

Scholar Phase

Hardly 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-first century. Of course, a quick look at the news tells you that the world has never enjoyed more freedom. But a deeper study of history shows that such quick looks are deceiving. History does repeat itself—or at least its patterns repeat—and nothing is more certain in history than that highly trained but poorly educated people do not keep their freedoms for more than a generation or two. Even if they do, the lesser-educated classes do not know how to

or do not have the prerogative to benefit from or maintain these freedoms.

But you can change this. You can change it by getting a Leadership Education yourself, and by helping your children do the same. In a nutshell, you get such an education by reading, studying and incorporating into your life the principles contained in the great classics of humanity.

In our day, knowledge is more readily available and accessible than at any time in history. We must avail ourselves of the wisdom of the ages if we desire to lead and fulfill the mission that is ours alone. It does not take much study to recognize that though times have changed, some things have always remained constant. We have much to learn. All that separates us from the wisdom available from the past that will solve the problems of today is our choice to engage ourselves in significant study from the best minds and records society has to offer. These important classics are not only books but elevating works and individuals from every field, land and walk of life. Our minds will be expanded to comprehend the greatest ideas throughout the history of mankind as we study the lives and think the thoughts of leaders of the past and present. As we incorporate into our lives timeless principles that bring success, we will find ourselves living with increased capacity and impact. We will not only come Face-to-Face with Greatness, we will become great ourselves.

Desire and commitment to learn and do are the only traits needed to be able to make this happen. There is nothing to lose and everything to gain. The growth you will personally experience and the friendships and contacts you will create will accelerate your personal growth and your family's education.

Facilitating Your Child's Scholar Phase

Helping your children get a Scholar Phase Education is challenging. The first step, vital and unavoidable, is that you or your spouse (usually both) must show them how. You must set the example. Your family educational culture will almost inevitably become the educational culture of your children—one that they will embrace and seek to emulate, or that they will labor to put behind them. The first step to creating leaders is providing an environment that is conducive to and inspires Leadership Education. The next step is to help your children have an effective Core Phase followed by a wonderful Love of Learning Phase.

The Scholar Phase is the crux of the whole Leadership Education model. It

consists of four distinct levels. If you want your youth to get a superb Leadership Education, they need to do Scholar Phase. Specifically, there are four levels of Scholar Phase, as first outlined by Aneladee Milne.

Note that the ages we suggest for each level are simply a median, not the rule. In this chapter and with all the phases, ages are not to be rigidly followed or even idealized, but rather considered simple examples based on successful Scholars from history who progressed naturally from Phase to Phase. Phases will unfold according to each individual child's timetable as we raise our children according to true principles. We want to clearly state that children and youth should not be expected or forced into meeting a pre-set age guideline. Trust the process and endeavor to meet the focus and guidelines of each level rather than conform to specified age ranges.

It is also important to acknowledge that the approximate ages we have listed for youth progressing through each scholar level overlap. Children are different. They develop at different rates and have unique interests, goals, talents, and missions. But the Phases and Levels do build upon previous ones.

Each of the four scholar levels covered below has its own focus. The most common reason they are not done effectively is a simple lack of awareness of the specific characteristics and goals of each scholar level. In reality, mentoring scholar levels with the guidelines given in this chapter will take less teacher/mentor time than most parents are currently giving, and with better results.

This chapter is designed as a guide to parents—the most important mentors of students in the Scholar ages twelve through eighteen. Parents with children in public or private schools should consider sharing applicable concepts of Scholar Phase and its various levels with teachers—and the children themselves—and work out agreements that incorporate them. If one parent is chiefly responsible for a student's education, he would do well to discuss this chapter with his spouse and reach parental agreement on how the phases and levels will be implemented in their home with their children. In other words, the FEC (Family Executive Council) should consider these issues and set policy for them.

For many families it may be the ideal for Dad to become the mentor at this point. In most homes, Mom is the primary facilitator of education in childhood, and with the emotional and biological shift in the scholar's life, the transition to Dad as the mentor may be called for. In many, if not most, homes, Dad has a different approach than Mom, and the change might be just the right thing. Dad will often demand an upgraded structure and also serve as a buffer between the student

and Mom's household demands. However, in these transitional times where two generations are playing cultural catch-up to restore a civilization of freedom and family, Mom's level of scholarship and mission often include community outreach that facilitate an excellent scholar phase. Pay the price to know what is optimal in your family, and for each child.

Equally important to successful Scholar Phase is a Mom who really does the leg-work of the Core and Love of Learning Phases. The family structure as described in the previous chapters of this book works! In fact, your personalized application of it as best fits your home is ideal for the great education of your family.

Historical Roots

For thousands of years before the Industrial Age, indeed, virtually all of human history prior to about the 1920s, young children were primarily educated by Mother in Core and Love of Learning until about age twelve, when their education then became divided among several other mentors. Uncles were primarily responsible for the teaching of the skills of war, hunting and trades; aunts taught the social mores of the tribe or culture. Unmarried or widowed family members were invited into young families as appreciated members who provided inestimable support and assistance with the day-to-day nurturing and responsibilities of living, feeding, clothing and sheltering families. Fathers were responsible for spiritual growth and for helping the individual know her place in the community. Grandparents taught the old ways—the history of the people. They supplied unconditional love to the young ones and held the adults accountable for the exercise of their roles in the clan. A deeper study of tribal culture (there are remarkable similarities, whether we are speaking of Polynesian tribes, Germanic, Native American, African, Aboriginal, etc.) will yield fascinating insights into human nature and culture.

It is difficult in our day and age, with the extended family now splintered into individual units, for the parents to absorb the roles of all the tribal adults. Over several generations, certain jobs became the role of the father or of the mother; some were shared; some became the function of public schools, while for others, society turned to churches. It is commonly believed that young men became Dad's work and that young women stayed under Mom's tutelage—but this is not true academically. Where families could afford it, both male and female young adults received a superb scholar education.

In our current society, when the father owns and fulfils this responsibility with

commitment, youth flourish academically. Of course, Mom and Dad are ideally both active and very involved partners, both before the Transition to Scholar Phase and after. All of this having been said, for some families, Mom will still be the best choice for primary mentor during Scholar Phase, or at least at some levels. There may even be a “tiered” approach, where Mom does most of the facilitating and Dad oversees the accountability. Employ the FEC to choose what is right for your family.

Simply by correctly understanding the material presented in this chapter, you should be able to facilitate an effective world class Scholar Phase for your children and students. This information is a gold mine taken from the educational experiences of great men and women of history and modern educational programs which are effectively accomplishing Scholar Phase.

