and career.

The other variable is that if some generation doesn't do it the non-ideal way soon, then we'll just keep on passing worse and worse education to our children. That is, if our generation doesn't do it as adults, even though it isn't ideal, then the mediocrity spreads and becomes even more “normal” and institutionally ingrained. That's the rub. How does a generation of “conveyor belt” train a generation of leaders?

In truth, it takes pioneering. We have to cross the plains. Now

note: how many mothers and fathers were lost in crossing the plains? Or the oceans before, in the time of the pilgrims? Or fighting the War of Independence?

Was it worth it?

If not, then our generation should just emphasize having good, solid relationships with our kids and hope the conveyor belt is okay for them.

If it is worth it, then we need to have a Scholar Phase. And since the children won't do it without adult help, and most adults don't have it, we need a generational Scholar Phase. That's just as hard as crossing the plains—maybe harder. But we must do it.

Now, while we do it, there ARE seasons. The pilgrims went from Holland to Britain, then rested for several years, then did the next part of the journey. All pioneers did that—a season of focus, then a season of rest.

If your children need more time, perhaps your Scholar reading needs to coincide with their interests. Perhaps you need to give it an hour a day instead of more. Children come before Scholar Phase; and in our generation Scholar Phase is a vital part of parenting.

We should always teach the ideal—get the best Scholar Phase possible, in the hardest way; do the full degree program if you can and if it's right. And we should always teach that what's right academically differs with each person, family and situation.

There is an ideal, and a right; and right is much more important than ideals. Here's the thing: when a person knows what's right for her and she is doing it, two things happen. First, she gets positive and focused and gets the job done. Second, she naturally tends to think the same path would be right for pretty much everyone else.

The first point is right on, the second is often false. Teach the ideal, and support what people feel is the right thing for them. Also, realize that what is right will eventually bring them back to the more ideal.

In your case, and this of course includes everyone else, I have no idea what's right. But you know how to find out.

In general, I know that getting Scholar Phase in youth is the ideal. It's natural, and it's fun. It's not the ideal for adults. I also know that at some point a generation of adults will have to do it at a less ideal time, and I am convinced that that time is now—ours is that generation. That means it's right for many adults in our generation to get a Scholar Phase, even though it's not ideal (and therefore not as fun or natural).

It takes greatness to be pioneers. But consider the alternative: telling our children that they'll have to be the pioneers, because it's just too hard for us. Because it just takes too much courage, effort and hard work. How cowardly is that? It will be harder for them!

Now, with all of that said: if it is right, then God will make us up to the task, and it can even be made natural and fun for us—as long as we use balance and do it at the right time in the right seasons.

I know that's not very comforting. But here's the thing—if this is our role, our mission, and it's right, then it will always be hard, but we'll have the strength to keep at it and cross those educational oceans and plains. If our generation doesn't do it, it will be probably twice as hard for our children, and at some point the odds for success will be virtually insurmountable.

Here's the good part: we get to do the pioneering with air conditioning, indoor plumbing, soft beds, and libraries close by. We just have to be sure to both get the Scholar Phase and put our families first. Both can be done, but it's a tightrope. When it feels overwhelming, it's time for an inventory: know what's right for this season, and do it.

Her reply showed that she really is a pioneer:

I really appreciated your response to my long-winded wanderings last week. Actually your response touched me very deeply because of one word PIONEERING. Last year our family did a handcart trek...on the pioneer trail in Wyoming. I consider myself to be fit

“And the misfortune is, that bad habits last longer than good ones.”
.....
George Turnbull, 1742

"It must be owned that the spirit of man, even in the tenderest age, is impatient of the yoke, and inclines to what is forbidden. But what ought we to conclude from this, but that the art of managing youth requires great prudence and address; and that youth yield more readily to mild methods than to violence?"

.....
George Turnbull, 1742

and physically strong. The experience was exhausting to me and I was near tears by the time we finished. That was only a three day trek. The hot wind blew, we ate dirt in our dinners, we were fatigued and hot and sweaty...Our experience was so mild compared to the real pioneers, but having had a taste of what they experienced I cannot think of them without weeping at what they suffered and what they persevered through. They had a cause and a vision so much bigger than themselves....I am deeply inspired by them and the symbolic similarities between their quest and ours are important to me.

I am well into Coulson's *Market Education* and am incredulous at the history of education in our world. It seems for so much of history, education has been a mess. I am certain that our youth and our grandchildren must have a different preparation than any other generation in history. I am convinced, like you, that we are the pioneers to make that different preparation possible. A key to that preparation is not only reclaiming the parents' right and duty to direct their children's education, but also preparing the parents for that job.

That is where the pioneering comes in. It is where I find myself along with many others. I have wondered this last week what I can do to help support fellow pioneers or perhaps those just a bit behind me on the trail. I can counsel them on what to put into their handcart—what is and is not needed. They may or may not listen to me, but the rigors of the trail will teach them the realities of having unnecessary items or the painful lack of what is really needed. I cannot foresee what difficulties, even tragedies, they/we will encounter.

Probably the most important thing I can do is to assist them in getting and deepening their vision of the cause they are pioneering. This is the only thing that keeps me going. It is the only thing that gives me the courage and the strength to keep going. You reminded me of that vision in your e-mail and renewed my determination to keep going. The reality is that many pioneer women pushed

their handcarts alone either because their husband had died or because he was unable to walk due to illness of frozen feet—and in that case these women pushed not only the weight of the handcart but also their husband. They had to keep going. It was a matter of physical survival and growth that could not come in any other way. Ours is a spiritual/moral survival and every bit as real. We must keep going.

“For young people are naturally open and simple: But when they imagine they are observed, they are fettered, and this puts them upon their guard.”

.....
George Turnbull, 1742

In preparing for our family handcart trek, I thought a great deal about the symbolism of the handcart and what we placed in it. Carrying items that are extra and unneeded cost the pioneers dearly. They cost us too. Where I find myself is in a place of symbolically looking at what I have in my handcart today and discerning what is truly needed and what needs to go. To discontinue the journey is not even an option, but what I carry with me may be.

One item I chose to put in my cart this last year is the 5 Pillar [Certification] program. This is an added weight in one respect, but I cannot imagine my journey without it. For now it is right to have it in my handcart. It is one way I can help others along the path, though it appears to slow my own journey. In reality it enriches it and the idea is not to get to the destination alone. NO impact can be made alone. It is arriving with multitudes that will make the difference. Often my interaction with 5 Pillar participants inspires me and reminds me of my own journey and why I am doing it at all...

Another thought from your e-mail helped a lot. “There is an ideal, and a right, and right is much more important than ideals.” I have emerged from my wanderings and your response with three things: 1) a deeper vision and a renewed courage to keep going; 2) increased faith that I can discern what is right and do it; and 3) that by doing the right things at the right times and in the right ways I will enjoy both the hard and the fun of the journey.

Another mother recently wrote in a paper for her 5 Pillar Certification:

After many years of feeling unaccomplished and empty inside, and seeing many of my peers finishing college with various degrees, I knew I was

missing my education and began searching for something. I had a deep rooted desire to learn, yet a formal education did not seem right to me and I couldn't declare a major. I always felt unsure about it. I even, on a few separate occasions, went to our local community college to enroll, yet each time something held me back. One year ago a copy of A Thomas Jefferson Education fell into my hands. Since then I have been ignited like a rocket off to space. I have found my destination. I am soaring to new heights and here it begins with phase one of my 5 Pillar Certification.

“...the master's first care ought to be to find out the genius and character of his trust: For accordingly ought he to regulate his management.”

.....
George Turnbull, 1742

We share this because we are concerned for this mother. We know that this woman is in for some hard pioneer challenges. She will cross plains, ford rivers, face difficulties, ask dozens of questions, wonder constantly if there isn't some easier way, want to give up at times, and bravely put on a smile when those who depend on her struggle. But hopefully she, like thousands of others, will keep going. If she keeps putting one foot in front of the other, working with good guides to stay on the trail, taking occasional stops to reassess her progress, saying “no” to the distractions and extras that weigh her down, and clearly inventorying what her next steps should be at each major turn—all with one hand placed firmly in the hand of God—she will reach her destination. Of such mothers it is often said in the preface to a biography of some great leader, “His mother...” or “Her mother...”

We have illustrated in previous chapters what it has required of those who engaged the challenge in previous generations. But our generation, with its culture of entitlement, struggles to conceive of such things being required of them. It seems wrong to them that individuals and families should give so much for a true education—especially when they could seemingly opt a life of relative ease. Leadership Education will not likely come to their doorstep—they must purposefully choose to engage it. Why, then, should they prefer the road of Public Virtue, of pain and excellence, of service and greatness, of trial and leadership, of Steel to Gold?

Such are the mothers, and fathers of this pioneering generation. The war is for the family. The battle for their children's education and their grandchildren's freedom is as real to them as if they could witness the clang of bayonets on the field or hear the blasts of mortars in the har-

bor. They are themselves great, along with their children and communities—as they train the leaders of the 21st Century. If you are such a father or mother, we want you simply to know that you can do it. Your children need it, and, by the grace of God, you are up to the task. There is no more important role in the 21st Century than being a great parent.

Adult Skills Classes

Diann Jeppson

“Some children are retained by fear, and others are dispirited and discouraged by it. Some are hardly to be diverted or drawn from study and application: Others only study by fits and starts. To attempt to bring all upon the same level, or to subject all to one rule and discipline, is to force nature.”

.....
George Turnbull, 1742

The following examples of simple “classes” are designed for parents to offer to their own children, to facilitate the learning of adult skills, and the acquisition of adult level responsibilities. I have used these classes with several of my children and they work very well.

BAKING

Course Description: Learn how to bake a large variety of items. Become such a great baker that you can do it without assistance.

Method: Learn from Mom how to bake all of the items on the list. Practice with Mom’s help until you can bake each thing without Mom around. Have Mom sign that you did it.

Content: Learn to bake items.

List 5 Things of your choice:	Mom’s Initials
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Graduation: We will throw a big graduation party for you, and invite your friends to attend. You’ll be the baker and treat everyone to a feast of your favorite baked items!

PREPARING MEALS

Course description: Learn to prepare thirty different meals, then prepare them by yourself: ten breakfasts, ten lunches and ten dinners.

Method: Schedule with mom to learn the thirty meals. Schedule to pre-

pare them by yourself. Have Mom initial each meal after you can prepare it by yourself.

Content: Learn to cook fifteen required meals and fifteen meals of your choice.

Breakfasts	Mom's Initials	Your Choice	Initials
•Pancakes	_____	_____	_____
•Rice	_____	_____	_____
•Shake	_____	_____	_____
•Millet	_____	_____	_____
•Hash Browns	_____	_____	_____
Lunches			
•Subways	_____	_____	_____
•Green Salad	_____	_____	_____
•Oven Fries	_____	_____	_____
•Tacos	_____	_____	_____
•Pasta Salad	_____	_____	_____
Dinners			
•Vegetable soup and rolls	_____	_____	_____
•Stir Fry	_____	_____	_____
•Lasagna and garlic bread	_____	_____	_____
•Baked potatoes and veggies	_____	_____	_____
Shepherd's Pie	_____	_____	_____

Graduation Award: Upon completion of this course, you are excused from your regularly scheduled turns to prepare meals. Mom will arrange to do it or have your younger sibling take over your turns. You may still prepare meals when you wish, but you now have this extra time to study.

GROCERY SHOPPING

Course Description: Learn how to shop. Learn to buy the best products for the best prices in the quantities needed.

“But the greater part seem to think, that they take a much surer way, namely that of reproof and punishment. It must be acknowledged, that this method appears easier, and that it costs less to the master than the insinuating mild manner, but it is as true, that it succeeds much worse. For by punishments one never arrives at the great end of education, which is to persuade, and to inspire the sincere love of virtue.”

 George Turnbull, 1742

Method: Participate with Mom when she writes grocery shopping lists. Go shopping with Mom. Mom will teach you how to select products, compare prices, and buy the right amount of each item.

Content: Participate with writing ten shopping lists. Shop with Mom ten times while she teaches you how to shop. Listen to Mom's instructions and ask a lot of questions. When you get home, learn how to put everything away.

The dates you shopped

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Final Exam: Do everything by yourself two times. Prepare the shopping list, do all of the shopping, including paying with cash or debit card, load it in the car, carry it into the house and put it all away, including the bags.

