

# Leadership Education

## The Phases of Learning

Oliver and Rachel DeMille

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To W. Cleon Skousen  
(1913-2006)

who inspired us off the conveyor belt

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# Introduction

The education of tomorrow's leaders determines the future. Throughout history, this pattern has been repeated again and again. The largest educational shift in the history of the world occurred with the advent of the Industrial Age nearly two hundred years ago. The Industrial Age delivered education to the masses, as well as the privileged, through a conveyor belt model of learning which continues to be prevalent in both public and private schools today. We are all beneficiaries of these momentous educational developments.

Today we stand on the brink of an even bigger transformation. The Information Age is changing everything and education must also evolve. The parents, teachers and educational leaders of our day will determine society's future because they hold the education of the next generation in their hands. What kind of future will they give us?

This is perhaps the most important question in the beginning decades of the twenty-first century. But it does not get fully to the heart of the matter. The education of tomorrow's *leaders* will determine the future, rather than the education of the masses. Leadership determines destiny. Leaders select the goals of nations and generations and determine which paths to take in pursuit of those goals.

The biography of great leaders is the history of the world. Consider the format of the scriptures of the world's major religions,

or secular histories such as Thucydides, Plutarch or Durant; the stories of great individuals are the basis of history. To know the leaders of the past is to know the past. Sometimes the leaders are good and sometimes they are not. In the twenty-first century, it falls to us to choose which type of leader we will produce. In our era leadership, and the education which informs and nurtures it, is no longer a function of blood lines or birthright. The wisdom of the ages is available to anyone willing to pay its price. Becoming a leader capable of impacting our civilization's future is now a choice available to more of the earth's inhabitants than at any other time. It is *your* choice.

Parents, teachers and educators who choose to become and mentor leaders will construct the future. Our purpose in this book is to invite you to be one of these pivotal figures. Our goal is to help those who have chosen to educate tomorrow's leaders do so not only effectively but *greatly*. Greatness is the second indispensable trait of true leaders; goodness is the first. Both are the function of education. Indeed, separation of intellectual learning from moral development most characterizes the modern conveyor belt educational system—from pre-school through post-doctoral studies. It is precisely this separation that parents and educators of our generation must overcome if we are to educate a generation of leaders with character and competence, who are both good *and* great.

Such leaders are desperately needed in our world today. Fortunately, we have met thousands of parents and teachers who are up to the task, and we are sure there are many others. This book is for them. It is also for the rest of us who want to be up to the task, who worry that we are not, but who try anyway because we know our children were born to make a positive difference in the world.

### **Three Traditions of Education**

In the recorded history of the world, there are three major traditions of education. First, conveyor belt education trains the masses in basic literacy, lifting generations from poverty toward better jobs and lives. The emphasis is on “what to think” as dictated by others in order to get “right” answers, be “good” students, and most of all, “fit in” with an externally imposed structure defining worth. Those who are able to navigate the playground politics and jump the requisite hoops receive the rewards of conformity to the academic and societal norm.

Second, professional education trains experts in fields including medicine, law, business, accounting, engineering and many others. Professional education uses a competitive conveyor belt methodology to establish a standard that our society depends upon for safety, efficiency and order. Those professionally trained in their fields become experts who are compensated to the degree that they effectively apply the model of “when to think.” Professional education creates an “expert class” whose explanations, recommendations and standards are trusted and valued by conveyor belt educated masses that have been trained to act and think according to the expertise of others.

Third, Leadership Education trains thinkers, leaders, artists, inventors, citizens, entrepreneurs, and statesmen. It educates individuals “how to think” and teaches them why it is important. As Robert Hutchins put it, this type education is “the education of free men in the knowledge and skills that are needed to remain free.”

Leadership Education prepares leaders who motivate individuals, communities and nations to greater good in an environment of liberty that allows all that is best to flourish. Though the problems civilization presents may be new, the process of solving problems is not. Leaders taught in this manner act according to ageless principles of success. They are taught that the accomplishment of their mission in their homes, communities and

societies will create impactful and uplifting change. Their vision, capacity, tenacity and involvement inspire and motivate others to worthwhile purposes that elevate society.

### **Leadership Education is Vital**

Nearly every system of education in history and modern times fits into one of these three categories. We believe the most important of the three types is Leadership Education. Without an effective system for training leadership, the other two vital systems (and the free society that fosters them) cannot be perpetuated. Without Leadership Education, no nation maintains its liberty or its prosperity. Without Leadership Education, the other two traditions of education ultimately decline, creating a “dark age” of learning.

Without Leadership Education, nations are forced to assign *experts*, instead of *leaders*, to fulfill vital leadership roles in the community, family, education, business, media, entertainment, economy and government. Eventually, without Leadership Education, great and powerful nations decline and lose their influence for good in the world. Without Leadership Education, the future is bleak.

The United States of America led the world into the twenty-first century. The Berlin Wall had fallen, the Cold War was over, and the economy had experienced an unprecedented explosion of growth from 1987 to 2000. Democracy and capitalism were both on the rise around the world. On the surface, everything looked bright for world freedom and prosperity—but only to the blissfully ignorant. The student of history knew better. History revealed that the bright present was the result of past efforts. Increased liberty and wealth were the natural results of an economy and society forged fifty years earlier. History’s most thoughtful students saw that present affluence was undergirded with a very different foundation.

For the last three decades, our society has been setting the stage for economic, cultural and political decline. At the center of this change are the schoolrooms of our homes, neighborhoods and campuses. E.D. Hirsch's *Cultural Literacy* and Allan Bloom's *The Closing of the American Mind* both warned in 1987 that our modern educational format could not deliver on its promises to the future. Both suggested that only a return to great education, rooted in a deep understanding of history and the classics, would allow us to prevent decline and build that future of promise. Twenty years later, their warnings are still applicable.