Tiffany Earl explained the goal of mentoring youth in Scholar Phase this way: “I know what this looks like, but I want them to taste it, to feel it, see it, breathe it, smell it. I want them to be with Reuben in the library studying Freud, I want them to be with Newton in the loft of his barn building and calculating. I want the youth to be with Lincoln and a book by a fireplace. They need to feel it!” The best way to communicate this feeling is to set the example, and share these feelings with your children and youth. Additionally, we highly recommend the “Youth For America” conferences held each summer for youth ages 12-19 at George Wythe College. Adult seminars are often held concurrently on days the youth are meeting, which makes it easy for both parents and youth to be inspired in one trip by attending events catered to their individual needs.

The Practice Scholar (approximately ages eleven to thirteen)

Somewhere between ages eleven and thirteen (give or take 99 years), your student will become a Practice Scholar. You have already taught him the Four Phases of Learning, so he knows that Scholar Phase is coming. He has lived Core Phase, so he knows he is loved and valued; his Love of Learning Phase helped him internalize that you have an important mission, and that one awaits him, too. He began to understand that Scholar Phase would allow him to focus his efforts on laying a foundation for that mission. He knows that he does not need to know his whole mission right now—he just needs to know what the next step is. He knows that how valiantly he takes the next step will impact his future mission, and might even have some strong feelings about what his mission might be.

He knows that for now his non-academic mission is to learn to be a leader during work, play and study with brothers and sisters and friends, to be a peacemaker and problem solver, and also to learn to work and accomplish by being a significant help to adult family members. In fact, he has taken on some real responsibilities in family chores and helps Dad and Mom quite a bit—to the extent that they may even wonder how they can do all they are doing if he trades in his errand running and household managing for mission preparation in the form of scholarly study.

He knows that right now his academic mission is Love of Learning, and he pursues learning in all he does. He has a structured time each day, four to six days a week, ten to eleven months a year, during which he actively studies things he loves to learn about. He knows that when he goes into Scholar Phase, studying will be his major contribution to the family, and others will take up the bulk of his chores and non-academic duties—just as if he were working outside of the home. In Scholar Phase, he will be a Young Adult with responsibilities and privileges distinct from those he had as a child in the home.

He has watched you (and maybe older siblings and your spouse) study math, science, history, literature, government, writing or whatever else you think *everyone* should learn, and so he makes these part of his Love of Learning study. He anticipates that in Scholar Phase he will gain further knowledge in most, if not all, of these areas.

Of course, this is more a feeling or general impression than a specific plan. And because of the way you have studied and shared and involved him, he is familiar with, or at least aware of, the subjects you are sure he will need—though you or he may be expert or accomplished in relatively few. He may already be way above the average conveyor belt grade level in some of these—the ones that interest him. If this is your student, he will soon become a Practice Scholar.

If this does not describe your child, more time in Core or Love of Learning is probably needed. Relax; it is still “You, not Them.” Or, more accurately, stop relaxing and get to work—on you, *not them*. Utilize the inventory in the Transition to Scholar chapter to consider how you might have a positive influence on your student’s *optimal*, not rushed, progress. Then quit worrying about a timeline that is not inspired and FEC-endorsed and go in search of one that is. In many, if not most, cases, this will mean to stop concerning yourself with any timeline and pay the price to become truly inspirational. Apply the Five Environments of Mentoring and help him fall more deeply in love with learning and his future mission

(remember that Love of Learning is more about the *love* than the *learning*). While he is doing this, you get the education you will soon need.

If the description of Practice Scholar does describe your student, it is time to teach him about the levels of Scholar Phase. Make this exciting: a picnic, a retreat, a lunch date, a camping trip, etc. Plan it ahead of time and tell him you have got something really important to tell him. Give him some time to anticipate it, remind him about it and build it up so he looks forward to it. Make it fun.

When the meeting time arrives, tell him that soon he will be moving into Scholar Phase. Reassure him that he will get to choose when and that he will not be forced to do it until he wants to, but that you can see he is getting close and you want to teach him what it will mean and what it will be like.

For the child who is not ready this will be exciting on the one hand, and a relief on the other. He will feel from this communication that the entrance to Scholar Phase, and indeed his education from here forward, is his responsibility. He will likely feel the gravity of the choice and take stock of his own readiness. You may sense his trepidation; merely reassure him that when the time is right, everything will fall into place and it will feel natural and fun for him. Reinforce that it is not advantageous to rush into the change. It will come almost unbidden when the circumstances are ideal.

For the child who is ready to progress into Scholar, your restraint and reassurances will serve only to light the fire under her and challenge her to take on the commitments that await her. In either case, you have put her firmly in the driver's seat, where she needs to be.

Tell her how exciting, fun and wonderful it will be. Then teach her the Four Levels of Scholar Phase. Of course, she already learned the Four Phases of Learning back in Core and Love of Learning, so she looks forward to this exciting new information. Give her an overview of all four levels, and then teach her the Practice Scholar and Project Scholar levels in depth. Tell her she can move into Practice Scholar Level whenever she wants.

Clarify that she will be choosing the levels, and that she should do so prayerfully. Help her understand that God has a plan for her, and express confidence that she will know when the time is right if she will seek it. Talk to her about how she will know. This is a powerful time to reaffirm and expand what you have taught her about communication with the eternal, pondering and meditation, prayer and inspiration, intuition and revelation. If her Core Phase was done effectively, this

will probably be simple. Use these techniques yourself to know when to have this meeting with her. You know how to get answers; employ the FEC to get them and trust the decisions you make.

After the meeting, go back to Love of Learning as normal. Answer any questions she has. A few days or a week later, in an appropriate one-on-one moment, ask her if she has any questions about the Scholar Phase meeting you had as you continue your typical Love of Learning structure and lifestyle.

When she comes to you and says she thinks she is ready for Practice Scholar Level, have her try it once to see if she likes it. If your impression is that you should invite her to try it even though she has not asked: check to make sure you are right, and then follow your inspiration without pushing. It is just a practice, after all. And it is okay for your child to decide she does not like it and stay in Love of Learning for another six months or two years. Keep the Love of Learning structured time going, and help her fall deeper in love with learning.

If he does like it, ask if he wants to do another Practice Scholar day. If he does—great.... If not—fine, go back to Love of Learning. Give him all the benefits of Scholar including reduced chores and other duties for the hours and days he is doing Practice Scholar, and regular Love of Learning requirements whenever he is off. Clearly vocalize and plan this together so you both know exactly what to expect.

Even now, with our three oldest in higher levels of Scholar Phase, we will have one of them from time to time announce that they are going to have a Love of Learning day. This has happened to coincide with large snowfalls (when all the little kids were doing science by sliding down hills in sleds) or when a family of friends was visiting from out of town and a great game of mutants (some pretend thing with everybody declaring their powers and how they interact with everyone else's) ensued.