1. Breadsticks	11. Pitas	17. Muffins	19. Pie
2. Cinnamon Rolls	12. Pizza Crust	A. Oatmeal	A. Apple
3. Dinner Rolls	13. Banana Bread	B. Banana	B. Pumpkin
4. Subway Rolls	14. Zucchini Bread	C. Blueberry	C. Cherry
5. Whole Wheat Bread	15. Peach Cobbler	18. Cake	D. Mincemeat
6. Biscuits	16. Cookies	A. Chocolate	
7. Pancakes	A. Chocolate Chip	B. Carrot	
8. Waffles	B. Peanut Butter	C. Spice	
9. Cornbread	C. Oatmeal Raisin	D. White	
10. Tortillas	D. Gingerbread	E. Orange	
		F. Brownies	

The dates you finished your final exam Signed by Mom

Graduation Award: You know how to shop now! Great! You will be presented with a gift certificate to a grocery store of your choice.

HOUSEHOLD CHORES

Here are all of the things that need to be learned for you to be able to clean the house and yard by yourself. When you know how to do this stuff, then you are one BIG step closer to being an adult. If you can learn to do each thing, and show Mom or Dad that you can do them all by yourself and do a really good quality job, then whenever you feel like it, you can tell Mom at chore meeting that you would rather be the tutor for the day for one of your younger siblings, or have extra study time. If you have no younger siblings, you can just trade your daily chore duties for extra study time for yourself. It will be your choice. You can either participate in family chores or do tutoring. You get to pick the sibling that you want to tutor. (Mom will initial next to each chore when you pass it off.)

- _____ Clean up the backyard
- _____ Water the backyard
- _____ Mow the back lawn
- _____ Sweep the cement in the backyard
- _____ Rake the back lawn
- _____ Sweep the cement in the front yard
- _____ Pick up the front yard
- _____ Water the front yard
- _____ Mow the front lawn
- _____ Rake the front lawn
- _____ Clean the upstairs bathroom sink
- _____ Clean the upstairs bathroom toilet
- _____ Clean the upstairs bathroom floor
- _____ Clean the upstairs bathroom mirrors
- _____ Clean the upstairs bathroom tub

“Now, the way to know children is to give them liberty from their earliest years to discover their inclinations, and to exert their natural humours; to bear with their little infirmities, that they may not be afraid to let them appear, to observe them narrowly, especially when they are at play, and do not hide or disguise themselves.”

.....
George Turnbull, 1742

"...to believe that he was born to serve the whole world and not himself..."

.....
Lucan. Quoted by George Turnbull, 1742

- _____ Pick up the upstairs bathroom
- _____ Clear and wipe the table
- _____ Wash the dishes
- _____ Rinse the dishes
- _____ Clean the oven
- _____ Clean the fridge
- _____ Sweep the kitchen floor
- _____ Organize the plastic container cupboard
- _____ Mop the kitchen floor
- _____ Pick up the kitchen
- _____ Clean the microwave
- _____ Tidy up the pantry
- _____ Vacuum the pantry
- _____ Vacuum the van
- _____ Check the wiper fluid in the van
- _____ Check the oil in the van
- _____ Clean the stuff out of the van
- _____ Wash the van
- _____ Wipe clean the inside of the van
- _____ Dry the van
- _____ Pick up the schoolroom
- _____ Vacuum the schoolroom
- _____ Clean up the schoolroom table
- _____ Pick up the living room
- _____ Empty the trash
- _____ Feed and water the dog
- _____ Vacuum the stairs
- _____ Vacuum the upstairs hall
- _____ Pull weeds
- _____ Vacuum the laundry area
- _____ Vacuum the downstairs hall
- _____ Scrub spots off of the carpet
- _____ Pick up dog waste
- _____ Clean windowsills
- _____ Wash walls
- _____ Clean the downstairs toilet

- _____ Pick up downstairs bathroom
- _____ Clean the downstairs bathroom mirror
- _____ Clean the downstairs bathroom tub
- _____ Clean the downstairs bathroom sink
- _____ Clean the downstairs bathroom floor
- _____ Vacuum the children's room
- _____ Tidy the walk-in closet
- _____ Pick up the children's room
- _____ Vacuum the family room
- _____ Clean out the fireplace
- _____ Bring in wood for the fireplace
- _____ Organize the videos
- _____ Clear and wipe the family room table
- _____ Pick up the family room
- _____ Fold the darks and put them away
- _____ Fold the towels and put them away
- _____ Fold the whites and put them away
- _____ Fold the lights and put them away
- _____ Fold the pants and put them away
- _____ Hand wash stained and delicate laundry
- _____ Iron

BASIC AUTO AND HOUSEHOLD EQUIPMENT MAINTENANCE CLASS

It's important to know how to use and maintain your automobile and household equipment. This class will acquaint you with the basics.

Have someone teach you to use and maintain all of these things. After you can prove to him that you can do these things by yourself, have him initial next to the item.

- _____ Winterize the evaporative cooler
- _____ Prepare the evaporative cooler for summer operation
- _____ Winterize the furnace – know safety procedures
- _____ Know the operation and safety for the water heater
- _____ Understand use, maintenance and safety procedures for your wood stove and/or fireplace

- _____ Maintain and winterize your hose and/or sprinkler system
- _____ Clean out the rain gutters
- _____ Know how to use and maintain the lawn mower
- _____ Understand safety and winter storage procedures
- _____ Know how to use and maintain the tiller
- _____ Understand safety and winter storage procedures
- _____ Know how to use and maintain the snow blower
- _____ Understand safety and summer storage procedures
- _____ Know basic automobile maintenance
- _____ Oil change
- _____ How to know when the brakes need work
- _____ Change sparkplugs
- _____ Winterization
- _____ How to check belts
- _____ How to jump-start and attach a battery charger
- _____ Cleanliness
- _____ Know what noises to pay attention to
- _____ When and how to rotate, replace and air up tires
- _____ Steps to take when the car won't start
- _____ How to check all of the fluids and how to add more
- _____ How to know when take the car to a shop

A P P E N D I X B

The Big List

Edited by Diann Jeppson

Children's Literature
.....

Angeli, *The Door in the Wall*
Barrie, *Peter Pan*
Brink, *Caddie Woodlawn*
Burnett, *A Little Princess*
Burnett, *Little Lord Fauntleroy*
Burroughs, *Tarzan of the Apes*
Dahl, *Charlie and the Chocolate Factory*
Field, *Calico Bush*
Forbes, *Johnny Tremain*
Gipson, *Old Yeller*
Grahame, *Wind in the Willows*
Jordan, *Winter of Fire*
Kalashnikoff, *The Defender*
Kelly, *The Trumpeter of Krakow*
Lamb, *Tales from Shakespeare*
Latham, *Carry On, Mr. Bowditch*
LEngle, *A Wrinkle in Time*
Lewis, *The Chronicles of Narnia*
Lowry, *The Giver*
MacDonald, *At the Back of the North Wind*
MacDonald, *The Princess and the Goblin*
MacDonald, *The Princess and Curdie*
McGraw, *Moccasin Trail*
McGraw, *The Golden Goblet*
Moody, *Little Britches*
O'Dell, *Sarah Bishop*
O'Dell, *Island of the Blue Dolphins*
Otis, *Toby Tyler*

Porter, *Pollyanna*
Porter, *Pollyanna Grows Up*
Sewell, *Black Beauty*
Smith, *Aladdin and Other Favorite Arabian Night Stories*
Spyri, *Heidi*
Speare, *The Bronze Bow*
Speare, *The Sign of the Beaver*
Speare, *The Witch of Blackbird Pond*
White, *Charlotte's Web*
White, *The Trumpet of the Swan*
White, *Stuart Little*
Wilder, *The Little House on the Prairie Series*

Literature for Youth
.....

Abbey, *The Monkey Wrench Gang*
Abbott, *Flatland*
Adams, *The Education of Henry Adams*
Alcott, *Eight Cousins*
Alcott, *Jo's Boys*
Alcott, *Little Men*
Alcott, *Little Women*
Alcott, *Rose in Bloom*
Austen, *Emma*
Austen, *Mansfield Park*
Austen, *Northanger Abbey*
Austen, *Persuasion*
Austen, *Pride and Prejudice*
Austen, *Sense and Sensibility*
Boom, *The Hiding Place*
Boom, *Tramp for the Lord*
Bronte, *Jane Eyre*
Bronte, *Wuthering Heights*
Burton, *The Arabian Nights*
Card, *Ender's Shadow*
Carroll, *Alice's Adventures in the Wonderland*

Carroll, *Through the Looking Glass*
Cather, *My Antonia*
Cather, *O Pioneers!*
Cervantes, *Don Quixote*
Chesterton, *Father Brown Stories*
Clark, *The Ox-Bow Incident*
Conrad, *Heart of Darkness*
Conrad, *Lord Jim*
Conrad, *The Secret Agent*
Conrad, *Under Western Eyes*
Cooper, *The Last of The Mohicans*
Crane, *Red Badge of Courage*
Defoe, *Moll Flanders*
Dickens, *A Christmas Carol*
Dickens, *A Tale of Two Cities*
Dickens, *David Copperfield*
Dickens, *Great Expectations*
Dickens, *Oliver Twist*
Dickinson, *The Selected Poems*
Dostoevsky, *The Brothers Karamazov*
Dostoevsky, *The Gambler*
Dostoevsky, *The Best Short Stories*
Douglass, *Narrative of the Life of Frederick Douglass*
Doyle, *The Hound of the Baskervilles*
Doyle, *The Lost World*
Doyle, *Sherlock Holmes Stories*
Du Bois, *John Brown*
Dumas, *The Three Musketeers*
Eliot, *Silas Marner*
Eliot, *Middlemarch*
Fitzgerald, *This side of Paradise*
Flaubert, *Madame Bovary*
Forster, *Howard's End*
Frank, *Alas, Babylon*
Goethe, *Faust*
Golding, *Lord of the Flies*

Gordon, *Beowulf*
Green, *The Adventures of Robin Hood*
Hawthorne, *The Scarlet Letter*
Hawthorne, *The House of Seven Gables*
Homer, *Iliad*
Homer, *The Odyssey*
Hugo, *Les Miserables*
Huxley, *Brave New World*
Huxley, *Brave New World Revisited*
Irving, *Legend of Sleepy Hollow*
Irving, *Rip Van Winkle and Other Stories*
James, *Daisy Miller*
James, *The Turn of the Screw and In the Cage*
Joyce, *Portrait of the Artist as a Young Man*
Kipling, *Kim*
Kipling, *Jungle Book*
Kipling, *Captain Courageous*
L'Amour, *The Lonesome Gods*
L'Amour, *The Empty Land*
L'Amour, *Sackett's Land*
L'Amour, *The Walking Drum*
Leroux, *The Phantom of the Opera*
Lewis, *The Screwtape Letters*
Lewis, *Perelandra Trilogy*
London, *The Call of The Wild*
London, *The Sea-Wolf*
London, *White Fang*
London, *Klondike Tales*
MacLachlan, *Sarah Plain and Tall*
Melville, *Moby Dick*
Mitchell, *Gone With the Wind*
Montgomery, *Anne of Green Gables*
Montgomery, *Anne of Avonlea*
Montgomery, *Anne of the Island*
Moore, *Utopia*
Orczy, *The Scarlet Pimpernel*

Orwell, *Animal Farm*
Orwell, *1984*
Porter, *Laddie: A True Blue Story*
Porter, *Freckles*
Porter, *Girl of the Limberlost*
Potok, *The Chosen*
Potok, *The Promise*
Rawls, *Where the Red Fern Grows*
Shakespeare, *The Complete Works*
Shelley, *Frankenstein*
Solzhenitsyn, *First Circle*
Sophocles, *Antigone*
Sophocles, *Oedipus at Colonus*
Sophocles, *Oedipus Rex*
Stevenson, *Kidnapped*
Stevenson, *Dr. Jekyll and Mr. Hyde*
Stevenson, *Treasure Island*
Stoker, *Dracula*
Stowe, *Uncle Tom's Cabin*
Swift, *Gulliver's Travels*
Thackeray, *Vanity Fair*
Tolkien, *The Hobbit*
Tolkien, *The Fellowship of the Rings*
Tolkien, *The Two Towers*
Tolkien, *The Return of the King*
Tolkien, *The Silmarillion*
Tolstoy, *Anna Karenina*
Tolstoy, *War and Peace*
Twain, *The Adventures of Huckleberry Finn*
Twain, *The Adventures of Tom Sawyer*
Twain, *Pudd'n Head Wilson*
Verne, *Around the World in Eighty Days*
Verne, *Journey to the Centre of the Earth*
Voltaire, *Candide*
Washington, *Up From Slavery*
Wells, *The Invisible Man*

Wells, *The Island of Dr. Moreau*
Wells, *The Time Machine*
Wells, *The War of the World*
Wiggins, *Rebecca of Sunnybrook Farm*
Wilde, *De Profundis*
Wilde, *The Picture of Dorian Gray*
Wister, *The Virginian*
Wright, *Native Son*
Wyss, *The Swiss Family Robinson*

Adult Literature

.....
Bunyan, *Pilgrim's Progress*
Chaucer, *The Canterbury Tales*
Chekhov, *The Cherry Orchard*
Coleridge, *The Rime of The Ancient Mariner*
Defoe, *Robinson Crusoe*
Defoe, *Moll Flanders*
Dreiser, *An American Tragedy*
Dumas, *The Three Musketeers*
Fielding, *Tom Jones*
Fitzgerald, *The Great Gatsby*
Goethe, *The Tragedy of Faust*
Hardy, *Jude the Obscure*
Hardy, *Tess of the d'Urbervilles*
Hardy, *The Return of the Natives*
Hawthorne, *The Blithedale Romances*
Hemingway, *A Farewell to Arms*
Hemingway, *For Whom the Bell Tolls*
Hemingway, *The Old Man and The Sea*
Hammett, *The Maltese Falcon*
Keats, *The Complete Poems*
Lee, *To Kill a Mockingbird*
Lewis, *Main Street*
Lewis, *Kingsblood Royal*
Malory, *Le Morte D'Arthur*

Merimee, *Carmen*
Miller, *Death of a Salesman*
Milton, *Paradise Lost*
Scott, *The Lady of The Lake*
Scott, *Ivanhoe*
Stendahl, *The Red and the Black*
Steinbeck, *Of Mice and Men*
Steinbeck, *The Grapes of Wrath*
Voltaire, *Candide*
Whitman, *Leaves of Grass*
Wilder, *Our Town*

Non-Fiction, Adult
.....