History shows repeatedly that the strength, wisdom, and foresight of one generation creates peace and prosperity for the three generations that follow. The third and fourth generations, born in peace and raised in relative luxury, seem committed to ignore the lessons of history. They assure themselves, "we're different from past generations," while plunging headlong into crisis. The structures which come crumbling down during these fourth generations are rooted in widespread poor education and high levels of expert training for "the few"—the lethal historical combination of ignorance and arrogance.

The only historically proven solution capable of averting this danger is high quality Leadership Education. The liberty, prosperity and stability of future civilizations are dependent upon the leaders of tomorrow getting a Leadership Education today.

### **Providing a Leadership Education**

Try a brief exercise. Picture the face of each of your children or grandchildren. Look into their eyes and see what potential is there. If you are like most parents, you will see and feel that they were born to be special, to make a difference. This is not just because you love them; it is because it is *true*. The leaders of the twenty-first century—not only the generational "icons," but the parents, educators, business owners, artists, scientists and church and community service leaders—live in our homes. They

will find their voice in service and accomplishment in their own field. They deserve the highest quality of education, and it is our responsibility to help them get it.

Leadership Education has a long and successful history as an essential part of any successful nation's educational offerings. In our generation, ever increasing numbers of young people are seeing Leadership Education as the best path for their life and education. More and more parents are setting the example for and empowering their children by getting a Leadership Education themselves.

One challenge is that few adults in this generation had the benefit of receiving in their youth a classical education such as Leadership Education provides. We often feel that we must reinvent the methods and systems of Leadership Education. We will find much help as we apply principles of success that parents and teachers of the past used to train leaders.

Another challenge lies in the fact that children learn developmentally, moving through stages according to a unique individual timetable. The perfect thing for the education of one three-year-old may not be at all right for another, and definitely wrong for the same child as a nine-year-old. Indeed, it seems that just when we start to get the hang of teaching a child at a certain age, the child grows into another phase. Also, each child approaches the same developmental task differently, so we have to be continually creating and innovating as we parent and mentor.

Finally, many parents struggle with a lack of confidence, wondering if they can actually do it. In fact, we do not know of any parents raising their children with (or without!) the model of Leadership Education who do not express doubts, anxieties and concerns. We certainly have many such moments. It is easy to ascribe our feelings of inadequacy to the inherent challenges in our Leadership Education agenda. But could it just be that parenting is such a high stakes endeavor that we are constantly in awe of the magnitude of our responsibility? It helps, if only a little, to know that we are all struggling with an impossible task of being

a perfect parent. Having lofty goals can make that task seem more difficult, but we believe that if we keep things in perspective—that is: learn the principles, apply them and trust the process—it actually leads us to greater confidence and success. This is all true of teaching as well.

Parenting and teaching are challenging, and educating ourselves and our youth will always be difficult. But at the end of the day we are still the parents, and it is our responsibility to do our best. No longer is it the obvious choice to delegate that role to someone else without deliberation. The parents of this generation are reclaiming their duty to make considered choices regarding education for their families.

So we keep at it. Over time, we see ourselves and other parents getting better at it, and having little “paydays” along the way. We doubt parenting or teaching can ever become truly easy or routine, but by applying principles of success, we have found that parents can consistently and even drastically improve. Today’s children were born to serve and make a huge positive difference in the world, to really lead. We simply must help them get the best possible education.

Part of our personal journey as parents and mission as educators has been to catalog and codify the principles of Leadership Education as expressed in the lives of those who shaped history for good, and also as observed in remarkable families of our acquaintance. We have spent more than fifteen years developing and teaching Leadership Education. The response has been wonderful! It has often been voiced in a two-part reaction:

“This is just what we’ve been looking for! It feels so natural! It’s so obvious!”

Followed by:

“But...*how do you really do it...*?”

It seems strange that something so “natural” and “obvious” can leave us feeling so unsure of how to act. We believe it has to do with the fact that it is difficult to put something into practice that we have not internalized. It is nearly impossible to communicate

with conviction something we have not experienced. The answer to this is also natural and obvious—the change has to begin with the teacher, and the parent. Like the difference of knowing a place from looking at a map as opposed to actually being there—as parents and teachers gain a Leadership Education themselves, they will have walked the path. Understanding the journey, they will be able to serve as enthusiastic and experienced “tour guides” to their own children and students. With few exceptions, those who struggle most to find success with their children in Leadership Education are those who are still focusing on educating *their children* with little or no *personal* experience with Leadership Education.

Leadership Education is based on two key assumptions. Many great educators in all of the systems have discovered these principles for themselves; however, the conveyor belt models of education do not foster or reward these conclusions. First, Leadership Education presupposes that each individual was born with a unique and important individual mission and a vital role which he or she can do like no one else. Leadership Education consists of discovering, preparing for, and fulfilling this mission. Of course, such an education must be personalized.

Second, Leadership Education recognizes that every person is a genius—literally. Each and every person, not merely a pre-determined upper echelon, was born with the natural talents, passions, desires, interests and abilities to fully accomplish his or her mission. True, some people choose not to develop their genius or are stunted in an environment that does not nurture their optimal growth; but it is inside each and every person you have ever met or will ever meet. The ultimate goal of Leadership Education is the development of the inherent genius inside each student.

All truly great teachers taught this—from Socrates and Plato to Confucius and Buddha to Turnbull, Wythe, Witherspoon, C.S. Lewis and others. Leadership Education is not for a few elite; it is for everyone. Every person has a mission and the potential genius

to accomplish it. It is the role of Leadership Education not to fill students with a pre-determined set of facts, beliefs, or processes, but to “draw forth” from each student the amazing potential and abilities that he or she alone possesses. Great leaders throughout time were educated in a manner that prepared them to make unique and essential contributions. These educational principles still work.