A true Scholar will not be pulled from their pattern with every whim. If you find yourself being bobbed on a string by an adolescent who is calling the shots of what kind of day he will be having, you need to restructure the plan. *You* dispense the Practice Scholar privileges in a reasonable fashion. Once they take on the commitment of Project Scholar, they should be much more stable and not moved by every childish game that entices. You will be shocked at the things they pass on in order to meet their personal goals when they are truly committed to their path.

Be matter-of-fact but precise with this: in Project Scholar, get benefits; out of Project Scholar, no benefits. This cannot be a punishment, or even held out as a

bribe, or he will quickly dislike Scholar Phase. It must be a natural result—that is all. If he is in Scholar, he is too busy for the normal schedule. If not, he has plenty of time to help. When he likes that arrangement he will know it, and so will you.

Because our first three children are so close in age, we had three dabbling with Practice Scholar at the same time. Oliver proceeded on to Project Scholar like a duck into water. After all his struggles with reading, now nothing pleased him so much as to have license to read all day long. Whew! We were thrilled, and not a little relieved. When we met with Emma and Sara (separately, of course) the next fall to make plans for their coming school year, the question of their placement in Scholar Phase was high on the list. Emma was 13½ and Sara was barely twelve. Emma enthusiastically plunged in to Scholar Phase. Sara was thoughtful, and asked for time to consider the question. She ultimately came back to us with the decision to remain in Love of Learning for a few more months. She actually set the date, several months in advance, when she would enter Scholar Phase in earnest. It turned out to be an accurate prediction, and she was then anxious to get on with it!

Rachel was grateful to have our next child, Eliza, in the less demanding schedule of Love of Learning and available to help with family work (remember the Scholars are no longer errand-runners and can not be interrupted during Scholar hours—basically 9-5—unless it is an emergency). The younger ones were still in Core, learning valuable lessons through work and play and gaining competence in their relationships, social skills and chores.

Practice Scholar Level Guidelines

The definition of Practice Scholar Level is that the student moves in and out of Scholar Phase for a few hours, and eventually a day at a time. Here are a few important guidelines to this level:

- As the parent you should support but not push the Practice Scholar.
- Whenever your student is in Scholar Phase, meaning she is doing Scholar studies, free her from non-academic responsibilities for those hours or that day. For example, if your Love of Learning study time is five hours and she has two hours of chores, have her Practice Scholar day be seven hours long and have someone else do some of her chores.
- Do not plan Practice Scholar Level studies for a week or even two days. Take

it day by day and let her live a Scholar schedule or go back to Love of Learning on any given day.

- The Practice Scholar moves back and forth between Love of Learning Phase and “trying out” Scholar Phase. The key is to reward her with study time as she wants it. The natural consequence of studying is that she spends time on studying rather than other things.
- If your children are in public or private school, you may be thinking that most of this applies mainly to homeschoolers and that your children are getting all they need away at school. This is not true. Most public and private school students actually spend very little time *studying* at school. The classroom setting is powerful for lecture and for group discussion (both important environments of mentoring), but personal study time is almost non-existent. The truth is that homeschoolers typically get more study time than their peers; so, if your student is in a traditional classroom school, it is even more important that special arrangements be made (simplifying other outside time commitments, lightening family workload) in order to get enough study time. In her six hours away at school, she will typically study far less than two hours—so she will need six to ten home hours of study daily to get Scholar Phase. As mentioned earlier, hardly anybody in America does Scholar Phase anymore, but it is still the foundation of any great education. If a traditional classroom model is right for your student, try to work out long library study blocks, or better still, no-class study days with his teachers. Go back and re-read *The Chosen* and note the class time versus study time. Remember, Scholar Phase is lots of study time, not lots of seat time.
- Where applicable, promote younger siblings to more responsibility to take up the slack of extra chores to be done. This is a powerful chance for your younger children to develop the skills of responsibility and follow-through that oldest children typically experience, and for your oldest children to experience the security and nurture of middle and youngest children. Where needed, take up the slack yourself. Families really are ideal to great education; use this “natural order of things” rather than fighting it like the conveyor belt does.
- Do not make any formal scholar agreement with your student yet; just give her a daily option of doing Scholar studies that are more demanding than

her normal Love of Learning schedule. It is not going backwards if she is on for a while, then off. For most kids this is normal and healthier than just going into Scholar and never backtracking into Love of Learning. Expect her to back out numerous times in the first one to two years. Support her when she does.

- Never, ever gloat, manipulate or use extra chores against her. Try to keep the academic relationship, the home management relationship and the unconditional acceptance relationship separate. There are times for accountability in both the academic and home management arenas, and reprimands and praisings will follow. But the one should not be confused with the other (either by the parent or the scholar). Praise for scholarly achievement must not be withheld based on low performance around the house; excellence in family duties should not translate to release from study time as a “reward.” This is extremely important! Adolescents, with their hormonal mood swings, tend to bring the emotional volatility of a Core level child and couple it with the self-analysis of an adult. They will judge themselves in absolute terms (either thinking they’ve got all their ducks in a row because they study so long and hard or thinking they’re worthless because ---- well, because their hair is too straight, or whatever...). As a parent and mentor you need to help them find clarity in self-evaluation by being cool-headed and helping them to separate the various roles they are fulfilling so that they can approach each one with vision and resolve and enjoy the successes and learn from the failures based on real issues. And even as we keep separate the relationships of mentor/scholar and home manager/worker, no performance or failure in either of these should affect the unconditional love, support and acceptance that a child feels from a parent.
- When she goes back into Love of Learning, revert to the old time structure. This does require the family to be flexible and can be a logistical challenge for a time, but it is a critical element of choosing to do the hard work required as a scholar and should not be shortchanged.
- In all of this, allow her to study whatever she wants (within the bounds of morality and decency, of course; the goal here is academic freedom and inspiration, not an absence of common sense or parental wisdom). If the FEC determines that she really needs to study a certain topic, be prayerful and

inspirational in getting her to voluntarily choose to study it (even if in a few cases it is only out of trust for *your* insight and not for personal passion).

- Use the testing environment: ask questions about what is being learned, have her give reports to family and friends, perform, showcase, etc.
- Tell her she can go on to the Project Scholar Level whenever she wants, after she has shown that she can do multiple Practice Scholar days in a row. Both the student and the parents should seek direction about this change. Do not push her to it. She may spend as much as one to two years in Practice Scholar Level.