Aeschylus, *Prometheus Bound*
Aristotle, *The Nicomachaen Ethics*
Aristotle, *Politics*
Aurelius, *The Meditations*
Augustine, *The Confessions of Saint Augustine*
Augustine, *The City of God*
Bhagavad Gita
Confucius, *The Analects*
Covey, *The Seven Habits of Highly Effective People*
Covey, *The Seven Habits of Highly Effective Teens*
Covey, *Principle-Centered Leadership*
Covey, *First Things First*
Covey, *7 Habits of Highly Effective Families*
Covey, *The 8th Habit*
Dante, *The Divine Comedy*
Darwin, *The Origin of Species*
Darwin, *The Voyage of the Beagle*
Descartes, *Meditations*
Dryden, *Plutarch's Lives*
Emerson, *Nature*
Emerson, *Self-Reliance*
Euclid, *Elements*

Freud, *Letters of Sigmund Freud*
Freud, *Totem and Taboo*
Freud, *Wit and its Relation to the Unconscious*
Galileo, *Concerning Two New Sciences*
Hawking, *A Brief History of Time*
Ibsen, *Peer Gynt*
Ibsen, *A Doll's House*
Kant, *Critique of Pure Reason*
Lewis, *The Weight of Glory*
Lewis, *Mere Christianity*
Lewis, *The Great Divorce*
Machiavelli, *The Prince*
Marx, *Das Kapital*
Moliere, *Tartuffe*
Montaigne, *Essays*
Muir, *The Story of Great Mathematicians*
Nietzsche, *Beyond Good and Evil*
Nietzsche, *The Birth of Tragedy*
Nietzsche, *Thus Spake Zarathustra*
Nightengale, *Florence Nightengale's Notes on Nursing*
Pascal, *Pensees*
Peters, *In Search of Excellence*
Pirsig, *Zen and the Art of Motorcycle Maintenance*
Plato, *The Trial and Death of Socrates*
Plato, *The Republic*
Polo, *The Travels of Marco Polo*
Reimer, *Mathematicians are People, Too*
Rostand, *Cyrano de Bergerac*
Rousseau, *The Social Contract*
Schopenhauer, *The World as Will and Idea*
Smith, *The Wealth of Nations*
Spengler, *The Decline of The West*
Sophocles, *Oedipous Rex*
The Bible
The Book of Mormon
The Koran

Thoreau, *Walden and Other Writings*
Toffler, *Future Shock*
Toffler, *The Third Wave*
Tze, *Tao Te Ching*
Tzu, *The Art of War*
Virgil, *The Aeneid*
White, *Essays of E.B. White*
Wilde, *The Importance of Being Earnest*
Wilde, *Wit and Wisdom*

Worksheet for Creating Book Discussion Club Bylaws

*A powerful tool to assist you in the creation
of your own book discussion group*

ARTICLE I

.....

Name of Club

ARTICLE II

.....

Mission

ARTICLE III – MEMBERS

.....

Section 1. Number of members

Issues:

- a. Core group
- b. Full time/part time
- c. Total members

Section 2. Defining members

Issues:

- a. What constitutes a full time member?
(Absences, can they be officer, book selection committee, hostess, and discussion leader? How does a Full Time Member become a Part Time Member?)
- b. What constitutes a part time member?
What can they do (see above)
(Comes whenever she can?
When does she become “LOA”)

- c. Leave of Absence (LOA)
Can leave for a year, may rejoin without waiting on list?
- d. Openings (waiting list) persons on waiting list become members by first come first serve, and must have attended two discussions. (?)
- e. Alumni issue: who is she, what are her rights? Any member active in the group for 5 years and who has left but wishes to return may do so without waiting for an opening. (?)

Section 2. Absences

- a. What defines an excused absence? When member contacts hostess ahead of time?

Section 3. Dues

- a. Issues: how much, when due, what shall they be spent on (the discretion of the officers), what to do with year-end balance?

Section 4. Guests

- a. May guests attend regular meetings up to ___(2) times per year?
- b. To be considered for membership, must have attended ___(2) meetings having read the book.

ARTICLE IV – OFFICERS AND DUTIES

.....

Section 1. What officers are needed?

Section 2. What will the officers do?

- a. How many on book selection committee, how long is term, how does committee select books? (recommendations submitted by members, rules set for what type of book)

ARTICLE V – MEETINGS

Section 1. When will regular meetings take place? How many months during the year?

Section 2. Agenda (?)

6:30 Sing

7:00 Potluck Dinner served

7:15 business, roll, announcements

7:30 discussion

9:00 close discussion (extra business)

Section 2. What to do if schedule needs to be changed?

Section 3. Other meetings, business, change of officers, book selection time, parties, etc.

ARTICLE VI – COMMITTEES

What standing committees are needed? What shall be the duties of each? How shall members become committee members?

ARTICLE VII – PARLIAMENTARY AUTHORITY

What system will we use to govern our meetings?

ARTICLE VIII – AMENDMENTS

When, how can amendments be suggested and adopted? What form will voting take?

ARTICLE IX – DISSOLUTION

If the club is dissolved, what shall be done with the money and the supplies, if any?

Place for charter members to sign.

Book Discussion Sample Questions

By Diann Jeppson

A Christmas Carol by Charles Dickens

.....

1. Why did Dickens write this book?
2. Scrooge was a “man of business.” What does that mean? Is it good or bad or can it be both?
3. Why is this book so popular?
4. Did any part make you laugh?
5. Which ghost did you like best?
6. Which ghost had the greatest effect on Scrooge?
7. Were there parts of this story that you would have left out?
8. What movies have you seen of this story? Which was your favorite?
9. Have you seen a live play of this story? Where? How was it?
10. Why did Bob Cratchit work for Scrooge? Do you know a Scrooge? Might you meet one? What have you done, or might you do about a Scrooge in your life?
11. What was Scrooge’s biggest concern at the beginning of the story? Compare with the end.
12. (Define imagery) Was there any imagery that stuck in your mind in a powerful way? (e.g. Marley’s chains)
13. What would you like said of you when you die? What would you like carved on your headstone?

A Tale of Two Cities by Charles Dickens

.....

1. How could the French people have conducted the revolution differently?
2. Do you think Dickens portrayed the revolution accurately?
3. Did you change the way you perceived the revolution after reading this book?
4. Is Lucie Manette realistic?
5. Was Sydney Carton’s final act of bravery believable? Was it a saving act? (Did it save him, in an eternal sense?)
6. How were the methods of the banker successful in bringing Mr. Manette back to life?

7. Could being reborn be a theme for this book? What themes does this book have?

Alas Babylon by Pat Frank

1. Do you think that it was good that you read this book?
2. Might you recommend it to others? On what basis?
3. What is your take on being prepared versus being too focused on impending disaster? Compare your thoughts with those of Winston Churchill.
4. War brings out the best and worst in people. Any introspection on what might come out in you?
5. What about education during war/disaster? Compare with the speech “Learning in War Time” from C.S. Lewis’ *Weight of Glory*. What other instances of education during wartime can you refer to?
6. What is the best way to talk about war to children? To youth?

Carry On, Mr. Bowditch by Jean Lee Latham

1. Nat and his father both had tough challenges in life. They handled them quite differently. Why do you suppose that was?
2. Nat’s brother Sammy was very smart, like Nat, but he wouldn’t study. Why not? Why did Nat want to study so much?
3. Nat had a small body. How did this affect the way others felt about him? Why? How would others have thought of him if he had been unusually large?
4. Could indenture have turned out badly for Nat? What could this have included? Why didn’t it turn out badly?
5. What do you think of the advice not to blubber?
6. What have you learned about indenture? Is it always on such friendly terms?
7. What do you think of Nat’s father’s choice to arrange the indenture?
8. Nat would rather “sail by ash breeze” than be becalmed. Why? Why would another person be satisfied with being becalmed?
9. How did you like it when Nat’s indenture was included with the sale of the Chandlery?
10. Do you think you could marry a sailor or be a sailor and leave your family?
11. Nat wanted to learn French, but only to read it (not to pronounce it, but Jordy made him, anyway). What do you think of that?

12. Nat had a way with inspiring sailors to learn navigation. What sort of methods do you think would be effective in doing that? What was so hard about explaining things in terms they could understand?
13. Read pg. 142, bottom half. Was that a good way to talk to Lem?
14. What do you think about Elizabeth's good-bye kiss?
15. How would you handle coming into a foreign port with goods to sell and purchase with people of a different language and culture?
16. Sailors didn't tell their wives everything. Is that good or bad or both? Why?
17. What did you think of Polly's attitude towards Nat's writing a book on navigation? Could she have chosen to respond differently? With what consequences?
18. Why wouldn't Mrs. Boardman take back Elizabeth's dowry?
19. Did Nat deserve a Harvard degree? Compare his method of education with the typical methods at school today.
20. What's the big deal about saying "good-bye"?
21. Did you enjoy Polly's method of feeding Nat? (Do you ever forget about food when you are really into a project?)
22. Do you think it was a wise choice not to take Lem on a voyage with a broken leg?
23. What did you think of Nat asking Lupe to put Corey to sleep?
24. Was the fog a great danger or a great opportunity? Or both?
25. Why didn't Nat just drop anchor and wait out the fog?
26. Have you ever had to endure for a long time?

A Child's Garden of Verses by Robert Louis Stevenson

1. Did you like it?
2. There are many different versions. Which one did you read?
3. Was there a poem you liked especially well?
4. Recitations.
5. When you read the poem about traveling, did you imagine somewhere that you would like to travel?
6. Did you like the poem about imagination? What are some of your favorite imaginations? What do you imagine in your bed, your yard, your room, the swing, about fire, in winter, with your blocks, about pretend playmates?
7. Discuss selected poems:
8. Land of Nod: What do you think of dreamland?

9. The Lamplighter: Children sometimes wish to be the garbage man. What do you wish to be?
10. The Hayloft: Have you ever played in a hayloft?
11. Farewell to the Farm: Have you moved before?
12. Block City: Could you enjoy something in your memory that isn't there anymore?
13. Picture Books in Winter: What do you do in winter, inside?
14. Talk about The Little Land.
15. Talk about The Gardener.

Don Quixote by Miguel de Cervantes

1. Why is *Don Quixote* such a popular classic?
2. Cervantes' stories were somewhat like his real life:
 - Full of adventures and misadventures
 - Poverty and imprisonment
 - Father was a barber-servant
 - Educated by Jesuits
 - Rescued from jail by friars
 - Illegitimate daughter
 - Pastoral obsession
3. An interesting note: He died the same day as Shakespeare, April 23, 1616.
4. The chapter headings are engaging and humorous, e.g.:
 - “In which a thousand trifles are recounted, as nonsensical as they are necessary to the true understanding of this great history”
 - “Which treats of many and great matters”
 - “Which deals with matters relating to this history and not to any other”
5. Cervantes is a master of the tangent. When he gets off on one, I forget that I am reading about Don Quixote, and become engaged in the new story. It is very humorous the way he messes with our head by cutting us off just at the point in the story where there is the greatest tension, like when Sancho Panza was telling a story to Don Quixote and got interrupted and didn't finish it.
6. The section on the burning of the books was immensely amusing. What did you think of it? The maid wanted to burn everything. The reviews on the various authors were so subjective. The barber wanted to secretly keep one book for himself while burning like volumes.