Most of the current population of the United States is educated according to a conveyor belt model of education. In contrast, the great leaders of our Founding Era and leaders throughout history received a Leadership Education. Leadership Education is a compilation of leadership principles and practices by which great men and women throughout history were educated. It is time for another generation to get a Leadership Education.

### **Getting the Most Out of This Book**

Leadership Education occurs in several general phases, each vital to superb learning. *Leadership Education: The Phases of Learning* is designed to help the reader study these phases of Leadership Education as they naturally unfold in human development.

An overall introduction to and survey of the Phases of Learning is provided in Part I, A Philosophy for Life: Why the Phases Matter. We examine the philosophies of leading educators in modern times and the influence they have had on the current educational model. We explain the essential lessons of each Phase of Learning and the Seven Keys of Great Teaching. We provide a road map of the progression of families who choose a Leadership Education and are able to implement a powerful Eighth Key. The Life Paths that result from the educational model we choose are presented.

In Part II we discuss the Foundational Phases of Core and Love of Learning. We discuss fifty-five ingredients of a Leadership Education home environment and include insights on applying the list based on your unique circumstances. Transition to Scholar provides thirty-five skills that will help you guide your

child's Transition to Scholar as well as important suggestions for relationship and discipline. Three Indispensable Choices parents must make in order to facilitate an effective transition to Scholar Phase and common concerns addressed in a question and answer format conclude this Part.

Part III explains the Educational Phases of Scholar and Depth. You will learn how to parent and better teach youth in Scholar and Depth Phases to truly meet their potential in the face of very different societal norms. Included in Part III is a discussion of our nation's past and present higher educational offerings and the attributes of an ideal Depth Phase university environment.

Part IV contains new understanding of the Applicational Phases of Mission and Impact with a Coda discussing the crucial and influential role Grandparents (a title denoting status or function in *community* as well as family) have in Leadership Education.

We suggest that readers study and understand all of the phases. For example, if your children are in Scholar Phase, you may be tempted to skip directly to the Scholar Phase chapter and focus your studies there. This could be a serious mistake. Unlike the conveyor belt system, where grade levels proceed in a linear fashion (e.g. from the fifth to the sixth grade), in Leadership Education you never actually leave Core Phase, or Love of Learning Phase, or the others, once you have reached them. Students in Depth Phase still apply the lessons of Core, Love of Learning and Scholar.

If you have children in Core Phase only, you still need to carefully read all of the phases, since knowing where your children are headed will significantly influence how you teach and guide them as toddlers. Teachers of every level will want to know how the level they teach fits into the whole pattern.

Understanding all of the phases is also crucial while your family is young because many people in the early stages of child rearing have not yet fully achieved their own Scholar and Depth Phases and the time is ripe for obtaining such an education. In short, a vision of the whole is necessary to proceed with confidence and to be effective. You will undoubtedly have experiences that we have

not; our anecdotes cannot possibly answer all of your questions or concerns. A thorough understanding of the underpinning principles will be your refuge when such questions arise. You must be your own expert.

With all of that said: if you are inclined to start with one chapter out of sequence, read the chapter on Scholar Phase. It is the crux of the Leadership Education model. The fruits of Leadership Education planted and nurtured in childhood begin to be abundantly harvested in Scholar Phase. Once you have completed reading this chapter, we feel sure you will see the need and will want to study the other chapters as well.

With a good overall understanding of all of the phases, you will know where to turn to find principles tailored to the specific needs of your children (as well as yourself and others you mentor) in each phase. We have formatted this book by phases so that a parent or teacher can read and study one phase at a time, learn the basics, and apply principles of success for that phase. As children (and parents themselves) grow into new phases, the section on that phase can be revisited and principles relating to it implemented. Understanding and continuing to educate ourselves on the phases presented in this book will give us a starting place for determining what is needed for each child, when it is needed and how to optimize the educational opportunities of each phase.

We know that in trying to truly get “off the conveyor belt” and onto the leadership path, real and living examples are needed. In addition to our own experiences, we have included in this book many answers to questions and examples from our children as well as from the lives of parents, families and teachers who have established and continue to create Leadership Education homes and classrooms. We are grateful to those who have allowed us to use their stories; the overall work is richer for their contribution. We don’t consider the way we do it, or the way anybody else does it, as perfect. But we will share many examples of families and teachers who are trying to apply the principles of Leadership Education, and hopefully you will benefit from their efforts.

A note on usage is in order. We will routinely use male and female pronouns (he, she, him, her, his, etc.) interchangeably; sometimes the female and other times the male. Also, though the personal anecdotes used in this book were written over the course of ten years, we have decided in most cases to keep the ages of the children cited the same as they were when the account was originally written. This will allow the reader to see how a given person progresses through the phases. It may be confusing when one chapter notes that a child is six while another says she is eight, so please be aware that we have done this on purpose to maintain the integrity of the commentary on each phase.

There are so many people to thank for their help on this work. More than anyone, we especially thank Michele Smith for her hours of work in preparing this book and in urging us onward toward its completion. Her expertise and ideas have made this book better. Additionally, we would like to extend our sincere thanks to the tens of thousands who have attended our seminars and corresponded with us over the years. We have learned from your examples, your struggles, your questions and your discoveries as you have taught your children and positively influenced your communities. We have learned directly from you as you have challenged our assumptions and shared your stories of difficulties and successes. If you are one of the many who consider themselves “off the conveyor belt,” thank you so much for your leadership. This generation needs you.

# **Part I**

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## **A Philosophy for Life: Why the Phases Matter**

# Two Views Of Childhood

**T**he conveyor belt and leadership models of education disagree about how to educate most effectively. Indeed, they are based on totally different assumptions and have very different goals. Knowing these differences is essential to anyone trying to get off the conveyor belt, since it is not enough to merely change behaviors; you must also change paradigms. If you try to implement Leadership Education with a conveyor belt mentality, you will constantly find yourself in the frustrating position of trying out new methods and techniques but applying them in the same old ways—without getting the hoped-for results! Getting off the conveyor belt is much more than behavior modification; it is a shift of underlying beliefs and assumptions about education that brings values, vision and action into integral alignment.