The Project Scholar (approximate ages thirteen to fifteen)

The Project Level will likely last about two years. Students who do a long Practice Level may choose a shorter Project Level, and vice versa. The student must choose to move to Project Level, and will likely do so naturally as he seeks more and more Practice Days over Love of Learning. Re-teach him the Scholar Levels periodically during Practice Level, and let him know without any pressure that the next step he will make someday is Project Level. Some will make a relatively abrupt transition; others will dove-tail into it with more and more Scholar days and progressively fewer Love of Learning days over time.

During Project Level, your student will be permanently removed from children's chores and be able to do Scholar studies almost every day. If a student moves quickly into this phase, with a very short Practice Level, that is okay; as long as he has chosen it on his own without pressure. When he decides to go into Project Level, sit down with him and write out a formal agreement. The agreement should be very short—probably less than half a page. The agreement should include the following:

- Two columns: Left column labeled “Responsibilities”/Right column labeled “Benefits”
- Under “Responsibilities” list items such as the following:
 - The family responsibility(ies) that he will own (remember to keep it simple and reasonable)
 - His daily/weekly/annual study time structure
 - Daily written summary and time it is due

- “Act like a Young Adult in morality and righteousness”
- “Act like a Young Adult in continual nurturing of relationships in the family”
- Under “Benefits” list the following:
 - Ownership of responsibilities, not errands
 - Only one or two responsibilities, on his own time and schedule, with standards clearly outlined (e.g. laundry once a month might be sufficient for the Scholar, but the rest of the family would run in to problems)
 - Time to get a great education of his choosing
 - Time to pursue the preparation for his mission in life
 - Mentoring as he needs it
 - “To be treated as a Young Adult in the home instead of a Child”
 - “To be included as a Young Adult by parents in settings outside of the home, instead of a Child”
 - All of the above, as long as he satisfactorily fulfills all of the Responsibilities listed.

Note that to be treated as a Young Adult in the home might be to include the youth in certain discussions, or when other adults are visiting; outside of the home includes finding opportunities to give the perks, like—do an adults-only activity (a certain movie, or going to dinner with Mom, Dad and Scholars).

Project Scholar Level Guidelines

Teach your Scholar about Project Level during Practice Level. You may decide to tell him he can qualify for the Project Level when he has done at least three consecutive Practice Scholar Days on three separate occasions. Here are some specific guidelines for this level:

- Create a Written Contract that both the student and parents agree upon.
- Keep it brief, and follow the Responsibilities & Benefits format.
- Hold a meeting with the student and parents to formally agree upon the Written Contract, and clearly talk through expectations. Agree upon which parent will be the mentor, and what time the daily reports will be due.
- If the agreed-upon mentor is not a parent, parents still need to be part of the

meetings and party to the final agreement. In fact, in such cases the parents must be very actively and closely involved in the whole process.

- Hold a family meeting, announce that the student is now in Scholar Phase, clearly show what responsibilities he will have, and discuss the new structure of who will get chores done and how the family will work under this new arrangement. Clarify what the Scholar will be doing and not be doing, and begin the planning for how to rearrange family structure.
- These points apply to all Scholar Phase students, whether they attend private, home or public school.
- Post the written agreement in a high traffic family area where the Scholar can refer to it if the parent is tempted to violate it.
- Honor it. If you want to change it, call for a meeting with the Scholar (and parents if someone else is serving as mentor) and ask to arrange a new agreement. But strictly honor whatever agreement is written and posted.
- The Scholar turns in a daily summary of what was learned. It should be brief, but the student needs to do one every day.
- The mentor looks at each daily summary and spends a few minutes asking questions—this is the Testing Environment. This can be done daily or weekly as best fits the mentor’s schedule and the Scholar’s needs. But it must be done consistently.
- The student studies what he chooses following structured time, not content. The mentor gives suggestions and guidelines about what should be studied, but supports the student’s final decision. However, the mentor can recommend that the student find a different mentor if there is a serious difference of vision. And, of course, parents always have veto power on issues of morality and decency.
- The student accomplishes the agreement, and any other specific commitments that he makes.
- The mentor holds the student accountable for completing the agreement and the commitments.
- If the student breaks the agreement or commitments, he accepts the mentor’s response including consequences. It is highly recommended that mentors study and apply *The One Minute Manager*.

- The Project Scholar is ready to move to the next level when the mentor feels that the student is self-directed to the point that the daily report is unnecessary and that a monthly meeting will do.

The Self-Directed Scholar (approximate ages fourteen through seventeen)

The Self-Directed Scholar studies eight to twelve hours a day, five to six days a week, ten to twelve months a year for three to four years. This 5,000 to 8,000 hours of intense study builds a huge base of knowledge and skill which can be applied to whatever mission the later adult embarks upon.

This model is based solidly on the experience of great leaders of history and how they were educated—the great statesmen, thinkers, artists, businessmen, generals, historians, philosophers, mathematicians, prophets, sages, composers, and entrepreneurs. “Success” may be possible without a superb Leadership Education, but lasting freedom is not. And a great education enhances anybody’s abilities, talents, opportunities, skills and options. The foundation of this education comes in the Self-Directed Level and is expanded in the Mentored Level.

One of the most valuable ways for a Self-Directed Scholar to learn both knowledge and skills is to have teaching opportunities. This can be accomplished by having him teach what he is learning in regular tutorials with Core and Love of Learning or early Scholar students. Again, the family structure will provide ample opportunities for this to occur and is ideal to learning. Other opportunities can be found in community groups, in discussion groups, with extended family where the Young Adult finds his peer group with aunts, uncles, grandparents, close family friends and other Young Adults rather than the “teenager” crowd. Community involvement in martial arts, piano recitals, singing groups, scouts, sports and other activities started as early as Love of Learning also provide valuable opportunities for skill, intellectual, leadership and spiritual development.

Self-Directed Scholar Level Guidelines

The Self-Directed Level begins when the Project Level Mentor feels that the student is progressing well enough that daily reports are no longer needed. Guidelines for this level include the following:

- The mentor meets with the student and recommends that he move into the Self-Directed Level. Together the student, both parents, and outside mentor

if applicable, meet and create a new Agreement which moves to 8-12 hour study days at least 5 days a week for the next 10 months. The Agreement allows time for the student to do up to 12 hours if he chooses.