Some books were preserved but with the intention of being stolen instead.

7. Was Don Quixote a fanatic?
 - He focused on one topic exclusively for several years.
 - He gave himself formally to his cause.
 - He interpreted every event in his life as relative to his chivalric mindset.
 - He could not accurately perceive people and events for what they really were.
 - He felt himself to represent the pinnacle of nobility.
 - He was willing to undergo hunger, heat, discomfort, pain and injuries and feel noble still.
 - He felt intense devotion to Dulcinea (a fabricated name) though he had only looked on her four times and she had never seen him, and never spoken to her. Cervantes must have been an incurable romantic, given to frequent infatuations with women he hardly knew.
8. Did Quixote need to be saved? Was it possible to save him?
9. The sonnets and verses that precede the novel are like hiring a first-rate ad agency to tout your latest work. What did you think of them?
10. Did Quixote seem to learn anything about reality from his various defeats? (e.g. when the galley slaves threw stones at them and stole their things)

Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson

1. Did you like this story?
2. Did it scare you?
3. Do you like Stevenson's writing?
4. When Dr. Jekyll gave in to Hyde, he murdered without consciousness, like a child breaking a toy. How does this work?
5. Is there a little "Hyde" in all of us? How does it come out/stay in?
6. What makes this "Hyde" flourish/minimize?
7. What other books can this be compared to? (*Tarzan of the Apes*, *A Tale of Two Cities*)

The Fellowship of the Ring by J.R.R. Tolkien

1. What was your favorite part?

2. What was Tolkien's meaning with this first part of the story?
3. Have you read *The Hobbit*?
4. Did Tolkien make allusions with this novel? (define allusion)
5. Was there imagery? (define imagery)
6. What did the imagery accomplish?
7. How does this book make you feel?
8. What pictures came to your mind as you read this book?
9. How did those pictures affect you? (pass out paper and pencils to draw these pictures)
10. Why did Bilbo give the ring away?
11. Why did Bilbo pick Frodo?
12. Why did Frodo accept the ring?
13. Why did Sam want to go with Frodo?
14. Why did Merry and Pippin prepare to leave?
15. Why did the travelers stop and stay at places so long?
16. Why didn't they all stay at Rivendell with the ring?
17. Why was Gandalf the leader?
18. Why did Boromir want the ring?
19. Did Frodo choose well in putting on the ring when he was alone with Boromir?
20. Why did Frodo decide to set out alone?
21. Define cycles of life. Did Tolkien portray natural cycles of life?
 - Death and rebirth or birth
 - Rise and fall
 - Growth and decline (individual or societal)
 - Wealth and poverty
 - Seasons/weather/nature
22. How successful was Tolkien at these portrayals?
23. Was Frodo a strong or weak character?
24. What is the origin of this book? (Its main purpose?)
25. Can you compare this book to others you have read? Which? How?
26. What is the main message (or theme) of this book? (define theme)
27. Are there elements of this book that relate to technologies we experience in our lives?
28. Are there any current affairs that relate to the book?
29. How does this book relate to current worldviews?
30. Is there anything you disagree with?
31. Is there any symbolism? Explain. (define symbolism)

32. Are you like Frodo?
33. Are you like any of the other characters?

George Washington by Ingri and Edgar Parin D'Aulaire

Note: have the children turn to the pages indicated as you ask the questions.

1. Did you like it?
2. What was your favorite part?
3. How would you have liked living during the time when America was mostly a wilderness? (pg. 8)
4. George Washington was raised as a farmer. How did that affect the rest of his life? (pg. 10)
5. The picture on the front is very nice. Have you ever ridden a pony? How did riding his pony help prepare George to be an adult? (compare pg. 36)
6. Did you like his fireplace with the picture tiles of Bible stories around it? Do you have any Bible pictures at your home? Which picture do you like especially well? Girls, look at the picture on page 16. How did George's mother help our country? What if he had had a mother who was mean or ignorant?
7. George loved his brother Lawrence very much. Lawrence was a lot older than him. George wanted to be a sailor in the British Navy just like Lawrence. He didn't. What might have happened if he had become a sailor? (Note to discussion leader: Perhaps relate the story of how his mother didn't want him to go.) (pg. 20)
8. George was a surveyor. Do you understand what that is? Was that an important job? What kinds of things did he have to study to know how to do surveying? (pg. 24)
9. He met Lord Fairfax while fox hunting. Lord Fairfax was the richest man in Virginia. He hired George Washington, and later became his mentor. Do you know what a mentor is? Do you have a mentor? (pg. 26)
10. George Washington met many kinds of people while surveying: homesteaders, Indians and trappers. How did that help him to be a better leader? (pg. 28)
11. George Washington made many, many maps. Have you ever made a map? What do we use maps for these days? (pg. 30)
12. What did you think about the story where George Washington was

- shot at and the bullets missed him so many times? (pg. 36)
13. Mount Vernon was George Washington's home. He loved being there with his family more than anything else. Have you ever been to Mount Vernon? It is like a little village. (pgs. 40 & 56)
 14. Do you know why the colonists didn't want to pay taxes? What is the right way for a government to collect taxes? King George III was very unfair. (Show the Declaration and discuss the idea of studying it.) (pgs. 42-46)
 15. Would you be willing to cross an icy river to fight a battle? Why were the soldiers so brave? (pg. 48)
 16. Do you think George Washington was a good man to have as president? He didn't want to do it. He just wanted to stay at Mount Vernon and be a farmer. (pg. 58)

George Washington's World by Genevieve Foster

1. Do you enjoy reading a history book presented in this format?
2. Were you surprised to learn about anyone in particular that associated with someone else you have read about?
3. Did you meet many new characters in this book?
4. What characters or events really impressed you?
5. Do you intend to study more about anything you have read in this book? Did you notice the list of books in the back? Have you read any of them?
6. What did you think of Voltaire? (pgs. 109-110)
7. What do you think of Louis XV's plan to enhance his fortune by investing in the grain market?
8. Read to us any parts that you liked.
9. What do you think of Lafayette? Was he a good leader?

Handel by Ann Rachlin from the Famous Children series

- (Play Handel's music softly in the background.)
1. Are you glad that you read this book?
 2. What do you think about Handel's father's rule that there cannot be any musical instruments in the house?
 3. Are there any instruments in your house? Does anyone play them? Which is your favorite?
 4. What do you think of Aunt Anna secretly buying the clavier?
 5. How did young Handel get to be so good at playing the clavier?

- without any lessons?
6. What do you think about Handel running after his father's coach?
 7. Have you ever been up close to a big organ? Perhaps you could visit one. Have you ever played a small organ? Perhaps you could at church.
 8. Have you ever played a solo?
 9. Did you enjoy the part when Handel made the fancy ladies and the Duke so surprised by his playing?
 10. Why did father Handel change his mind about music lessons?
 11. Have you listened to any of Handel's music? What did you think?
 12. Have you ever been to a performance of "The Messiah"?
 13. Does anyone have any songs they wish to perform? (You could ask the children to come prepared to play something at the end of the discussion.)

George Friederic Handel by Charles Ludwig, from the Sowers Series

.....

1. Did you like this book?
2. What was your favorite part?
3. Many composers' fathers wanted them to be lawyers. Why? What do you think of Handel for pursuing music anyway?
4. Herr Zachou was a great mentor. Is there anyone in your life who is a mentor to you?
5. Play and discuss "A Mighty Fortress."
6. Read "Explanatory Notes."
7. Discuss the trip to Berlin at age eleven.
8. Discuss the invitation to Haly he received at age eleven or twelve. Should he have taken it or gone to his parents?
9. Handel never married or had children. What do you think about that?
10. What did you think about the "saved by the button" part?
11. Why did Handel learn English? Was it hard for him? Why was it hard? Did English help him?
12. Have you ever composed any music? Compare modern tools for composition to the quill and paper.
13. What do you think of Handel's care of his mother?
14. How was Handel's life changed by the change in royalty?
15. What sort of things could bring big changes in your life, that you would also not be able to control?

16. Discuss “Water Music,” the great effort to persuade the King, and the challenge of playing on water.
17. What do you think about an occupation whose pay is based on popularity? Is that good or bad? Compare it to other occupations.
18. How would you go about hiring someone very famous and talented to work for you?
19. Why were productions so successful when the King showed up?
20. Handel could have easily become rich doing vulgar operas. Why didn't he?
21. What lessons could be learned from the duel with Matheson?
22. That was pretty shocking to learn about his paralysis. Do you know anyone who has a physical handicap that directly hinders their talent and/or occupation? How do they approach this situation?
23. What might Handel have concluded from his miraculous healing?
24. Have you heard “The Messiah”? Have you sung in it? What is your favorite part?
25. Suggest that they make a list of the scriptural references in the libretto.
26. What did you think of the description of the debtor's prison on Pg. 151?
27. What do you think about Sir Hans Sloane and the buttered muffin?
28. Even though his father didn't want him to be a musician, his legacy of faith was sustaining. Did any of his father's anxieties come to pass?
29. Discuss the profits from productions of “The Messiah” going to charity. (The last performance of “The Messiah” conducted by Handel was April 6, 1757.)
30. Have you heard “Samson”?
31. Any comments about his death?
32. Play Hallelujah Chorus as they leave.

Hans Brinker; or, The Silver Skates by Mary Mapes Dodge

1. Do you like Hans and Gretel?
2. What do you like about them?
3. What do you think of Dame Brinker?
4. Have you ever been ice-skating?
5. Would you like to visit Holland?
6. What would you like most to see if you went to Holland?
7. What did you think of Carl and some of the other children not wanting Hans and Gretel in the race?

8. When Raff Brinker held the mother over the fire, did Hans do the right thing in hitting him with a chair?
9. Why wouldn't Hans accept money from Peter without working for it?
10. Did you want Hans to buy the skates or food or blankets or jackets or fuel? Why?
11. What did you think of the Ankspeaker?
12. How did the whole tulip craze get going? Was it a good idea?
13. Is there anything in our day like the tulip craze? What may happen? Should you take part in something like that? Why? Why not?
14. Why was Dr. Boekman so grumpy?
15. What did you think of Raff Brinker helping Dr. Boekman to find his son?
16. How did you feel about Gretel winning the race?
17. Why did Hans give Peter his lace?
18. How did you feel about Peter winning the silver skates?
19. Will Hans make a good doctor? Why?

Heidi by Johanna Spyri

1. Did you like this book?
2. What was your favorite part?
3. What did you think about the grandfather?
4. If you were Heidi's mother, would you let her run around in a slip with bare feet?
5. How is it that Aunt Dete raised her from a baby to age 5 and didn't seem to love her?
6. How would you like to sleep on some hay?
7. Have you ever had goat's milk/cheese?
8. Why does Heidi enjoy preparing meals and tidying up?
9. What did you think about Peter? Did you like him? Was he a good friend for Heidi?
10. Why did Heidi and the old grandmother love each other so dearly?
11. Why did the grandfather refuse to send Heidi to school at the beginning of the book?
12. Why did Dete think that the Sesemann's home would be better for Heidi than Grandfather's?
13. What did you think of Klara's life? What good things did she enjoy? What challenges did she have?
14. What would you do all day if you were crippled?

15. Why do you suppose Fraulein Rottenmeier behaved so badly?
16. Why did Grandmamma Sesemann call her “Rottenmeier” without the “Frau”?
17. Why didn’t Heidi ask before she left the Sesemann house to find the clock tower?
18. What was Heidi’s heart like?
19. Why did the old grandmother love her hymnbook so much? Is there anything that helps you feel joy when you are sad or lonely or hurt? (pass out paper to list these things)
20. Not everyone loves the mountains, goats or hymns, but everyone loves something, or someone. What do you love?
21. What was it that comforted and healed the doctor’s sad heart?
22. Why was everyone so afraid of the Grandfather? Why did the villagers in Dorfli change their minds about him?
23. Why did the grandfather change his mind and let Heidi go to school?
24. Was that good or bad, when Heidi went to school? Or both?
25. Why didn’t Peter learn to read at school?
26. What did you think of Heidi’s reading lessons with Peter?
27. What exactly do you think it was that healed Klara?
28. Did you enjoy the ending? Were you satisfied? Would you have changed the ending in any way?

Kidnapped by Robert Louis Stevenson

-
1. Did you like it?
 2. Did you understand the language? Do you like reading that style of language?
 3. What did you think about David? (Strengths, weaknesses?)
 4. What did David learn throughout the course of his adventures?
 5. Have you had any experiences in your life that you would call adventures?
 6. Do you think you will have adventures in your life? What do you think they will be? Do you think they will be to your liking?
 7. What did you think about the sailors and Hoseason?
 8. Why was Ebenezer so mean?
 9. What did you think about David’s reaction to being stranded on the island?
 10. Was the ending satisfactory to you?