At the root of the decision of how to view education are two divergent views of childhood. The opposing views of childhood and the educational assumptions they promote are drastically different; indeed, they are in conflict. Both had influence on the modern conveyor belt school system, from kindergarten to Ph.D. studies. Both are also used by various non-conveyor belt private, home, charter, prep, elite and non-traditional educational entities.

***The first view rejects the notion that there are distinct learning phases; assuming that children, youth and adults learn the same way.*** This view arranges its curriculum and educational methodology accordingly and drives the public conveyor belt and

the elite competitive professional conveyor belt. This educational view treats all people of any age virtually the same, so that young children are molded into an adult-type system.

***The second view affirms that children, youth and adults actually learn differently and that this must be taken into account in the setup of their educational environment and in the approach of their parents, teachers and mentors.***

This is the phases approach discussed in this book.

The debate between these two views has a long and interesting history. But the most striking thing we noticed as we read the writers on both sides of this discussion is the gap between what great educational pioneers *said* and how their words were *applied*.

The childhood researchers with perhaps the most impact on our current American school system are: John Dewey, Lev Vygotsky, Erik Erikson and Jean Piaget. Most of these names are known to professional educators and many of their ideas are utilized in all three educational models. However, having been trained in typical conveyor belt fashion, many educators learn about these influential thinkers and their ideas from textbooks. Few educators have gone to the original sources to read in context what these four founders of modern education actually wrote.

Our era is not unlike a “dark age” of education where certain experts (professors) train practitioners (teachers) about the “gospels” of the educational canon. Like the dark ages, the teachers have not personally studied the canon in much depth, if at all. And where extensive studies of these writers by the experts has occurred, it has most often led to specialization in a narrow expertise that can tend to preclude complete understanding or relevant application.

We recommend that you closely read the writings of these four very influential men, and a number of others we will list below, and draw your own conclusions. Then read textbook commentaries and summaries of what they supposedly said. We do not mean to say that the textbooks purposely misrepresent the facts and philosophies. We will give our own summaries which

drills and Zone of Proximal Development learning in a little one, here is what many, if not most, children learn:

- 1 Learning is what I am forced to do by others when I'd rather be enjoying what I discover myself.
- 2 I will not learn unless I am subject to being put on the spot and made to feel stressed, annoyed, stupid or at least vulnerable because I am out of my comfort zone.
- 3 Learning is so complicated that full-time teachers are needed to walk me through it (or a homeschool equivalent: Mom has to neglect the younger children/house/personal grooming, etc. and give me her full attention and line-by-line directions or I am incapable of learning).
- 4 I do not know anything unless someone certifies to me that I do.
- 5 I am probably wrong about a lot of the stuff I think I know.
- 6 I have to master this stuff now or I will be behind for the rest of my life.
- 7 The things I am really interested in are not very important.
- 8 Learning is one thing and what I feel and experience is another.
- 9 When I am a Mom/Dad I will worry and "beat myself up" about what I am not doing and wonder if I should be doing what I am doing.
- 10 When I am a Mom/Dad I will say I know something is the "right" thing and then constantly second-guess my decisions.

The list could go on. Even for children who do not have a patently "negative" experience with early academics, the lessons can have detrimental effects:

- 1 I am really great because I know how to read (subtle lesson: self-worth and comparison evaluation is based on

academic achievement and timing rather than truth, right choices, service, repentance, etc.).

- 2 \_\_\_\_\_ is dumb because he/she cannot read.
- 3 I'm cooler than \_\_\_\_\_ because I am reading before him/her.
- 4 We work hard on my reading/math/??? because Mom and Dad want to prove to Grandma/neighbor/etc. that they are "good" parents.
- 5 The most important thing I can learn right now is skills (displaces the more crucial moral childhood lessons of good-bad, right-wrong, true-false).
- 6 The faster I grow up, the better (this is a huge one, overlooked by most educational analysts with long-lasting implications and impact on young lives).
- 7 Once I am a Mom/Dad I will not have time to study anymore.
- 8 Once I am a Mom/Dad I will not need to study anymore.
- 9 Once I am a Mom/Dad I will not have to study anymore.
- 10 I really need to fit in, or...
- 11 I really need to stand out.

None of these lessons is a terrible thing to sort out as a young adult. They define that period of life and a youth's identity and mission. But lessons such as these become negatively scripted in the psyche and on the heart of very young children (of about ages three to thirteen). In most cases, the pressure for young kids to perform is based on either their parent's fear or ignorance—often both. Unfortunately, pride is sometimes a factor as well. The misconception is that without pressure and "guidance" (a euphemism for running the little one's time to the hilt and taking every spark of curiosity and turning it into a theme unit to force-feed them) they will become bland, anti-social, and completely devoid of personal development or accomplishments. This is false!

foundation. Core Phase is always part of any other phase, and its neglect negatively impacts the student's whole education and life. By the same token, the succeeding phases include the lessons, attributes and skills acquired in the earlier phases, and cannot be successfully carried out unless the groundwork has been laid.

### **Integral Relationship of Phases**

The Foundational and Learning Phases are the most basic of Leadership Education. Each is vital, and they must come in the right order—Core, then Love of Learning, Scholar, then Depth. Older students who do not love learning—who see schooling or study as a chore or a negative—will usually need to start back in Core Phase. Each parent and teacher who desires to raise leaders needs to understand all of the phases, and how to implement them with their children and students. Viewing the phases as an overall integrated system helps us appreciate and make the most of each individual phase.