- Daily reports are discontinued.
- Reports are now turned in as they are completed, including papers, articles, poems, art projects, recitals, art shows, book reports, seminars, events, performances, etc. The mentor puts some real time and effort into giving feedback to these submissions, applying the “Quality not Conformity” principle. Anything less than high quality is not graded. Instead, the student is coached on how to improve and sent back to work—over and over until excellence is attained.
- The mentor meets each month with the student in a formal meeting. The student brings a list of everything read and copies of work done to this meeting. Together the mentor and student outline the plan for the next month, structuring time and some general content plans. The content may be changed by the student at any time, but the discussion will help outline areas of student interest and spark mentor input and teaching. The student and mentor should be disciplined in holding the meetings, coming prepared and spending enough time to make them valuable.
- The mentor’s main job during this phase—next to inspiring—is to schedule and hold good monthly mentor meetings, where the main focus is the Coaching Environment.
- The student and mentor should make sure the Five Environments of Mentoring are all healthy. As Tiffany Earl put it: “Some of these environments take place in the home, but often they are supplemented with outside experiences—great lectures by inspiring men and women, classes where classics are read and discussed among peers who are seeking the same demanding education and where teachers expect written and oral tests. The key here is to look at the ratio of study time to class time. If a student studies eight to twelve hours a day, how much time is left for colloquia, lecture, testing, coaching and tutorial outside of the home? Enough to take advantage of peers and outside teachers but not so much as to distract the youth and tempt him to put the responsibility to educate himself on others. Do not underestimate the power that other youth can have on your student, for good

or otherwise. Use that power for good—for high standards, for nobility, for greatness, for statesmanship.”

In addition, mission phase parents can band together to create an optimal peer experience coupled with the high-quality instruction and tutoring by engaged mentors.

The Mentored Scholar Level (approximately ages fifteen to twenty)

At some point, the student has a good, broad, quality education with some depth in a few areas of interest. The student eventually reaches a point where he wants or needs to move out from under the wings of parents and take on the world. The increased maturity of youth who have been engaged in a Leadership Education to this point puts them in an interesting position. Some may be ready for the educational intensity that a mentored scholar experience such as college provides but are too young to live away from home on their own. We would like to direct a few remarks to this group of mentored scholars in particular and then will proceed to discuss mentored scholars who are ready for a college experience away from home.

The Mentored Scholar At Home

The need and commitment of the mentored scholar to take on the challenge of more intense scholarly preparation will coincide with the age of life during which contemporary society will be asking them about their professional and college plans, and expecting their highest excitement to be centered on driving, dating, getting a job and engaging in entertainment. The mentored scholar will hunger for increased depth, breadth and mentoring in scholarly studies combined with a need to reach out to ever-expanding circles and relationships. Parents and mentors must be especially vigilant and play an active role in helping their youth find or create an environment in which their needs can be met in a way that furthers their Leadership Education and personal mission. If this is not done, all of the powerful drives the youth will feel at this point are in danger of being met in less ideal ways; this can lead to disillusionment and failure.

Consider implementing one or more of the options that have proven highly successful with youth in this situation. One option is the creation of an academy led by a high quality liberal arts mentor that focuses primarily upon scholarly studies

and discussions. It may be time for individual studies with a carefully chosen scholar mentor well-versed in the methods of Leadership Education or the mentored scholar may wish to do college courses through a distance learning program. Some students take courses from local schools or mentors that are tailored to their life mission while they have the time at home to dedicate themselves to improving their skills in these areas. Some start a business or find an apprenticeship arrangement.

Many parents have had great success creating organizations of like-minded youth and families that provide experiences which provide refinement and growth for the scholar as well as friendships with friends and families who share similar goals. These groups take the Mom School one step further by allowing the youth to take on and grow in leadership capacity, being an influential and responsible part of creating and running the group with parents and other inspirational adults as mentors. Some activities that have been successful in groups such as these are: mentored book discussions, projects such as play-writing and acting, creative publications, leadership and character development, public speaking, simulations such as mock trial and constitutional conventions, field experiences such as community involvement and cultural events, writing, Shakespeare, social dance and sports, inspirational guest speakers, service and performing opportunities and on and on.

In our case, we have created a “College Prep Finishing Course,” which is designed to “fill in the gaps.” Youth at this stage of development are ripe and anxious to address any deficits in their preparation, and have far less difficulty overcoming the personal opposition to working on their weak points than they did even six months earlier.

Our College Prep class addresses advanced survey knowledge of cultural literacy, history, geography, the scientific method, basic and advanced math, spelling, grammar, punctuation, public speaking, research, computer skills, writing, logic, debate, negotiation and diplomacy, social dance, vocabulary from Latin and Greek roots, and colloquia. It is an ambitious project, and the fifteen- and sixteen-year-old youth who attend are thrilled to add refinement to their depth and ambition. Most have an amazing education and social skills reflecting the years they have followed their own interests. They are now primed to accept the guidance of a mentor in addressing the things they did not focus on previously, and their learning curve is sharp as they pick right up on the things they didn't concern themselves with before. They are growing in confidence and competence, and feel like they have a real plan on how to be college-ready when the time comes for that step.

This time is far too valuable in the life of a scholar to be wasted or misdirected due to lack of filling some important needs of the scholar. Take care to maximize the potential of these few years.

The Mentored Scholar at College

When the mentored scholar is ready for college away from home, parental mentoring is not yet completed. First, the student needs help in choosing the right place to go. College students need to be mentored, not just run through another conveyor belt.

Starting over away from home is like a new birth, an intellectual and social birth, and the choice between a conveyor belt or leadership college experience is every bit as important as the same choice at age six or twelve. In some ways, it is more important, because this time you will not be there daily to pick them up, dust them off and re-assemble dropped pieces. Ideally, your Scholar has been well prepared to make such decisions. And with your 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 downward trend, and the Industrial Age migration of the family into the workplace sped it up. Whatever the cause, our generation desperately needs to clearly identify these mistakes. Then we need to learn to apply strategies to correct, and better still, avoid, these mistakes in our own homes and families. On a purely practical level, it is almost impossible to effectively implement Scholar Phase without knowing and overcoming these mistakes.

Here are the top 8 mistakes parents make with Scholar Phase children, and how to avoid each:

Mistake #1: Treat Them like Teenagers, Instead of Young Adults

To make this clear, we need to define some terms. Teenagers are basically adolescent youth who act like children. Often, the adults around them expect them to act like children. Examples are everywhere in popular culture: just visit any local high school or watch the TV adolescent norm exhibited in a host of shows and movies.

Young Adults are children, adolescents or early twenty-somethings who act like adults, regardless of and often in spite of the environment and expectations around them. Examples of young adults are plentiful in the classics. Observe the adult behavior of the amazing children in *Little Britches*, *Man of the Family*, *Pollyanna*, *Where the Red Fern Grows*, *Down the Long Hills*, and a host of other child stories. Young adults are also exemplified in the adolescent and early adult heroes in scripture, mythology, and books like *Laddie*, *Jane Eyre*, *Sense and Sensibility*, *The Fields of Home*, *The Red Badge of Courage*, *The Lonesome Gods*, *The Walking Drum*, *The Chosen*, *Great Expectations*, *Farmer Boy* and others.