King Lear by Shakespeare
.....

1. Lear divides England into 3 parts as if it were his personal property. What policies ought to guide a king or leader as he considers the separation between his personal affairs and the affairs of state (or of the organization)? What historical precedents are there regarding kingdoms being divided among posterity?
2. How are Goneril and Regan distinct from each other?
3. How should the actions of the King of France be regarded?
4. There are several ironic reversals in this play:
 - Edmund plots the overthrow of Gloucester and Edgar, but is killed in the end by Edgar.
 - Lear disinherits Cordelia, yet when she comes to his aid, regards her as his only child worthy to be called such.
 - Goneril and Regan had Kent put in the stocks. Albany would have him as King.
 - What other ironic reversals occur in classic literature and what value can be drawn from them?
5. What is the function of the Fool? Why does Shakespeare have him disappear just as Lear begins to go mad?
6. Why does Lear abide the Fool's speeches, while banishing Kent for similar phrases?
7. Compare the virtue and humility of Kent and Albany.
8. How is "Nature" portrayed in this play? What might the worldview of the characters be?
9. What could the meaning be for Lear's last words: "Do you see this? Look on her, look, her lips, look there, look there!"

Laddie by Gene Stratton-Porter
.....

1. Why is Laddie so good? Is he a believable character?
2. What do you think about their farm life?
3. What do you think about Leon? What kind of man/husband/father might he become?
4. How do you think Little Sister handled her feelings of not being wanted by her mother/family?
5. Have you read any McGuffey Readers? What do you think of them?
6. Should the men have hunted the foxes?
7. What do you think of Little Sister's views on education? How do they compare to your views?

8. How do you regard the demise of the blue goose? How can laughter influence the way we behave?
9. Have any of your older siblings married? What effect did this have on you? The egg thing was pretty silly. Do you have any funny traditions in your house?
10. What might you do if you were in charge of choosing a school teacher?
11. Father said city people get so busy they can't find an hour a day to study and think about the really important things in life. What is he talking about? How can you prevent yourself from becoming a "busy city person"?
12. What does being a Lady mean to you?
13. What are your thoughts about the Princess? Why is she called the Princess?
14. What elements of human nature drove her father to become who he was, and then to change into the man he became?
15. What are your feelings about the relationship between Laddie and the Princess?
16. What drove Little Sister to act as she did towards the end of the book?

Little Britches by Ralph Moody

1. When the family first saw the house (read pg. 13) why did Ralph think it looked all right? Why didn't Father yell or Mother cry? Why were they so surprised?
2. Why did Freddie behave so badly?
3. Did Ralph make the right decision when he fought Freddie?
4. Do you think Ralph did the right thing when he went off to get Two Dog to help save Bill? What else might he have done?
5. What's all that business about character? What does Father mean when he says that some people tear boards off their character house and "burns them to keep himself warm and comfortable"?
6. Did Ralph handle his confession to the Sheriff well? Why or why not?
7. Do you think it was a good decision for Ralph to work for Mrs. Corcoran? Why?
8. Read pg. 92 aloud. Why did Ralph say he'd do it when he didn't understand? Why did Mrs. Corcoran change her mind? Could she have handled that situation differently?
9. Why did Fanny die?

10. Why did Ralph think that Father should do as Lucy suggested and find a way to get what he wanted without working?
11. What kind of a neighbor was Fred Aultland?
12. What did you think about the tornado?
13. If you had a horse to name, what would you name her?
14. Have you ever been to an auction? What did you think of it?
15. Why did those men at the head of the ditch steal water?
16. Have you ever had a bad injury like the time Ralph broke 9 toes?
17. Read pgs. 185-186 aloud. What might you have done there in the river?
18. Why did the cowboys do so much for Ralph?
19. Why did Father tell Ralph to give the man who's paying him a good day's work?
20. Why did Ralph pick Sky High for his horse?
21. What would your family do if your dad died? Do you think Ralph's family is going to make it all right?

Mere Christianity by C.S. Lewis

1. How did you regard his arguments concerning the existence of right and wrong?
2. He thinks that self-evident laws exist to govern right and wrong. What do you think?
3. The rival concepts of God are very interesting. Why would some believe in a "God is everything and everything is good" idea, while some believe that "God creates good, but allows bad to exist to give us a choice"?
4. What do you think of his explanations on dualism? (pgs. 44-45)
5. Are you satisfied with his reasoning on the commandment to be perfect?
6. He explains at length how to think about Christians who seem to be lousy people and non-Christians who seem to be good and kind. What do you think about his reasoning?
7. What about all this business about losing your life to find it? What is that all about?
8. Pride. Humility. Very tricky subjects. How are we to think about all of that?
9. He makes some very interesting comparisons between morality and psychoanalysis. What do you think about his conclusions here? (pg. 91)
10. He is very firm about his thinking on love and marriage. He is con-

vinced that the “in love” feeling fades, while love, promise keeping and duty continue, and provide eternal joy and satisfaction. What do you think?

11. The man as the head. Can we talk about that?
12. He has quite an interesting take on “love your neighbor (enemy) as yourself.” What do you think of his conclusions?

Pinocchio by Carlo Collodi
.....

1. Did you like it?
2. What was your favorite part?
3. Did you like the part when Pinocchio was being carved? (the tongue, the kick, the wig pull)
4. Why didn't he like to be corrected by the cricket?
5. Was it good or bad that he was “born” into a poor “family”? Why?
6. He had many terrible things happen right away. His feet were burned off, water was poured on him and he was hungry. What do you think of that?
7. What kind of a father was Geppetto?
8. What does Fire-Eater the showman really want from his puppets? (fame vs. goodness)
9. What did you think about the fox and the cat? Were they similar to any other characters in the book? Why were they acting that way? Why didn't Pinocchio realize what they really were until the end?
10. What did you think about Pinocchio's nose growing every time he lied? (What was it like for him when the birds pecked it off?)
11. How did being a puppet instead of a real boy help Pinocchio?
12. How did you like the part where Pinocchio refuses to take his medicine and lies so he can have his sugar? Should he have gotten the sugar?
13. Why did Pinocchio believe the idea that his gold would grow into a money tree?
14. How did you feel when he was sent to prison for being robbed of his gold pieces?
15. Wasn't it silly that he was released during the celebration of a holiday, because he claimed to be a rascal?
16. Pinocchio keeps having terrible adventures (the snake, the iron-jawed trap, being used as a guard-dog). Is he learning anything from these experiences? Why do these things happen?

17. He keeps promising to be good and to study, but then he doesn't. What do you think about that?
18. What do you think about Playland? Why did he go there? What was the purpose of it?
19. Did you like the part where he was tied, breaded and about to be fried by the giant? Why was the dog so good to save him?
20. Did you like the snail part? Wasn't it funny how he made his situation worse by kicking the door impatiently and getting stuck waiting? Have you ever had a tough time waiting?
21. How would you like to eat straw?
22. How did you like it when the fish ate off his donkey skin? Were you afraid he'd always be a donkey? Does it remind you of any other story of a naughty boy who was turned into something terrible, and then left off his skin? (Eustace in the Chronicles of Narnia)
23. How did you feel when he became a boy at last?
24. Did you like the part inside the shark? What would you do inside a shark (or whale)? Jonah did it. Wasn't it silly that he had a table, chair and lamp? What would it be like inside a creature's mouth?
25. Why did Pinocchio weave all those baskets? What does that mean about him?
26. Isn't it interesting that the puppet remained after he was a boy?

Tales from Shakespeare by Charles and Mary Lamb

1. What do you think about Shakespeare?
2. Why did Shakespeare write his plays?
3. What was your favorite/least favorite play? Why?
4. Have you read anything about Shakespeare or his plays in another book that you found interesting?
5. Have you watched any videos or seen any plays of Shakespeare? What did you think of them?
6. (Describe oxymorons) Can you think of any oxymorons?
7. Were there any characters you thought were like you?
8. Were there any plays you would rewrite? Perhaps you would like to change the ending?
9. Why did Shakespeare write tragedies?

Tarzan of the Apes by Edgar Rice Burroughs

1. Did you like this book?

2. Was there any particular scene that really captured your imagination?
3. Did you identify with any of the characters?
4. What do you think of Burroughs's writing? Is he a good writer? Do you have an example?
5. After being left in Africa, Alice became disillusioned and thought they were back in England. Why did this happen?
6. Why did John Clayton think that Black Michael had no intention of notifying the British government as to the whereabouts of the Claytons?
7. Do you think a child could really be raised by animals? Could a man live in the wild alone? (compare to *Incident at Hawks Hill*, Nell, the wild child from India, the girl found chained in the bathroom, Ishi, Tom Brown, and others who have lived in a primitive state for a lengthy time period).
8. Could Burroughs have drawn some inspiration from Kipling's *Jungle Book*? What similarities do these two books have?
9. Do you think a person could learn to read just from looking at books? Have you known of any children who seem to have done something similar to that?
10. Tarzan was raised to have certain values. What were those values? What values might present themselves through reason, that were not included in the values represented to him by the ape tribe?
11. What do you think on the subject of eating raw meat? What cultures or incidents are you aware of where this has occurred or is occurring? What rules should govern this?
12. What effects, both good and bad did Tarzan experience from his dealings with the tribe of black men?
13. Tarzan became the king of the apes, but he didn't want to remain in that position for long. Why did he decide to leave them?
14. Did you like Archimedes Q. Porter? What did you enjoy about his character?
15. How can a person prevent himself from being so engaged in scholarly pursuits that he neglects to interface with the world around him in a meaningful way?
16. Was there anything you liked/admired/disliked about Jane?
17. How did you feel about the cannibal scenes? Do you suppose that such scenes could be real? How could men be brought to the point that they would do such things?

18. D'Arnot taught Tarzan to speak French, even after he knew that Tarzan read English only. What do you think of that decision?
19. Would you risk a search party to go into the jungle to rescue someone from cannibals? Why did they take so much risk?
20. How hard would it be to "civilize" someone? Would you rather wear clothes, eat with a knife and fork, have manners and hygiene, or not? What would be the benefits to being "uncivilized"? Even though Tarzan was "uncivilized," were there men in developed countries who appeared civilized, but lacked the qualities that Tarzan displayed to make them truly so?
21. Compare this story to *Dr. Jekyll and Mr. Hyde*.
22. Do women want men to save them? Do men want to save women? Why?
23. What would you recommend in the case of the Porter family owing that huge debt to Canler, and his request to marry Jane?
24. Do you think Jane made the right decision not to marry Tarzan? Would you marry him? Why or why not?
25. Would William Cecil Clayton make a better husband for her than Tarzan? Why or why not?
26. Do you think the author believed in racism? List as many reasons as you can think of why racism is bad.

The Bronze Bow by Elizabeth George Speare

1. Did you like it?
2. What was your favorite part?
3. Why did the author name it *The Bronze Bow*?
4. What do you think about Rosh and his men?
5. Did Daniel make the best choice when he left his apprenticeship?
6. Was it right or wrong for Rosh's men to take sheep and produce from the villagers?
7. What would you do about the Romans if they occupied your country?
8. Was Leah possessed by demons?
9. What do you think about Simon's offer to let Daniel work in his shop and live in his house?
10. Why did Daniel feel angry about it?
11. Do you think he made the best decision?
12. Has anybody tried to plan part of your life for you? How is that good or bad?

13. Was it right or wrong for Daniel to form his own group in the village?
14. What did you think about the oath?
15. What do you think about Joel being a spy for Rosh, so he could steal things from Jews who were friendly to the Romans?
16. How did you feel about Rosh's answer when Daniel asked him to rescue Joel?
17. Was Daniel right to attempt to rescue Joel himself?
18. Was it worth the lives of Nathan and Samson?
19. What do you think about Samson? Was he pretending to be ignorant?
20. Were there any characters in this book that you identified with?
21. What lessons did you learn from the book?
22. Why didn't Jesus gather together an army to fight the Romans?
23. Daniel wanted to repay the lives of his parents and Samson with vengeance. (read pgs. 223-224) Do you think Jesus' words could help Daniel if he really did them?
24. Is it ever right to punish one who offends you?
25. What do you think of Joktan? He kept trying for three days to find Thacia. He didn't come back to say he couldn't find her the first day. He did what it took to fulfill his errand.