Each of the phases is important; but the Foundational Phases do come first, and they continue to animate the whole process and set the tone for later successes or failures. It is virtually impossible to overstate the importance of the Foundational Phases. As Erikson taught, older students and even adults who skipped or had negative experiences with stages presented from birth to age twelve (i.e. trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, and industry vs. inferiority—see Erikson's chart in Chapter One for review) are able to back up and re-negotiate them; but it does take focused effort, hard work, and a real time commitment.

While it may seem that too much time has been wasted and one cannot afford to slow down and cover lost ground, the opposite is actually true. More time is wasted by limping along out of phase with little hope of happening upon a magical cure. The time spent to go back and start fresh is actually measured in weeks and months, not the years the original plan would have

indicated. Once the choices are rescripted there is a miraculous domino effect that seems to propel the individual into his natural phase of development.

By contrast, if individuals with insecure foundations neglect to renegotiate the Foundational Phases, the Educational and Applicational Phases are forever skewed and usually do not come to full fruition. This deformity of the latter phases occurs in at least two ways. First, without quality Foundational Phases, the latter phases are always anemic because they lack an intrinsic drive toward learning, a foundation of truth and right, and a love of knowing. Sick later phases can still accomplish much, but only by replacing the wholesome with the artificial, such as substituting for the love of learning a love of money (or status, security, approval of others, “success,” etc.). While artificial motivations may help a number of students through law, medical and other graduate schools, they will seldom result in happy accomplishment of an individual’s life mission.

Second: without healthy Foundational Phases, “cancer” inevitably sets in during the Applicational Phases, as even those few who achieve a quality education put it to use on things other than the central purpose of their lives. Sometimes a mid-life crisis during this period sends such people reeling back to Core Phase. Re-starting and creating positive life change will only occur by getting in touch with what religion calls “truth,” popular psychology calls “the inner child” and Leadership Education calls Core Phase. Those lucky enough to take this route can then move on to Love of Learning Phase, which replaces the Hate of Learning they passed through so many years before and have carried around like a dormant tumor. The renegotiated path is usually *greatly* accelerated once the necessary corrections have been made.

Sadly, few people take the time to fully regenerate; and too often it is not with the healthy guidance that early childhood should afford. Without direction, the individual often is left to make reckless and self-centered choices. Thus, the bad rap of “mid-life crisis.” It is typified by broken commitments, broken

hearts, broken lives. It is much better, of course, to have healthy Foundational Phases in the first place—or at the earliest possible moment if you are already past your youth.

Indeed, this is one of the great wonders of the universe: parents who parent diligently get to apply the wisdom of adulthood to the recurring experiences of being a child as their own children progress through stages and phases. Hate of Learning may be more easily purged by doing a really excellent Love of Learning Phase with your nine-year-old than in perhaps any other way, but it requires courage for the parent to do it in the face of social opposition, and discipline to follow through in our busy twenty-first century lives.

Sometimes the normal progression between the phases is compromised due to traumatic experiences, interrupted progress (such as protracted drug use or chronic illness during a period of life), or abuse or neglect. In such cases it may be helpful to carry out an enlightened rescripting of the traumatic events.

Without the principles that Leadership Education provides, there are far too many examples of parents delivering a hollow Core experience, and then a Hate of Learning Phase, all in the guise of “conscientious parenting.” For such parents, the natural tendency is to push younger children academically and then unwittingly deny youth a Scholar Phase in order to pursue fun activities. This sometimes occurs because the only Love of Learning many people in the current generation experienced was in adolescent clubs, bands, plays and teams and they naturally try to reproduce their positive experiences for their own youth.

In addition to increasing one’s understanding of each of the phases, those who seek to provide an ideal educational environment also need to deeply understand how to apply the Seven Keys of Great Teaching. Though we have discussed them extensively elsewhere, because of their fundamental importance and their relevance to the topic at hand, we will briefly review them here. Following this review, we will introduce the concept

If Sundays work well, the whole system is on good footing. Sundays are the basic building block of the Leadership Education home, like flour in a recipe or the number “one” in math. For us, the FEC has to happen every single Sunday (or on another day if that is best for you) without fail. Over time, as the couple learns to depend on the FEC, the pattern of relating and coordinating becomes as much a daily procedure as a weekly meeting.

You can personalize interviews to your family needs, but in our experience, the FEC simply must occur weekly. The first ingredient—truly the most important ingredient—of successful Core and Love of Learning environments is the weekly FEC followed by quality interviews.

### **Ingredient #2: Weeks**

Families and educations run in waves that are about a week in length. Planning on any other level gets you back on the conveyor belt. Days are too short—they are always interrupted by something. If you schedule your education by days you will seldom follow through. Conversely, days are not long enough to take on big projects and really get somewhere. Months are too long—those who schedule their education monthly find that the plan usually works for about a week and then it breaks down for a number of reasons; ditto for six month or annual plans. The week is the perfect length of time if you want to control your calendar, rather than letting it control you.

Each Sunday it is important to carefully plan the week. If you have big interruptions on Thursday, need to take advantage of the shopping sales on Friday and Grandma is coming on Saturday, the weekly schedule gives you time to plan for such events. For example, in such a case, Monday, Tuesday and Wednesday might become bigger than usual school days, where you refuse to be interrupted—you might even take the phone off the hook. Or, if you have few interruptions in a week, you could follow a more casual schedule and answer the phone whenever it rings.

The key here is to control the calendar. In each weekly FEC, it is important to decide what the calendar will be for that week. You are far enough from events to make allowances and close enough to have almost everything on the calendar at once. It is important to have an over-arching view of what you value and how you want to spend your time. If you want a beautiful vegetable garden and yet constantly allow other things to displace the time allotted for gardening, you will obviously limit your success. If you want to show your children the joy of service and yet have no discretionary time in which to attend to arising needs of others, you will teach them a different value instead. It is important to say “no” to things, and it is much easier when you can see what else is happening that week. If the whole week seems full and school or family will suffer, change it—right there in your Sunday FEC meeting. Weeks are the basic building block of a life, and of an education. They give real power to the parents, and the impact on the whole family is huge.