The classics also teach us about teenagers, such as Lydia, Kitty and Mary in *Pride and Prejudice*. Indeed, the most challenging question of this book may be how the same parents managed to raise such childish teenagers and also such mature

young adults (Elizabeth and Jane) in the same home. When Lydia gloats that her sisters will be jealous of her because of what she has done and Mrs. Bennett exults in seeing her young daughter “married” (she says it with great pride and accomplishment), we see the seeds of the Anglo-American teenager. Current American culture has degenerated a step further—now we eschew the marriage altogether, promote the one night “hook up,” and wonder if married thirty-somethings with children will ever start acting like adults rather than teenagers.

Even many families who do not condone this extreme “norm” still worry about a young adult who likes to study long hours, would rather sit and talk with the adults than the teenagers at social events and does not really want to go out a lot with friends. Indeed, teenagers never become adults by acting like teenagers; they become adults by acting the part.

The only way to help a young person become an adult is to give him responsibility—real responsibility. The difference between childhood and adulthood is in emotional maturity, trustworthiness and responsibility. Those in between must either be caught in the past or moving to the future. A young person with real responsibilities who fulfils them is a Young Adult. Anyone else is a teenager.

In the modern family, it takes both parents and youth to make a young adult. Only the parent can truly pass on responsibility, and only the youth can choose to fulfill it. Amazingly, in some of the most committed families, we have the strange situation of young people trying to be young adults who are forced by their parents to be teenagers. Their parents will not give them real responsibility. Historically, the poor and often middle classes got whatever education they could by age ten to twelve and then took on full adult responsibility for feeding, clothing and supporting themselves and family members. The wealthy youth also had a responsibility, to get a superb education for the future of the family. In modern America—what a blessing—even the poor classes get to educate their youth. But unless they see their education as a real responsibility, as part of their mission in life, as something expected and needed of them by God, their country, and their family, they are just teenagers playing at child’s education.

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 dis-

covery 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 class into a Jefferson Classroom. They threw out the “require” and tried to inspire. This took a little time, and then one day after a lot of hard work it clicked! They were on. They were inspiring.

Students sit up, then move to the edge of their seats. Even the sleepy kid in the back notices something going on and gets enthused. An electricity fills the room. The words mission, quality, depth and study seem to just download directly into the student’s minds. No data error. They love it.

Students crowd around the teacher after class, eyes wide and excited. “I really can do it, can’t I?” the sleepy back row kid asks. “Yes. You just have to put in the time.” “Why not,” the kid thinks, “everything else is pretty boring anyway.”

“Everything will be different now!” the teacher punches the air in victory when the door closes behind the last student, “I can’t wait for tomorrow!” The next day is fabulous, and the day after. The whole week is amazing. Students study, the teacher rewrites the syllabus, other teachers notice an amazing change and start changing their class plans.

On the ninth or tenth day of class the students shuffle in quietly and do not make eye contact. “What’s wrong?” the teacher asks. Most of the students did not finish their studies. “No problem,” the teacher informs them, “just get back to it tonight.” But it gets worse the next day, and the next.

“I must need to inspire them,” the teacher decides. So in class he launches into an even more inspiring discussion than last time. But nobody responds. The teacher ups the energy. No result. This is frustrating. What is wrong with these kids? His voice takes on an edge. “Education is so important. You have a mission. You will not fulfill it if you do not get a great education. You will not get a great education if you do not study. You have done it already. You loved it. You do not want to be mediocre. Come on ...” His voice trails off. The bell rings. The students shuffle out.

The kid from the back waits until everyone is gone. He stands up in belligerent body language and tone of voice. “Look,” he says, “my dad won’t let me study all that time, okay! Just back off. I’m doing the best I can. I have to mow the lawn, help with the dishes. My dad said he’s sick of me just sitting around reading all the time. He says I’m old enough to help, to get my lazy butt off the couch and do something constructive. He wonders what’s gotten into me anyway, just sitting around reading, not even hanging with my friends anymore. He’s sick of it. So, if you gotta problem, you talk to my dad. Not me. Okay?!” He stalks out.

The teacher asks a few of his best students over the next few days. Same story. “I’m really sorry,” they say, one after the other. “I really like your class,” they say. “I’ll still do the best I can. My mom really needs me. You’re not mad at me, are you?” they ask, with big, round eyes.

The story speaks for itself. We have taken license with the details, but we have heard the story repeated over and over. When we ask homeschooled youth, they tell the same story. It might be true in your home. They cannot get a Scholar Phase education if you will not let them.

Make an agreement as outlined above, and discipline yourself to stick to it. Getting an education takes work, it is a powerful part of mission and is a real

responsibility—a worthwhile one. It is a valuable use of youth; it is the best use of the young adult period in life. Young people who read all day are not lazy. They are students. And it is tempting to want to help them to “balance” their lives. But compared to the non-scholar generation they are living in, and the level of leadership that will be required to face upcoming generational challenges, these few youth *are* the “balance.” And we need thousands more to achieve a good balance. There are only a few of them in America, it is true, but there should be more. And if you happen to have one in your home, or three or four, you have done something right. But do not shut them down. Let them do it!

Mistake #4: Give Them Too Little Non-Academic Work

They do need responsibilities, but real responsibilities. Adults, and young adults, have responsibilities. Children, on the other hand, help parents with the parents’ responsibilities. The parents own the responsibilities, they are the adults, and the children are just helpers. They get sent on errands, or they do a job for a week because the parents say so.

When you really want the student to go into Scholar Phase, not Practice Level but full-fledged Project Level and beyond, they must graduate from child to Young Adult, and the most powerful signal that they are now a Young Adult is to leave errands behind and be given ownership over some important household duty. Dad has such things, even if he works full time. For example, in our home Dad oversees the yard, lawns and trees. They are his responsibility; if he does not see to it that they are watered, they die. Dad also has part of the house that is his responsibility; if he does not clean it, it gets pretty dirty. Mom has things that are hers. We are adults. If you want Young Adults instead of teenagers, they must be given real responsibility. This is one reason why a farm is so powerful for raising young people. If your twelve-year-old does not feed his rabbit, it dies.

But it works in any home. If your fifteen-year-old owns breakfast every day and he does not fix it well, everyone complains and the little kids cry and you do not have to punish him at all. The natural consequences take care of it and he either shapes up fast or cannot do Scholar Phase and is given a list of daily chores to report back on in addition to his daily Love of Learning structured time. If he goes back, make it matter of fact—a natural consequence, not a punishment. It is only negative if you do it negatively. If you treat him as an adult as long as he acts like one, he will mostly act like one.