The Giver by Lois Lowry

1. Do you think this was a valuable book for you to read? Why or why not?
2. Which part did you find most interesting?
3. What did you learn from this book?
4. Everything seemed so peaceful, calm and loving within the community. Were there elements of violence, disruption and mean-spiritedness still? Could these elements ever be ruled out by law or culture? Is there any way to rid your life of these elements?
5. The community attempted to even out everything. Everything was the same, homes, family structure, birthdays, clothing, bikes, education, etc. What are the benefits and harm of this way of doing things?
6. What do you think about the birth mothers' status in the society? How does the method for obtaining children affect the family?
7. Jobs are chosen for the citizens based on careful observation and dis-

- cussion. Determine the benefits and harm of this method.
8. Why doesn't Jonas feel close and trusting with the other members of the community after his training has begun?
 9. Why is "release" for the old so mysterious and yet considered so honorable and peaceful by the community? Why is "release" the consequence for disobedience to the rules?
 10. People in our society and in others throughout the world talk about "Euthanasia" as a humane way to end the lives of terminally ill or very old people. Analyze this idea.
 11. The community doesn't allow for handicaps. Why?
 12. On pg. 157 of *The Hiding Place*, Corrie ten Boom scratches on the wall "Father, released." If Lois Lowry used this book as her source in her choice to use that word in her book, what other things might she have used in the construction of her story that could be taken from the Nazis?
 13. If many memories and experiences of life before the community are so painful for Jonas, why does he want the others to have them? Why does Jonas want his world to change?
 14. Do you think Jonas made the best decision when he left?
 15. What did you think about the ending of this book? Would you have changed it? What do you think is going to happen to Jonas next? If you were to write a sequel, what would you have happen?

The Hiding Place by Corrie ten Boom

1. Corrie grew up under the tutelage of her father, Casper ten Boom, the watchmaker. What did he teach her about life and how did his teachings influence her choices and her heart later on?
2. Father wasn't so particular about keeping his financial records in perfect order. Give your analysis of this man's methods of earning money for his family.
3. Nollie and Betsie wouldn't tell an out-and-out lie to anyone, even in the presence of one who could be arrested if the lie were not told. Corrie, on the other hand, lied without pause to protect others. Which is best or are they both good? Give your reasoning.
4. Notice how the Nazi invaders didn't change things immediately and drastically in Holland, but made changes gradually, over the years of the occupation. Why was it done this way?
5. Participants in the resistance and the underground took great per-

- sonal risk to help strangers. Others joined the National Socialist Bond (NSB) to turn in their neighbors for “breaking the law.” What could motivate them to engage in these activities? How did things turn out for these different people after the war, and why?
6. Meyer Mossel (Eusie) showed a strong sense of humor throughout the stressful stay at the Beje. How was he able to do this, and what effect did it have on his companions?
 7. What do you think of the Beje Jews’ willingness to accept the asthmatic Mary Itallie into their group?
 8. Many people encouraged Corrie to prepare a prison bag, and gave her specific instructions as to what should be put in it, yet when the time came, she left it in her bedroom. Analyze the situation of being prepared and then not personally using your preparations.
 9. Is the strength to choose the desires in our heart ever beyond our capacity?
 10. Read the last paragraph on pg. 130 to the end of the dialog at the top of pg. 131. What is meant by the teaching in the Bible that instructs us to “fear God, honor the King,” in other words, to obey, honor, and sustain the law. What is the soldier doing here?
 11. Many guards are exceptionally cruel. If this isn’t in their “job description,” why do they do those things?
 12. Corrie says the Lieutenant at Scheveningen was in a darker place than she. Why would she say that?
 13. Throughout the war, and in Corrie’s personal experiences, changes came suddenly, without warning and without explanation. She never knew when things were going to get better or worse. Justice seemed obscured from view. How can one prepare for and abide such conditions?
 14. The hardest people to forgive were those who betrayed their own countrymen. Why were they tougher cases than the cruel guards?
 15. The conditions at Ravensbruck were horrendous. If one essential element could be selected as the one most influential force between hell and heaven in that place, what would you identify this to be?
 16. Bless the fleas. What was your initial reaction to Betsie’s flea blessing?
 17. Betsie didn’t seem perturbed by the details of how they would obtain a beautiful mansion to rehabilitate war victims. She just planned on it. It happened as a result of Corrie’s speaking engagements. Her decision to speak came about as a result of her loosing

the capacity to do resistance work. What do you make of this turn of events?

18. Some people say that nasty things like concentration camps and other cruelties shouldn't be mentioned. What guidelines may govern the telling of such things?

The Horse and His Boy by C.S. Lewis

.....

1. Did you like this book?
2. What was your favorite part?
3. Was there a character in the book that you felt was like yourself?
4. Why didn't Shasta run away from Arsheesh earlier, before Bree came along?
5. Tell me your thoughts about Bree. What did you like about him? Was there anything you were disappointed about concerning him?
6. Why did Arsheesh want to sell Shasta to the Tarkaan with the red beard?
7. Why do people use others as slaves?
8. Have you ridden a horse before? What was it like? Do you think you could ride bareback by holding on just with your knees?
9. What have you been thinking about the lion who chased Bree and Hwin together? Why didn't it just come out of the bushes and say "Excuse me, friends, there is another Narnian horse over there with a runaway Tarkheena on her back and I thought you'd like to join them on a journey to Narnia"?
10. What might it be like to have an arranged marriage? (Why did Lasaraleen seem to think it was a great arrangement?)
11. Do you think Shasta made the best choice in playing along that he was Corin, when the Narnians took him to their apartment in Tashbaan?
12. Do you think the real Corin would have made a good king? Why or why not?
13. Shasta was very frightened at the tombs. Why was he willing to go there, and how did he manage to stay there all night without running back to Tashbaan?
14. What have you been thinking about the relationship of the Tisroc and his son, Rabadash? (pg. 127)
15. What seemed to be the main purpose of the Grand Vizier?
16. Aravis was willing to leave the luxury of Tashban and all its refresh-

ments to take a terrible journey across the desert. Why? Did she choose well?

17. How have you been feeling about the scratches that Aravis received from the lion?
18. What do you think C.S. Lewis is talking about when he says we learn how much we really can do when we are forced to do much more than we thought? Have you ever had that kind of experience?
19. Do you think Shasta (Cor) and Corin ought to have been in the battle?
20. What do you think about King Lune's treatment of Rabadash?
21. Why did Rabadash refuse King Lune's offer?
22. Do you think Cor will make a good king?
23. Did you like the ending of the book?

The Life of Our Lord by Charles Dickens

1. Are you glad to have read this book?
2. Do you think it is good that it was published?
3. Why would Jesus be born in a stable?
4. Herod commanded that all the male children be killed. Could this law be made in America?
5. Jesus spoke with some smart men at the temple. He was 12 years old and could answer their questions. What does this tell you about Jesus?
6. Why do you suppose that Jesus was baptized?
7. Why do you suppose that Jesus performed the miracle of turning water into wine?
8. Dickens mentions poor people a lot. Why? Why would Jesus choose poor people for apostles?
9. Why do you suppose the Pharisees were so upset with Jesus?
10. John the Baptist met a very sorrowful end. Have you heard of anyone else who was killed for what they thought and talked about? Is that good or bad or could it be both?
11. What is the purpose of a parable?
12. What was Jesus teaching us with the 2 parables about debtors?
13. Have you ever wished you could walk on water? Why did Jesus do that?
14. Why does Jesus say that children are the greatest in the kingdom of Heaven?
15. What was Jesus teaching when he told the people who were about to stone a woman for sinning to cast a stone if they had not sinned

themselves?

16. consider the parable of the Good Samaritan. Do you have any enemies? How might you respond if you saw your enemy hurt?
17. What was Jesus teaching us when he told about the feast given to the poor since the guests were too busy to eat?
18. Why did the father in the Prodigal Son parable welcome his son home with such celebration? Why was the other son upset?
19. What part of Jesus' life do you like the best?
20. Why did Judas betray Jesus?
21. Why were the Roman soldiers so cruel to Jesus? Why did Jesus forgive them?
22. What do you think about the crucifixion?
23. Jesus had a very good friend named Mary. She had done some big sins before she met Jesus. Why then would Jesus have her for his great friend?
24. What do you think the main things Jesus taught us were?
25. Have someone read the last paragraph in the book to end the discussion.

The Lonesome Gods by Louis L'Amour

1. Did you like it?
2. What was your favorite part?
3. What do you think the theme was?
4. Were there any characters that you identified with?
5. People you liked/disliked?
6. Have you lived in/visited/traveled through the desert before? Impressions?
7. What makes a man?
8. What made Miss Nesselrode so strong?
9. Have you read any other books by Louis L'Amour? How does this book compare?
10. Discuss the killings. Which might be necessary? How might we know when it is?
11. Give your analysis of Meghan's relationship with her father.
12. Why was she so vulnerable to Federico's flattery?
13. Who did L'Amour want us to think the Lonesome Gods were? Old ones, Spirits, ancestors?
14. What lessons have you learned from nature?
15. Was the character Johannes believable?

16. Is this book a parable?
17. Why Aunt Elena's kindness to Don Isidro?
18. Compare this story to *The Virginian* by Owen Wister.
19. Discuss the theme of aristocracy in the book, especially natural vs. inherited.
20. How is a truly great person made?
21. Nesselrode tells Johannes to pick something for his life work. He considers horse-ranching and government leadership. What would you recommend for him? What have you thought about yourself?

The Odyssey by Homer

(I prefer Allen Mandelbaum's verse translation)

.....
 How do the customs, personalities, and events in the Greek myths fit into your worldview?

Customs

Hospitality
 Strangers
 Beggars
 Feet Washing
 Mixing Wine
 Sacrifice
 Fat Thighs
 Bathing
 Oil
 Gift Giving
 Omens
 Sports
 Contests
 Crying
 Warfare
 Women
 Dancing
 Singing
 Storytelling
 The Gods: Help or hurt
 Thieving
 Wealth

Guile

Prayer
 Family
 Funerals
 Burial Mounds
 Prophecy

Personalities

Achilles
 Agamemnon
 Alcinous
 Antinous
 Apollo
 Athena
 Calypso
 Charybdis
 Circe
 Demodocus
 Cyclops (Polyphemus)
 Eurycleia
 Eurymachus
 Eumaeus
 Hades

Hector
Helen
Hephaestus
Hera
Heracles
Hermes
Ino
Laertes
Melanthius
Menelaus
Mentor
Muses
Nausicaa
Nestor
Nymphs
Odysseus
Old Man of the Sea
Penelope
Persephone
Phaeacians
Poseidon
Priam
Scylla
Sirens
Telemachus
Zeus

Events

War on Troy
Assembling the Army
The Lotus Eaters' Land
Calypso's Love
Hades
Crossing the River Styx
Odysseus' Visit to Hades
Telemachus' Journey
The Suitors
The Trojan Horse
The Wind Bag
Odysseus' Journey with Ino's
Shawl
Odysseus' Hides in the Leaves
Circe's Island
The Cyclops
The Battle of Helios
Odysseus' Cunning Plan Against
the Suitors
Penelope's Loom
The Maids, good and bad
The Archery Contest
Odysseus Visits Laertes

The Prince and the Pauper by Mark Twain

.....

1. Did you like this book?
2. What was your favorite part?
3. What did you think of Tom?
4. What did you think of Edward?
5. Why didn't Tom run away from home in the first place?
6. Would you like to be a prince? A king? Why or why not?
7. What do you think it would really be like to be King of England during this time?
8. Do you think Twain did a good job of describing life as a prince? Which parts did you enjoy?

9. What kind of job do you think Tom did as king? Would he have made a good king?
10. What lessons did Edward learn while he was traveling around England? Are those lessons helpful for Kings to know? How?
11. What did you think of Miles Hendon?
12. Were there characters that had similar situations in their lives?
13. What would life have been like for you, had you lived during that time?
14. What would you have done if you were very poor then?
15. What effect can a king have on his people?
16. Why were punishments so harsh then?
17. Were these harsh punishments effective?
18. What did you think of the evidence brought against the accused persons in the courts?
19. If you were king, how would you keep order?
20. What changes would you make to England if you were Tom?
21. What did you think of the ending? Would you have changed anything?

The Princess and the Goblin by George MacDonald

.....

1. Did you like this story?
2. What part did you like?
3. Was there anyone in the story that you thought was like you?
4. Why do you think the author chose the singing of rhymes as a way to defend against the goblins?
5. How do you think the princess felt having to be guarded and protected all the time? Is it OK to be protected like that? How is it good and how is it bad?
6. How did you like the grandmother? Would you like to have a grandmother like her in your attic? What would you do if you did?
7. Was the Nurse a good nurse for Irene? Explain.
8. Why didn't Lottie the Nurse and Curdie believe in the Grandmother? Why did Curdie change his opinion but not Lottie? (Do you remember the talk Curdie had with his mother about all this business?)
9. What were the things you liked about Curdie?
10. If you were Curdie, would you have followed Irene in the mine when she was following the thread?
11. Why did Irene follow the thread when it didn't seem to be leading her home, but went instead into the dark mine?