### **Ingredient #3: Mornings**

The persistent lessons of morning time are the foundation our children learn. As we establish a “default” pattern that we follow when intervening circumstances are absent, all the things we value are taught and modeled over time. Mornings are the daily default, and if you set and manage the default schedule well, the family will naturally get up and get into the regular routine. It takes discipline at first to get the routine established, and again modifications may be necessary as children move through phases and seasons change. When our family was young, scripture study was the first thing in the morning. Now that our older children attend early morning classes, that part of our routine moves to evening. Chores, breakfast and grooming are all part of the early routine. Morning is, for most families, the best time for Kidschool (more on this later).

# Core And Love Of Learning: Ingredients 13-30

**S**o much more goes on in and about a leadership home than in those houses which predominantly serve as “quick stops” or “drop and runs.” This chapter of ingredients focuses on how to organize the activities that occur on the inside and outside your home. Attention paid to the following ingredients will help you make your home and the living that happens within and outside of it supportive of the leadership goals you have for yourself and family members.

## **Ingredient #13: Winters**

Winters are for stories. In our agrarian past, people worked hard from spring through fall, and took winters off as a natural time to share the learning of the past. Indeed, Scholar Phase was the norm in agrarian society. Much of a farmer’s work was done for the year when the snow fell, and winter was a time of learning.

With modern technological advances, it is possible to hurdle some of the challenges posed by weather. We can sit comfortably air-conditioned in the summer and hardly notice the cold if we stay mostly inside during winter. But nature knows her business,

Math Bee	Night of Poetry	Chess Tournament
History Bee	Talent Show	Musical Group
Sewing Bee	Family Ball	Build something
Cookoff or kid potluck	Garden	Sports Day at the park
Create recipe book	Girls Clubs	Service Project

We look at it this way: if you look around at your community and see many young people being raised in the perfect way in order to marry your children a few years from now, then you have got a wonderful community and need to actively take part in improving it. If not, you have a lot of work to do, and a Mom School is just the ticket. A great friend, likely more than one, will naturally arise out of the process. The work needs to start with your own Scholar Phase education, and progress to training and organizing a community that fits the needs of your family—for the next four generations. Nothing small, just something that will change society for the benefit of your posterity. This is the essential endeavor of any good, healthy civilization.

### **Ingredient #48: The Core Phase Curriculum**

The curriculum of Core Phase is short. It is sweet. It is ignored in most homes and schools. It is vitally important:

Right and wrong, true and false, good and bad.

This curriculum is best taught through work and play with loving parents at home. No other institution can teach it as well. Few other institutions are even trying. But worse, few homes give it full attention for the first eight years of a child's life. So many other things are allowed to enter in—good things, positive things.

But anything which distracts from teaching right and wrong, true and false and good and bad during the Core Years from birth to around age eight are just that—distractions. And they should be labeled and treated as distractions.

If you truly want your child to succeed in his mission, to be happy and fulfilled in life, be sure to give full parental focus on the Core Phase curriculum during these vital years.

**Ingredient #49: The Love of Learning Curriculum**

Example	Inspiring Parent	Freedom
Environment	Mentors	Fun
Opportunities	Guidance	Personal Attention
Work	The Bookshelf	Younger Siblings
Play	Mornings	Older Siblings
Study	Afternoons	Mom
Projects	Evenings	Dad
Field Trips	Summers	Grandparents
The Library	Winters	Questions
Family Room	Exploring	Discussions

**Ingredient #50: Spring is for Science**

Each spring the world is re-born, and science in all its varieties fills the air. Just as there are natural patterns of age, time of day, weeks and months, the year also naturally lends itself to the training of leaders. “Spring is for science” is a great motto, one which will bring numerous exciting field trips, library trips, discussions, outdoor activities, and family evenings. It will open books on your bookshelf that have collected dust much of the year, and will naturally take you to parks where Six Month “No’s” and Six Month Inventories are achieved in the bright sunshine to the smell of fresh flowers. Experiments, readings, studies and other science projects flourish and grow in the spring.

# Transition To Scholar

**T**he transition from Love of Learning Phase to Scholar Phase is one of the most important facets of a young person's education. Those who transition well will almost invariably have an excellent Scholar Phase experience; those who do not will likely continue to struggle. Fortunately, this transition is natural and virtually any healthy child will quite automatically make many of the transitional changes on his own. The challenge is that parents who were trained on the conveyor belt may not realize what is happening, and may in fact, block, slow down or otherwise frustrate this natural process. That is why it is essential for parents to recognize and understand this vital transition in a young person's life.

Transition occurs in most girls between ages ten and twelve and in most boys between eleven and fourteen. Some psychologists and counselors speak of this age as the root source of most problems in men, who are often pushed too hard at this age to "put away childish things" and take on adult responsibility. One of the biggest pressures many boys feel at this age is pressure to perform academically. Girls are usually ahead of boys at this age, yet boys are often pushed to keep up to girl "grade levels."

The key words of this period often conflict in parent's minds: independence and protection. Children at this age need to feel both. In a healthy child, without undue parental or societal pressure, this is a positive, happy and enjoyable age. Speaking of

important life transitions, Montessori observed: “The middle age crisis signals that the adult is on their way to death; in contrast, transition excitement about learning signals that the child is on their way to life.” It is important during this transitional time to remember that the child is still in Love of Learning Phase and to consider and treat Transition as such rather than as the beginning of Scholar Phase.

J. S. Ross expressed that a “being from another planet, who did not know the human race, could easily take these ten year olds to be the adults of the species; supposing they had not met the real adults.” Just as puberty signals physical readiness for Scholar Phase and getting certain permanent teeth signals the move toward Love of Learning Phase, a height spurt between the ages of nine and eleven often signals readiness for transition.