Part of a young person's education should be training to be an effective, contributing adult. When you treat him like a teenager you just delay this vitally important experience. A good guideline for what responsibilities to give is: How much would he have to do if he were a roommate away at college? He would still have responsibilities, but they would be responsibilities instead of errands and they would be relatively minimal. Your younger children need to step up and learn to work; or, if the Scholar student is your youngest, or only, child, you will have a lot less to pick up than when you had three and six year olds running around the house. Families work. It is almost as if whoever created families really thought through the details and put it together perfectly!

Mistake #5: Promote a Typical Modern Teenager Social Life

It never ceases to amaze us how ingrained this conveyor belt mistake is in parents—ourselves included. Maybe it is because the best part of our conveyor belt education was the social part. Athletics, debate, theater, music, our best teachers, clubs, dances, assemblies and activities all used mentorial instead of professorial methods, inspired instead of required, used classics (in football, we never read a textbook but talked about the great players, great games, great plays; same in theater), structured time instead of content (we hardly ever knew what we would cover in practice, just when it started and ended), set the example, and so on.

But just as much as the activity side of conveyor belt schooling tends to use principles of great education, it seems that most classrooms are dedicated to doing the opposite—professors, textbooks, structured content, requirements, complex curriculum, etc. It is probably natural that we tend to see the social activity side of the conveyor belt as a good model to follow.

Since adolescents are very social by nature, we want them to have social activity outlets. And since most of what we know about social activity we learned from the conveyor belt (especially if you were one who really liked that part of your school experience), we just copy it. “What else is there?” we wonder. And when we are involved in community, church or other social activities, we model it after what we know—conveyor belt schools.

If your child spent a lot of time on the conveyor belt, you may need to rethink this together. But if he did not, if he was leadership educated all the way, you may need to sit back and learn from him. Ask him what kind of social events and activities he wants to get into and help support his interests. Contrary to modern

opinion, hanging at malls and movie theaters with other kids your own age away from parents is not a staple of growing up, but lots of social interaction is. Our point is not that Young Adults should be less social. A healthy Young Adult wants more social interaction outside of the family than he will seek during any other part of his life. It is a great part of life. Young Adults need lots of social interaction, sometimes several times a week, and you can help.

Our point is that we probably should not promote the type of social interaction we had on the conveyor belt just because it was our experience. You may have loved the prom, but a real-world gala will likely be more fun for your leadership-educated daughter. Chances are the local teenager prom will not be very fun at all for a Young Adult.

Such was fifteen-year-old Emma's comment as she anticipated a graduation gala at George Wythe College. She recently attended a debate tournament held at a high school in Las Vegas. The Homecoming dance was to be held that night in the same auditorium, and volunteers were busily decorating for the event. She reflected on the streamers and balloons and the probably top-40 music to be played, and the mind-numbing sameness of the dances, the social mores of whom you could or could not dance with (heaven forbid that a group of girls would simply move to the music together with no partners!), the politics and heartbreaks, etc. It surprised Rachel to know that such an event held no appeal compared to the lovely ball she anticipates. But then again, it didn't.

Robert Kiyosaki mentions in his *Rich Dad, Poor Dad* series how the poor teach their kids to join football or basketball teams; the wealthy, golf or tennis. It is conveyor belt versus leadership all over again—employee training sports versus individualized, mentored leadership athletics. Of course teamwork is also valuable, but you can learn teamwork just as well in swimming, tennis, golf, and martial arts. The same lessons apply to other facets of our social life and activities.

Baseball was Oliver's love from ages eight to sixteen. His coaches and teammates were among his best friends and most influential mentors. He would not change that experience for anything. When our children came of baseball age, we took them to a baseball park to watch a game, and also to a martial arts studio to watch a practice. They enjoyed both, but we noticed the tension of parents arguing at the baseball game versus the order and safety of the dojo. It was ironic, but more importantly, it was a powerful lesson in leadership.

Our children who are old enough have all elected to take martial arts rather

than baseball. Their younger siblings may choose baseball, and we will support that choice, but we will not make the mistake of just flat out promoting baseball even though that was an important part of Oliver's youth and education.

Mistake #6: Ignore the Written Agreement

The best way to make this mistake is to go through all the motions of an agreement and then just pretend it did not happen. Require your Young Adults to do whatever you are in the mood to assign them—dishes, diapers, tending, errands—whenever it is most convenient to you.

If they bring up the agreement, inform them that you are the parent and that as long as they live in your home they will live by your rules. Do not check daily to see if they have turned in their daily report. Do not ask them for it if it is not in on time. Do not send them back to Practice Level when they do not do the Responsibilities listed on the agreement. Just live as you did before.

You can easily predict what your results will be. If you want great educational results, be a great mentor. Check their daily work as you agreed upon, and follow the agreement exactly. Make it brief and simple instead of complex, then follow it exactly. Put real effort, energy, time and prayer into making really good agreements and then follow them exactly.

Mistake #7: Don't Have Them Mentor Younger Siblings

To make this mistake effectively and repeatedly, all you have to do is believe the following conveyor belt myths:

- Youth are teenagers, meaning you cannot give them real responsibility.
- You especially cannot give them responsibility over teaching, which must be done by experts.
- They cannot do it as well as you can because you are older and more experienced.
- They will not teach well because they are not certified, they do not even have a degree or a diploma.
- In order to do a good job, they will need to be supplied with a well-structured, technical curriculum.
- If they are teaching younger students, they will not be working on their own studies.

Of course, all of these are conveyor belt myths. The truth is you want young adults rather than teenagers in your home, and you want your children to become young adults. Your advanced youth will bring a passion, excitement and a learning curve to teaching that no expert can ever hope to duplicate.

The teacher always learns more than the student. If they are teaching, they are learning. When you start a new concept, it pays to be the student for a while because you will be soaking in information like a sponge in this new arena of learning. But after a while, you need to teach it to really understand it. So we do not recommend having students in the early part of any phase do a lot of mentoring of younger students. Late Core and late Love of Learning will teach and discuss as they choose. Just let them. Early Scholar Phase students need to just study and soak it in, during Practice and especially Project Level. Students should really do a lot of mentoring of younger students when they are in the Self-Directed Scholar Level. The more they can teach tutorials, group discussions, informal testing, lectures and coaching, the better. In the Mentored Level of Scholar Phase and in the beginning of Depth Phase they will be soaking in new information again. In late Depth Phase, they need to teach extensively.