12. Curdie was a poor miner and Irene was a wealthy princess. Was there anything the same about them? Can people born into poor families think and act the way wise kings and queens think and act? In what ways could they do that?
13. The grandmother spent a lot of time spinning the magic thread for Irene. She didn't know if Irene would even visit her, or believe her or remember her. Why did she go to all that work anyway?
14. In the chapter called "Irene behaves like a princess," Irene asks that she be put in the charge of Sir Walter instead of Lootie, since Lootie won't believe anything Irene says. How is this behaving like a princess?
15. How did Curdie feel when he was locked up after being discovered inside the castle grounds?
16. Why wouldn't Lootie let Irene kiss Curdie, but her King-Papa allowed her to do it?
17. Do you know what irony is? The Goblins planned to flood the castle, but an ironic thing happened instead. Do you remember what that was? Have you read or heard of something else happening that was ironic.
18. You might want to read *The Princess and Curdie*, which is a sequel to *The Princess and the Goblin*. Do you know what a sequel is?

The Screwtape Letters by C.S. Lewis

1. Did you like this book?
2. Which idea did you find particularly interesting?
3. When the patient first became a Christian, the fiends attempted to get him to focus on the deficiencies of other Christians. Why?
4. The fiends sought to arouse feelings of annoyance between the Patient and his mother. Do you think this kind of thing is real? What can be done about it?
5. The fiends tried to get the Patient's prayers to go wrong. What is the best form for prayer?
6. Why did Wormwood seem so thrilled about the war and its possible effects on humans, but Screwtape actually preferred peace and prosperity?
7. Why would the fiends wish to conceal their identity until a patient is well on the way to Hell?
8. The last paragraph on page 40 is very interesting. Why would Screwtape make this statement?

9. The fiends are thrilled when the Patient's "honeymoon" period with Christianity is over, and he starts to feel dry, dull, and bored with the "same old thing." What is going on here? (pg. 135)
10. What seems to be going wrong with the Patient's friendship with the rich, smart, intelligent new friends?
11. What is all this business about the Patient being tempted to think about his "set"?
12. The fiends are continually concerned with taking it very slowly with the Patient's progress towards Hell? Why?
13. Why do the fiends seem to be equally satisfied with two opposing views of the war: fear and confidence in a safe, quick end?
14. Why are the fiends interested in having the Patient habituated to the continual dissatisfaction for this or that church congregation by encouraging him try out different ones on a regular basis?
15. Screwtape sees many opportunities to ruin his Patient when the Patient begins to be in love. Even the love itself is a source for temptation, especially when it becomes more attractive to worship the girl than to worship God. How does that work?
16. Screwtape wants the Patient and his fiancée to continually be saying, "No, dear, whatever YOU want." Why?
17. Screwtape thinks that the three main ways to tempt during war are cowardice, courage that leads to pride, and hatred of the enemy. How might God wish us to regard war?
18. Screwtape would like to take advantage of fatigue to tempt humans to be unkind. Have you ever been very tired and felt unusually kind, or unusually mean-spirited? Why can this go both ways?
19. What have you been feeling/thinking about the Patient's death in the bombing?

Walden by Henry David Thoreau

1. What things do you want to apply?
2. What attributes does Thoreau have? Does he have gaps in his knowledge and experience that are reflected in his conclusions?
3. Compare Thoreau to Gandhi and Martin Luther King, Jr.
4. What can be said about the Transcendentalist movement?
5. What does conscious simplicity mean to you?
6. What priorities do you have and how are you making them happen?

Biblical Highlights for Young Children

Compiled by Penny Gardner

Engaging a child's interest in the reading of scripture is a delicate art. Some passages are naturally more appealing to little ones. This list of the more narrative parts will engage the younger child with the language and texture of the scriptures, while giving them the full, rich experience of the stories in their original form. You may wish to purchase an oversized version for children learning to read, then highlight the passages on this list for them. Better yet, have an older sibling highlight the passages for their younger sibling.

A big thanks to Penny Gardner for compiling this great list. To view more resources, visit www.pennygardner.com.

Highlights from the Old Testament

In the Beginning—Genesis 1:1-31
 Garden of Eden—Genesis 2:1-10; 15-25
 The Serpent—Genesis 3:1-24
 Cain and Abel—Genesis 4:1-16
 Seth—Genesis 4:25-26; 5:1-8; opt: 5: 9-32
 Noah—Genesis 6:5-22
 Ark and Animals—Genesis 7:1-16
 The Flood—Genesis 7:17-24; 8:1-5
 The Raven and the Dove—Gen. 8:6-22
 God's Promise—Gen. 9:1-17
 The Sons of Noah—Gen. 9:18-29
 The Tower of Babel—Gen. 11:1-9
 Abram—Gen. 12:1-9
 Journey to Egypt—Gen. 12:10-20
 Abram and Lot—Gen. 13:1-18
 Lot is Captured in War—Gen. 14:11-16
 Melchizedek—Gen. 14:17-24
 Promise to Abram—Gen. 15:1-18

Sarai and Hagar—Gen. 16:1-16
 Covenant—Gen. 17:1-14
 New Names—Gen. 17:15-27
 Three Holy Men—Gen. 18:1-15
 (opt.) Sodom, Gomorrah—Gen. 18:16-33
 Pillar of Salt—Gen. 19:1-7; 9-29
 The Old Mother—Gen. 21:1-21
 Abraham's Test—Gen. 22:1-13
 (opt.) The Death of Sarah—Gen. 23:1-20
 The Servant's Task—Gen. 24:1-9
 Watering the Camels—Gen. 24:10-28
 Rebecca's Family—Gen. 24:29-51
 Rebecca's Journey—Gen. 24:52-67
 (opt.) Death of Abraham—Gen. 25:1-11
 Birthright for Pottage—Gen. 25:19-34
 (opt.) Isaac—Gen. 26:1-6; 12-14; 23-25
 The Stolen Blessing—Gen. 27:1-29
 Esau—Gen. 27:30-46 (opt.) Jacob's Ladder—Gen. 28:1-5; 10-22
 Rachel at the Well—Gen. 29:1-14
 The Other Sister—Gen. 29:15-35
 More Wives—Gen. 30:1-13; 17-21
 Rachel's Baby—Gen. 30:22-32, 43
 Jacob Departs—Gen. 31:1-7; 14-21
 The Pursuit—Gen. 31:22-26; 30-35
 The Brothers—Gen. 32:3, 6-7, 11; 33:1-12
 An Altar—Gen. 35:1-7, 10-15
 Deaths in the Family—Gen. 35:16-20; 23-29
 Coat of Many Colors—Gen. 37:1-36
 Joseph in Egypt—Gen. 39:1-9, 13-23
 Interpreter of Dreams—Gen.-40:1-23
 Pharaoh's Dreams—Gen. 41:1-13
 Joseph's Interpretation—G. 41:14-16; 25-45
 A Ruler in Egypt—Gen. 41:46-57
 Famine—Gen. 42:1-20
 Famine, cont.—Gen. 42:21-38
 Brothers Return to Egypt—Gen. 43:1-14
 Return, cont.—Gen. 43:15-34
 The Silver Cup—Gen. 44:1-34

The Lost Brother—Gen. 45:1-28
 Moving to Egypt—Gen. 46:1-7; 28-34
 Land of Goshen—Gen. 47:1-13; 20-31
 Joseph's Sons—Gen. 48:1-6; 8-22
 Jacob's Farewell—Gen. 49:1-2, 28-33; 50:1-9, 12-13
 Joseph's End—Gen. 50:14-26
 No More Sons—Exo. 1:1-22
 Baby Moses—Exo. 2:1-10
 Moses Flees Egypt—Exo. 2:11-25
 Burning Bush—Exo. 3:1-22
 Moses and the Lord Speak—Exo. 4:1-17
 Moses Leaves Midian—Exo. 4:18-23; 27-31
 Let My People Go—Exo. 5:1-23
 Jehovah—Exo. 6:1-13
 River of Blood—Exo. 7:1-25
 Frogs, Lice and Flies—Exo. 8:1-32
 Dead Cattle and Boils—Exo. 9:1-21
 Hail and Fire—Exo. 9:22-35
 Locusts—Exo. 10:1-20
 Darkness—Exo. 10:21-29
 The First Passover—Exo. 12:3-15, 21-28
 Leaving—Exo. 12:29-42, 50-51; 13:21-22
 Parting the Red Sea—Exo. 14:5-31
 Manna—Exo. 16:1-31, 35 (opt.) Jethro—Exo. 18:1-27
 Ten Commandments—Exo. 20:1-17
 Stone Tablets—Exo. 24:12-18; 31:18
 A Golden Calf—Exo. 32:1-7; 15-20; 26-35
 New Tablets—Exo. 34:1-6; 10; 27-35
 The Journey—Numbers 10:11-13; 33-36
 (opt.) Miriam's Murmuring—Num. 12:1-16
 Water from a Rock—Num. 20:1-18
 (opt.) A Talking Donkey—Num. 22:1-38
 Joshua—Num. 27:12-23
 Love the Lord—Deuteronomy 6:1-7; 17-25
 Good Courage—Deut. 31:1-3; 6-8; 14-15; 23
 Moses Dies—Deut. 34:1-12
 Joshua Leads Israel—Joshua 1:1-9
 Spies in Jericho—Joshua 2:1-24

Crossing Jordan River—Joshua 3:7, 14-17; 4:4-11, 14-18
Fall of Jericho—Joshua 6:12-27
Be Courageous—Joshua 23:1-11; 24:29
Gideon—Judges 6:1-3; 6-16; 22-31; 36-40
The Small Army—Judges 7:1-8; 13-22
Lord Shall Rule—Judges 8:22-23; 32-35
Samson is Born—Judges 13:1-7; 24
Samson and Delilah—Judges 16: 1-31
Ruth Comes to Bethlehem—Ruth 1: 1-22
The Gleaner—Ruth 2:1-23
Ruth and Boaz—Ruth 3:1-18
Ruth Marries—Ruth 4:1-17
Hannah's Son—Samuel 1:1-2; 7-28
Samuel Serves—Samuel 2:18-21, 26.
Lord Calls Samuel—Samuel 3:1-14
Samuel's Vision—Samuel 3:15-21
Make Us a King—Samuel 8:1-10; 18-22
Saul—Samuel 9:1-8; 10-14
The Seer—Samuel 9:15-19; 25-27
King Saul—Sam 10:1-2; 6-7; 9-17; 24-27; 11:15
Jonathan—Samuel 14:1; 6-20; 23
Honey—Samuel 14: 24-30; 36-39;43-45
Kingdom Torn—Sam. 15:10-11; 24-31; 34-35
Samuel Anoints David—Samuel 16:1-13
The Harp Player—Samuel 16:14-23
Goliath—Samuel 17:1-11
David—Samuel 17:12-31
David and Goliath—Samuel 17:32-58
Best Buds—Samuel 18:1-16
David's Flight—Samuel 19:1-10
The Signal—Samuel 20:16-42
David's Army—Samuel 22:1-2; 23:1-5
(opt) Saul Chases David—Samuel 23:13-29
Meeting in a Cave—Samuel 24:1-12; 16-22
The End of Saul—Samuel 31:1-13
King David—2 Samuel 2:1-4; 5:1-4; 9-12
Bathsheba—2 Samuel 11:1-17; 26-27
David's Lesson and the Birth of Solomon—2 Samuel 12:1-24

Solomon Becomes King—Kings 1:1, 5, 10-18;20-37
 David Dies—Kings 2:1-4;10-12
 The Gift of Wisdom—Kings 3:1-15
 The Judgment—Kings 3:16-28
 Building the Temple—
 Kings 5:1-7; 17-18; 6:1-2; 11-14; 37-38
 Ark and the Temple—Kings 8:1; 3-6; 9-13
 The Queen of Sheba—Kings 10:1-10, 13
 Solomon's Downfall—Kings 11:4, 6, 9-13
 Jeroboam—Kings 11:26-31, 34-40, 42-43
 Elijah—Kings 17 (all)
 The Challenge—Kings 18:1-9; 13-46
 Still Small Voice—Kings 19
 The Vineyard—Kings 21
 Fire from Heaven—2 Kings 1
 Elijah is Translated—2 Kings 2
 A Pot of Oil—2 Kings 4:1-7
 Seven Sneezes—2 Kings 4:8-37
 Naaman, the Syrian—2 Kings 5
 (opt.) Taken Captive—2 Kings 17:6-23
 Hezekiah—2 Kings 18:1-8; 19:15-19; 32-36
 Longer Life—2 Kings 20:1-7
 Captivity is Prophesied—2 Kings 20:14-21
 (opt.) Book of Law—2 Kings 22
 Return to Righteousness—2 Kings 23:1-4; 14; 21-27
 Nebuchadnezzar—2 Kings 24:10-20
 Jerusalem Destroyed—2 Kings 25:8-21
 (opt.) King Cyrus—Ezra 1 (opt.) Rejoicing—Ezra 3
 Darius—Ezra 6:14-22
 The Queen's Refusal—Esther 1
 A New Queen—Esther 2
 The Decree—Esther 3
 Brave Esther—Esther 4
 The Gallows—Esther 5
 Haman's Shame—Esther 6
 Haman's Plot—Esther 7
 Mordecai—Esther 8
 Job—Job 1