The following chart lists typical traits and behaviors of children in Transition to Scholar stage:

TRAITS AND BEHAVIORS INDICATING TRANSITION TO SCHOLAR
Physically, a growth spurt after age nine for girls and eleven for boys often signals that your child is getting ready for Transition.
Calm and Happy
Mentally and Physically Healthy
Emotionally Stable
The child hits “diversity” age, when parents and teachers notice major emerging differences between children.
Play with older children is more “peer play” than tag-along; play with younger children becomes organizing or calling the shots in the activities rather than just joining in.
Heightened concern for fitting in with peers—in dress, activities, academics, etc.

Heightened concern for appropriateness of self and family in public or social settings
Increased independence
Increased attention span
Loves focused projects of his or her own interests
Likes to learn new things
Initiates projects without supervision
Greater level of follow-through on projects
Takes some things to extremes
Starts getting very messy about room and/or grooming
Gets excited by a collection: Star Wars Cards, stamps, model horses, etc.
Likes to get away from home and be with friends
Starts to worry about life, his/ her future, and the problems the parents are facing
Tests the rules, or tries to argue for personal exemptions from the rules
Has strong likes and dislikes
Wants more personal attention
Initiates more discussions with parents
Loves praise
Loves and thrives in structure

### **Transition Discoveries**

In addition to these specific lessons and skills, Transition to Scholar is the ideal and natural time for the child to make a number of interesting, fascinating and exciting discoveries. If we take away this time of discovery, or push it too soon, a “hate of learning” ensues rather than the healthy love of learning most children will

# Scholar Phase

**H**ardly anybody completes Scholar Phase in the United States. Scholar Phase is done by a few students in the nation's public schools. A slightly higher percentage of private, homeschool and preparatory school students do it, but still a very small minority. Military and boarding schools do even better than private schools, but again only a small group of American students get a Scholar Phase as part of their education. Standards are low across the board. In many cases this is because the concept and vision of Scholar Phase for youth is virtually lost. Even the best and brightest students do not aspire to Scholar Phase because *they do not conceive of it*. They have no peers or mentors to recommend it to them (whether explicitly or by example) and it does not occur to them on their own.

In fact, most American students only study really hard in medical, law and other graduate schools where the focus is on specialized depth and the time for an excellent broad liberal arts education is past. Jacques Barzun noted this over fifty years ago, Mortimer Adler brought it up again several times since, but Scholar Phase is still ignored by most students. Only a few of our liberal arts college and university students complete Scholar Phase effectively.

The result is that we live in a democracy of highly trained and under-educated people—an environment in which freedom has never endured in history and is unlikely to flourish in the twenty-

help and counsel as you continue to trust yourself and tell her what you feel inspired to share, she will know how to get the right answers and make the right decisions.

The first year away from home and attending college is crucial. Once she is there, the weekly (or even more frequent) phone call is vital. She will want to talk about social things, and you should. But she may not want to talk about academic things and that could be a problem. She needs to tie what she is learning to what you have always taught her. And you need to learn what she is learning. Some of your most tightly held pet ideas could probably use some challenging.

Families work, and this is one of the most important phases in a family—yours and hers. Keep the discussions going, social as well as academic. When she hates a class, it is time for you to hit the library and bookstore. You know how to inspire, so start studying and get on the phone.

When she just does not feel right and wants to come home, it is time for some heartfelt prayer and diplomatic coaching (of course she wants to come home, who would not? But if she comes home, she will have to face the same test again soon—maybe after marriage when the stakes are increased at least tenfold).

We will examine college in more depth in the next chapter. But before that, it is important to consider some mistakes that must be avoided in order to guide your youth through Scholar Phase.

### **The Top Eight Mistakes Parents Make with Scholar Phase**

There are at least eight mistakes which parents make in Scholar Phase. Most of them (you guessed it!) are just left-overs from the conveyor belt. Some of them are also a result of the loss of the multi-generational family in the beginning of the twentieth century and of the fragmentation of the nuclear family at the end of the century.

The separation of religion from education at the same time that education was removed from our families just accelerated the

### *Mistake #2: Start Them Too Early*

This is a huge mistake, and it is committed the most frequently of all the mistakes. Each child needs a real Core Phase. Even the prodigy who reads and plays the piano at age three needs a full and wonderful Core Phase. Part of Core is discovery and play, so your brilliant son can discover and play at calculus or physics or literary analysis at age five if he wants, but do not put him in Scholar until the Core Lessons are fully and clearly learned. Right and wrong, good and bad, true and false are lessons that exceptionally intelligent and gifted people often struggle with, so if your child is a prodigy he likely needs a longer, fuller Core Phase than anyone else. In play time he can study whatever he wants.

Ditto with Love of Learning. Again, he can freely choose whatever advanced level work he wants, but he needs to absolutely love learning, and freely and enthusiastically choose it. The same is true with Practice Scholar Level.

Some students may choose Scholar Phase at twelve, others at fifteen, but they need to have solid Core and Love of Learning as a foundation. During Core, Love of Learning, and Practice Scholar Level, teach them the Scholar levels and where they are headed. Have structured time so they do study and learn, help them with their studies, set the example and make sure they meet mandatory testing or other state requirements.

Moving into Scholar Phase should be seen as an exciting and beneficial benchmark they will look forward to and seek. But do not push them into it early, or they will have a “hate of learning” experience and really get slowed down.

### *Mistake #3: Give Them Too Much Non-Academic Work*

We have trained numerous charter, private and other non-traditional schools in how to implement Scholar Phase. One teacher after another comes back with the same story:

It took them a while to get the hang of it, but after a couple of seminar trainings and readings it finally clicked. They turned their

and preparation to raise a family and lead in the community. One way to make this less daunting is to find and work closely with great college mentors.