You do not need to memorize this or outline it in a complex system. Just follow this simple guideline: when older students want to teach, mentor, or do a report for younger students and the younger students want to be involved—that is great. Support it. And follow this pattern yourself. Study, learn, share, repeat.

Mistake #8: Do Not Clearly Outline Ownership

Doctors Jim Jenkins and Terry Warner both give examples of couples who used to get upset with each other every year at Christmas. They had very different perspectives about the holidays and what constituted a “good Christmas.” In fact, both of them thought they owned Christmas. This example hit home for us because we had the same struggle for years. In Oliver’s words:

I thought I owned Christmas and got to decide what we were going to do, what Christmas tree we would use, how it would be decorated, what the gifts would be, etc. As you can see, this was very selfish.

I did not originally care, in fact I had not really thought about who owned Christmas. But then, one year when I was young, my mom took me and my brother to buy a Christmas tree. We took it home and spent the afternoon decorating it. We were all very excited to surprise Dad.

But Dad got really upset. He had already purchased a tree, had it hidden, and had spent hours personally hand-making dozens of beautiful paper Santa Claus ornaments to put all over it. My parents never argued in front of me, so I do not know how the discussion went. But what came out of it was that from then on Dad clearly owned Christmas. Mom could make suggestions, but Dad owned Christmas.

Now that may or may not have been the best arrangement—like I said, I do not know what went into making the decision. Maybe it was the perfect decision for them, and maybe they worked it out wonderfully. None of this was ever vocalized to me. I am sure they worked it out with each other, made a decision and went forward. But their decision seemed binding on *me*. When I got married, I just assumed that Dad owned Christmas, and since I was now Dad, I obviously owned Christmas.

Rachel came with a different view. The point is that we had a misunderstanding in this area until we clearly sat down and asked about the ownership of Christmas in our family. We did this several years ago, after a seminar where Doctor Jenkins brought up the concept, and it has made all the difference. Here are the options we considered:

- Dad owns Christmas
- Mom owns Christmas
- The children own Christmas
- Dad and Mom jointly own Christmas
- The whole family jointly owns Christmas

You can go into a lot more detail if one of these is not clearly the answer. We do not believe that there is one right answer for each of the following questions such as: the whole family should own Christmas, Dad should own the yard work and taking out the trash, Mom should own changing diapers and washing the dishes, and the oldest son should be in charge of meals. These are the kind of patronizing generalizations that the best kind of feminism fights against. But we do believe that in families we can sit down and work these issues out to the agreement of everyone. One family decides that Mom owns the meals and dishes, while another decides Dad owns it, another that the third daughter owns it, and still another that it is owned jointly. And all four families are right—depending on how they reached their decision.

This principle of ownership is powerful in many arenas of family life, but our focus here is the education of children and specifically Scholar Phase. Here is how our family defines Scholar Phase ownership:

Who owns the responsibility for feeding the children and young adults in our family?

The parents.

Who owns the responsibility for housing the children and young adults in our family?

The parents.

Who owns the responsibility for the young adult obeying God's commandments?

The individual young adult.

Who owns the responsibility for the consequence if a young adult disobeys family rules?

The parents.

Who owns the responsibility for establishing the family rules?

The parents.

Who owns the responsibility for the young adult obeying the family rules?

The individual young adult.

Who owns the responsibility for providing a consequence if a young adult disobeys?

The parents.

Who owns the responsibility for a young adult's education?

The individual young adult.

Who owns the responsibility for a young adult's educational agreement?

The young adult and parents jointly.

Who owns the responsibility for submitting a daily study summary?

The individual young adult.

Who owns the responsibility for reading and responding to the daily study summary?

Dad.

Who owns the responsibility for deciding what the consequence will be if a young adult does not follow his/her educational agreement?

The parents.

Obviously there are a lot more than these, but these are the clear ownership guidelines for Scholar Phase in our family. Your family may be very different, and that is great as long as you take the time to clearly outline ownership/stewardship. This can be done over time, but it is worth getting started. Just discuss who owns what, using whatever process you use for getting clarity on such matters, and begin putting your structure together.

Avoiding these eight common mistakes will help put the family back at the center of education, and of society. Separating family members to benefit the market may have been a success for the industrial age, but the impact on society as a whole has been tragic. If it is time for your family to get back to family basics, implementing Scholar Phase with your Young Adults is essential. Indeed, without Scholar Phase you likely will not have Young Adults at all.

Scholar Phase is not impossible, but it is hard. Families who do it well have a lot of fun, get a superb education, and inevitably impact the family, community, society and posterity for good. A great education makes a real difference in each person's future, happiness, and success. And parents make all the difference in how effective Scholar Phase is in any family.

America is desperately in need of families and schools that do Scholar Phase. Young Adults are in short supply, and they virtually cannot exist without the support of parents and the home. Whether your children are educated in public school, private school, homeschool or at a preparatory or boarding school, your whole family will benefit from a quality Scholar Phase educational culture.

Of course, as we have said many times above, you must set the example. With that done, you must give the Scholar permission to do the full-time work necessary for Scholar Phase. The rest of your family will benefit. And as your family gets it right, the whole society and nation will benefit. Scholar Phase is certainly a personal choice, but the consequences are literally global.

If you have young people in Scholar Phase, invite them to read and study this information and hold a tutorial or group discussion about what you and they learn. They can likely teach you as much about how to apply this as you can teach them. This chapter is designed to be used as a reference guide. Read it through, come back to the parts which apply to your students right now, and come back to it again and again as they progress through Scholar Phase.

Note that what is outlined is the ideal. It will work if followed. Mentoring is powerful when this system is applied; the student studies and the mentor really leverages the student's efforts. But if the mentor does not follow the system, the same power inherent in mentoring can significantly hurt the educational success. We did not *invent* Leadership Education; we codified it. There are many wonderful mentors and teachers out there who have internalized these principles from their own study or experience. They are natural treasures, and if you have the chance to employ one as a mentor do not miss the opportunity. But for most of us, these things do not come so naturally. With the education of our own children at stake, we want our learning curve to be as efficient and as effective as possible. For us, time and effort invested in learning and understanding Leadership Education and getting off the conveyor belt is essential.

Finally, we feel it is essential to repeat once again: You are the expert on your family. These principles are powerful and they work. This is all the more reason that it is worth your time and serious reflection to learn how to personalize and apply them to get the education worthy of the great missions you and your children are meant to accomplish. Base your decisions and actions on true principles and long-term life goals using your spiritual or inner eye, not social fear of what others might think or a conveyor belt hangover. When you know deep down inside something is right, regardless of whether or not you like it, go for it. You can do it!