Illness—Job 2:10
 Job's Blessings—Job 42:1-6; 10-17
 The Lord is my Shepherd—Psalm 23
 Make a Joyful Noise—Psalm 100
 A Quiver Full—Psalm 127
 Some Proverbs: 3:5-6; 3:13; 15:1; 17:17; 18:24; 22:6; 23:7; 30:5 (opt.) A
 Virtuous Woman Proverbs 31:10-31
 There is a Season—Ecclesiastes 3:1-8
 (opt.) Messiah is Foretold—Isaiah 9:6-7
 Daniel's Food—Daniel 1:1-21
 Nebuchadnezzar's Dream—Daniel 2:1, 16-20,24-30, 46-49
 Into a Furnace—Daniel 3:4-6,8-14, 16-30
 Daniel in the Den of Lions—Daniel 6
 Jonah and the Whale—Jonah Chapters 1-3
 Tithing—Malachi 3:8-12

Highlights from the New Testament

The Gospels

.....
 Zacharias & Elisabeth have a Baby—Luke 1:5-25
 Angel Visits Mary—Luke 1:26-38
 Angel Visits Joseph—Matt 1:18-24
 Mary and Elisabeth—Luke 1:39-56
 Birth of John the Baptist—Luke 1:57-66
 Birth of Jesus—Luke 2:1-12
 Baby Jesus in the Temple—Luke 2:22-40
 The Wise Men—Matthew 2:1-12
 Journey to Egypt—Matthew 2:13-23
 Boy Jesus Visits the Temple—Luke 2:41-52
 John's Ministry—Matt. 3:1-17
 Jesus is Tempted—Matt. 4:1-11
 (opt.) Disciples of John Follow Jesus—John 1:35-51
 Marriage at Cana—John 2:1-12
 The First Passover—John 2:13-25
 Nicodemus—John 3:1-13 (or to 21)
 The Ministry—John 3:22-36
 John the Baptist Goes to Prison
 Matt. 14:1-12

Woman at the Well—John 4:1-42
Jesus' Mission Continues
John 4:43-54
Capernaum—Luke 4:16-44
The Fishermen—Mark 1:16-20
The Calling of Peter—Luke 5:1-11
Leper is Healed—Luke 5:12-16
The Twelve—Luke 6:12-16; 9:1-11
Sermon on the Mount—Matt. 5:1-48
(opt.) Sermon on the Mount Continued—Matt. 6:1-34
(opt.) Prayer—Matt. 7:7-23
Building a House—Matt. 7:24-29
The Centurion's Servant—Luke 7:1-10
The Widow's Son—Luke 7:11-17
Healings—Mark 1:29-34
Peace be Still—Matt. 8:18-27
The Swine—Matt. 8:28-34
Miracles in Capernaum—Matt. 9:1-17
Daughter of Jarius—Matt. 9:18-26
More Miracles in Capernaum—Matt. 9:27-35
(opt.) The Second Passover—John 5:1-47
The Sabbath Day—Matt. 12:1-21
(opt.) Pharisees Ask for a Sign—Matt. 12:38-50
Parable of the Sower—Luke 8:4-15
Parable of the Candle—Luke 8:16-18
Parable of the Tares—Matt. 13:24-30; 36-43
Parable of the Mustard Seed—Matt. 13:31-33
(opt.) Parable of the Treasure—Matt. 13:44-52
Carpenter's Son—Matt. 13:53-58
Feeding the Five Thousand—Matt. 14:13-21
Walking on Water—Matt. 14:22-33
More Healings—Matt. 15:21-31
Feeding the Four Thousand—Matt. 15:32-39
(opt.) Pharisees—Matt. 16:1-12
Blind Man Sees—Mark 8:22-26
Peter's Testimony—Mark 8:27-38
Transfiguration—Mark 9:2-13
The Child with Evil Spirits—Mark 9:14-32
Greatest in the Kingdom—Mark 9:33-37

(opt.) Forgiving—Mark 9:38-50
Parable of the Lost Sheep—Matt. 18:12-14
(opt.) Parable of the Unmerciful Servant—Matt. 18:23-35
Feast of the Tabernacle—John 7:2-9
Samaria—Luke 9:51-56
(opt.) The Seventy—Luke 10:1-20
Parable of the Good Samaritan—Luke 10:25-37
Martha & Mary—Luke 10:38-42
Healing on the Sabbath—Luke 13:10-17
Parable of the Unjust Steward—Luke 16:1-8
Parable of the Rich Man—Luke 16:19-31
Ten Lepers—Luke 17:11-19
(opt.) The Adulterous Woman—John 8:1-11
(opt.) Blind Man Healed on Sabbath—John 9:1-41
Parable of the Good Shepherd—John 10:1-18
Little Children—Matt. 19:13-15
The Rich Young Ruler—Matt. 19:16-26
Parable of the Laborers in Vineyard—Matt. 20:1-16
Feast of Dedication—John 10:22-39
Lazarus—John 11:1-46
Two Blind Men—Matt. 20:30-34
Zacchaeus—Luke 19:1-10
Parable of Pounds—Luke 19:11-27
Moneychangers—Matt. 21:12-16
The Fig-Tree—Matt. 21:17-22
Authority Challenged—Mat 21:23-27
Parable of Two Sons—Matt 21:28-32
Parable of Wicked Husbandmen—Matt. 21:33-46
Tribute to Caesar—Matt. 22:15-22
Great Commandment—Matt. 22:34-46
Widow's Mite—Mark 12:41-44
(Opt.) Signs of Second Coming—Matt. 24:1-51
Parable of Ten Virgins—Matt. 25:1-13
Parable of Talents—Matt. 25:14-30
Parable of Sheep & Goats—Matt. 25:31-46
Precious Ointment—Matt. 26:1-13
Eve of the Passover—Matt. 26:14-25
The Last Supper—Matt. 26:26-29

Washing the Disciples' Feet—John 13:2-17
 (opt.) Comfort—John 14:1-31
 Love One Another—John 15:1-17
 Jesus Prays—John 17:1-4 (opt. 5-26)
 Gethsemane—Matt. 26:30-46
 Betrayal—Matt. 26:47-75
 The Trial—Luke 22:63-71; 23:1-25
 The Crucifixion—Matt. 27:27-50
 The Burial—Matt. 27:54-66
 Resurrection—Matt 28:1-15
 Jesus Appears to Disciples—Luke 24:22-49
 Doubting Thomas—John 20:24-31
 Peter—John 21:1-25
 The Twelve Disciples Carry the Word—Mark 16:14-20

Acts through 2 Corinthians (Tessa Hauglid)

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 Luke Records Jesus Ascension into Heaven—Acts 1:1-11
 A New Apostle—Acts 1:21-26
 Day of Pentecost—Acts 2:1-8, 12-21
 Peter Testifies of Christ
 Acts 2:22-24, 38-47
 Peter Heals Lame Man—Acts 3:1-9
 Living the Law of Consecration—Acts 4:31-35
 Ananias and Sapphira Lie and Die (optional) Acts 5:1-11
 Peter and John Arrested and Delivered from Prison—
 Acts 5:12, 16-32, 41-42
 Transfiguration of Stephen—Acts 6:8-10, 12-15
 Martyrdom: Stephen—Acts 7:51-60
 Simon Tries to Buy Priesthood Power (opt.) Acts 8:13-24
 Philip Teaches an Ethiopian Eunuch—Acts 8:26-35
 Ethiopian Eunuch is Baptized—Acts 8:36-39
 Jesus Appears to Saul—Acts 9:1-9
 Ananias Restores Saul's Sight—Acts 9:10-18
 Peter Heals Aeneas and Raises Dorcas—Acts 9:32-42
 Angel Appears to Cornelius in a Vision—Acts 10:1-8
 Peter Told to Take the Gospel to the Gentiles—
 Acts 10:9, 11-23
 Peter Meets Cornelius and Others—Acts 10:24-33

Peter Teaches Cornelius and His Household—Acts 10:34-48
 Believers Are Called Christians—Acts 11:19-26
 Martyrdom of James and Freeing of Peter from Prison—
 Acts 12:1-11
 Paul Preaches in Macedonia and Converts Lydia—
 Acts 16:9-15
 Paul and Silas Jailer Converts—Acts 16:16-34
 Paul Preaches at Mars Hill—Acts 17:16-33
 Paul Teaches Gentiles—Act 18:1-11
 Apollo's Converted and Holy Ghost Given—Acts 18:24-28; 19:1-6
 Sleeping in Church Can Be Deadly—Acts 20:7-12
 Paul Prepares to Leave the Ephesians—Acts 20:17-38
 Paul Arrested—Acts 21:8-14, 26-36
 Paul Recounts His Conversion (opt.) Acts 21:37-40; 22:1-21
 Paul Declares His Roman Citizenry—Acts 22:22-30
 Paul Sees the Lord in Vision—Acts 23:1-11
 Forty Men Plot to Kill Paul—Acts 23:12-35
 Paul Defends Self—Acts 24:10-27
 Paul Appeals to Caesar—Acts 25:1-4, 6-12, 22-27
 Paul Testifies before King Agrippa—Acts 26:1-23
 Agrippa Almost Converted—Acts 26:24-32
 Paul's Perilous Journey—Acts 27:1-2, 9-11, 18-26, 40-44
 Paul Heals and Teaches—Acts 28:1-11, 16, 23-24, 30-31
 Paul's Letter to the Roman—Romans 1:1, 7-12, 16-18, 29-32
 God Renders to Every Man According to His Needs—
 Romans 2:1-2, 6-11
 Abraham's Faith—Romans 4:1-3, 13, 18-25
 Justification Is through Blood of Christ—Romans 5:1-11
 Baptism Like Death and Resurrection of Christ—
 Romans 6:3-11, 22-23
 To Be Spiritually Minded Is Life and Peace—Romans 8:1-6
 Sons of God Have Hope—Romans 8:14-17, 24-28, 35-39
 Christ Is the End of the Law—Romans 10:1-6, 8-13, 17
 Live as Saints—Romans 12:1-21
 Love Fulfills Law—Romans 13:8-12
 Avoid Judging One Another—Romans 14:1-19
 Paul's Letter to Corinthians—
 1 Cor. 1:1-4, 10, 17-19, 23-24, 27, 30-31

The Spirit Reveals All Things—1 Cor. 2:1-16
Ye Are the Temple of God—1 Cor. 3:10-21, 23
The Lords Supper—1 Cor. 11:20
Gifts of the Spirit—1 Cor. 12:1, 3-12
Church Comprised of Members—1 Cor. 12:13-31
Charity Never Faileth—1 Cor. 13:1-13
Paul's Testimony of Christ and Baptism for Dead—1 Cor. 15:3-24, 29
Degrees of Glory and Resurrection—1 Cor. 15:40-41, 51-58
Paul's Second Letter to the Corinthians—2 Cor. 1:1-5, 21-24
Gospel Surpasses Law of Moses—2 Cor. 3:2-6, 12-18
We Walk by Faith—2 Cor. 5:7-10, 17
Believers Not Yoked with Unbelievers (opt.) 2 Cor. 6:14-18
God Loveth a Cheerful Giver—2 Cor. 8:9; 9:6-11
Paul Glories in His Infirmities for Christ—
2 Cor. 11:23-28; 12:5-10; 13:11-14

Added by someone else, unknown—but THANKS!
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Fruit of the Spirit-Gal. 5:22-26
Sowing and Reaping-Gal. 6:6-10
By Grace Through Faith-Eph. 2:1-10
Our Chief Cornerstone-Eph. 2:19-22
The Armor of God-Eph.6:10-20
The Coming of the Lord-1 Thess. 4:13-5:11
The Last Days-2 Tim. 3:1-9
God is Love-1 John 4:7-21
A Voice as a Trumpet-Rev.1:9-19
The New Jerusalem-Rev.21:1-7
The River of Life-Rev.22:1-5

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