### **Mentors in Depth Phase**

The central figure in Leadership Education is the mentor. There are many kinds of mentors, some formal and others informal. For example, a friend is a mentor; indeed peer groups are some of the most influential mentors, and they most often interact informally. There are many other types of informal mentors, and there are several types of formal mentors that each person should know about. Parent Mentors, as taught by Aneladee Milne, raise us, teach us and ideally provide guidance and support through life. Liberal Arts Mentors, Tiffany Earl's phrase, help us get a superb education and prepare for leadership in life, and Mission Mentors, also Tiffany Earl's phrase, guide us as we actually achieve our missions in life.

During college studies, there are at least four types of Liberal Arts Mentors, and knowing how to work with each significantly increases the quality of your learning experience. The first rule of working with a mentor of any kind is to change *yourself* to work with the mentor's style. You have chosen her as a mentor, and trying to get her to meet your style will downgrade the quality of what she can give you. It is important to find out your mentor's style and stretch yourself to benefit from it.

One mentor style could be called the *Scholar*. This mentor focuses mostly on depth and accuracy, values consistency and thrives in the world of the expert. He spends a majority of his time on personal research, and writes and publishes to scholarly and other audiences.

Another mentoring style is the *Professor*. This mentor is interested in breadth and accuracy, values authority and rules, and focuses on teaching more than personal scholarship. She wants

her students to excel, and puts most of her time into improving classroom quality, outside study, and the overall student experience.

*Coaches* have yet another style of mentoring. Coaches are the most purely individual mentors of the four types. They usually emphasize breadth and creativity, prefer to mentor during long talks or long walks, and love to bond and build relationships. They measure themselves according to the quality of their relationships and love to discuss deep, and often abstract, concepts and ideals.

TABLE I: FOUR TYPES OF MENTORS	
MENTOR STYLE	CHARACTERISTICS
The Scholar	Depth and Accuracy Expertise Consistency Personal research, writing, publishing
The Professor	Breadth and Accuracy Authority and Rules Teaching Students Improving the Classroom
The Coach	Breadth and Creativity Long Walks, Long Talks, Bonding Building Relationships Discussion and Talking
The Philosopher	Depth and Creativity Ideas, Concepts, Models New Twists on Old Ideas Motivational Communication

Another major style of mentor is the *Philosopher*, who above all loves ideas, concepts, models and new perspectives. This mentor seeks depth and creativity, values new views of things and a diversity of presentations that add nuance to old models. He often speaks or writes like a motivational speaker because of his passion and excitement for learning.

Of course, every mentor is her own mix of styles, views, strengths, weaknesses, interests, passions, areas of expertise, etc. There are truly as many types of mentoring as there are mentors, and the key is to find out how your mentor works best and change to meet her style. Still, knowing which of the four major types of mentors you are working with is very helpful.

Unfortunately, in modern academia the scholar is sometimes considered the only credible type of mentor, with the professor as a tolerated but lesser type. This is both false and damaging. As a result of this myth, sometimes mentors argue about which type is best. For example, Woodrow Wilson (probably a *Philosopher*) was responding to this when he wrote his famous article on “Why I am not a Scholar.” He wanted the academic community to know that there was a place for his type of teaching. In fact, learning increases when all four types flourish. Each student will obtain a better education if he is mentored by all four types—hopefully with more than one teacher from each type. Students should resist the temptation to limit themselves and their learning by keying in on one type of mentor and only taking classes from that type.

As you work with various mentors, from all four types and even other types that you run into, how do you best interact with each mentor? There is a key action to look for, but this key action differs with different mentors. Table II outlines the key action for working with each major style of mentor.

TABLE II: KEY ACTIONS	
MENTOR STYLE	KEY ACTION
The Scholar	learn facts, details, precision, consistency and accuracy, along with the tools and techniques of the profession
The Professor	learn discipline, quality, and the love of learning a field in depth
The Coach	learn submission and trust (because he understands you better than you do), along with personalized studies for your life mission
The Philosopher	learn how to think, how to see nuance, a passion for ideas, and the interconnection of all knowledge

All of these lessons are vital to a great education, so students should seek several mentors over time and learn these lessons and others from each. As you work with various mentors, don't waste time trying to make your current mentor be like your last one, or wishing that all mentors were the same. A key part of leadership education is learning to work with other people of diverse and even opposing views, and this is true as you work with your mentors.

There are other mentors for you during your Depth studies: the authors, artists, mathematicians, composers, entrepreneurs, statesmen and others whose work we study are mentors—some of the most important ones. Be sure to really take the time to be mentored by Tocqueville, Newton, Austen, Hugo, Euclid, Picasso, Toynbee, Cervantes and all the other great mentors you spend time with in your studies.

# Grandparenting

**T**he true test of leadership is grandparenting. Everything else falls short. And it is not enough to grandparent just your posterity. Grandchildren get married; superb grandparents know that they need to grandparent potential spouses long before their grandchildren are married. Grandchildren work; superb grandparents know that they need to grandparent potential bosses, managers, colleagues and employees long before their grandchild enters a career. The same is true for everyone your grandchild will meet in life, and everyone who will impact your grandchild's life. This is what community means: grandparents teaching and raising everyone in their grandchildren's world.

In short, grandparenting is perfecting all thirteen roles of Impact Phase—leaving the world better than what you inherited. Some generations get this right, while others fail miserably. The impact on happiness and prosperity, or the lack of it, is huge. In short: a grandparent generation can change anything in the world.

This is not limited to people who are over sixty years old. Far from it. All of us need to start grandparenting as soon as we are in Scholar Phase. Puberty is the call to grandparenting, to begin preparing a better world for your future grandchildren. The call to grandparenting is the impetus to Scholar Phase, to “put away” childish things as Paul of Christendom taught and “seek for a better country.”