



The Center for

**SOCIAL LEADERSHIP**

# Reweaving the Fabric of Freedom

Finding *Your* Path in a Comprehensive Plan to Revitalize America

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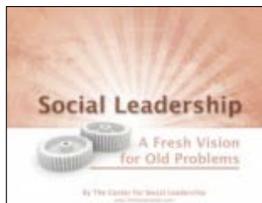
## About The Center for Social Leadership

The Center for Social Leadership (CSL) is a think tank and action organization dedicated to building [social leaders](#) for the 21<sup>st</sup> Century.

Humanity is experiencing dramatic changes. Traditional leadership is broken. Conventional human organization based on hierarchies and formal authority is outdated. Technology has transformed the way we interact and enhanced our ability to have impact—for good or ill. The Center for Social Leadership was formed to steer these changes to improve the health of society, preserve freedom, and ensure peace and prosperity for humanity. A new vision of leadership is needed. Not the old, top-down, hierarchical, positional, authoritative, privileged-elite leadership, but a new democratic, action-determined, service-oriented leadership. Through this social leadership mankind can achieve unprecedented happiness and fulfillment.

Learn more and engage with CSL by [reading our e-book](#) and joining our mailing list at [www.TheSocialLeader.com](http://www.TheSocialLeader.com).

**“It’s not about someone doing everything. It’s about everyone doing something.”**



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# Executive Summary

*“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” -Margaret Mead*

## The Problem

The American republic is floundering. Freedom is eroding. We have forgotten and neglected our heritage. True citizenship has been lost as we clamor for rights without understanding or fulfilling corresponding duties. The family is disintegrating. Cultural literacy and unity are at all time lows. The classical education that produced the Founders has been largely replaced by “conveyor-belt” education that teaches the masses *what* to think, and technical education that teaches a select few *when* to think. As a result, 1) few know *how* to think, 2) our culture of [ownership and innovation](#) has been replaced by dependent employeeship and entitlement, and 3) we no longer have men and women who understand the constitutional forms and cultural underpinnings that perpetuate freedom.

## The Remedy: Three Tiers of Leadership

We need three types of individuals to be actively engaged in fulfilling vital roles in our society: “Producer-Citizens,” “Social Leaders,” and “Statesmen.” Producer-Citizens are liberally educated individuals who understand the connection between rights and duties and who live private and public virtue. Social Leaders are innovators,

entrepreneurs, and intrapreneurs dedicated to improving the health of society by following their unique mission. Statesmen are those with the depth and breadth of education to understand governmental and societal forms, and who have the social capital to implement those forms.

## The Action Plan

For freedom to win over aristocracy, dependence, entitlement, and degeneracy, we need the following:

- **Producer-Citizens.** These are trained through youth conferences, undergraduate programs, seminars, information products, and self-education through classics.
- **Social Leaders:** These are trained through graduate programs, seminars, personalized mentoring, and consulting.
- **Statesmen:** These are trained through graduate and other programs patterned after the George Wythe/Thomas Jefferson model of intense, intimate mentoring.



This plan is much bigger than The Center for Social Leadership. We welcome alignment with other organizations with similar missions to reach these goals through our combined efforts.

## **Ten Leadership Characteristics to Revitalize America**

The following characteristics must be ingrained into those filling the three roles above: initiative, tenacity, integrity, allegiance, commitment to mission, passion, impact, breadth, depth, and nuance.

Leadership Education—a specific, comprehensive philosophy and methodology—is needed to train these leaders and teach these characteristics. In other words, we must be in the business of building character along with bestowing knowledge.



# The Problem

*“That which we obtain too cheaply we esteem too lightly.” -Thomas Paine*

**A**mericans enjoy a legacy of freedom and prosperity that is perhaps without equal in the history of the world. The pride we have traditionally felt over the idealism, vision, heroism, and sacrifice of our Pilgrims, Founders, and those that followed them is a part of our national heritage.



And yet it seems that it is no longer alarmist to assert that we are in grave danger of losing the freedom and prosperity that were won at so terrible a cost. Strangely, though, our *culture* of idealism, heroism and sacrifice is *not* lost. Our people still show a great capacity for moral courage, tenacity and altruism. There are still those among us who are willing to take risks, endure hardships and make difficult choices. We still take our hats off when the flag goes by. We honor the sacrifices of our military brothers and sisters; we show compassion to the less fortunate.

Why, then, are we sliding virtually unchecked down the slippery slope of cultural and societal decay? ***Why are we losing our freedoms?***

Santayana warns that a people that forgets is destined to repeat history. We have forgotten the great stories of how our freedom was won and the principles that they teach. Americans who are so demonstrably willing to labor and sacrifice for the benefit of their posterity can only consent to the destruction of the forms that guarantee our freedoms *if they do not understand what freedom is, nor how to maintain it.*

In a 1998 survey of teenagers aged thirteen through seventeen, Luntz Research found the following:

- Only 23 percent of American teenagers know that there are one hundred Senators.
- Only 40 percent know that the first three words of the Constitution are “We the People.”
- Twenty-four percent cannot name even one of the three branches of government. Only 42 percent of teens can name all three.
- Fewer than 10 percent know that the Supreme Court case that found separate but equal treatment of blacks and whites in public schools unconstitutional was *Brown v. Board of Education*.
- Only 25 percent know even one provision of the Fifth Amendment
- Only 26 percent know that the Constitution was written in Philadelphia.

“As bad as kids are with simple historic facts,” wrote Frank Luntz, founder of Luntz Research, “their parents aren’t much better. On election night in 2004, many adult voters found themselves woefully uninformed. Ten percent of voters—VOTERS—didn’t know that the vice president for the past four years was Dick Cheney. Twelve percent didn’t know that John Kerry’s running mate was John Edwards. As for what they did know—only 18 percent could

name the majority leader of the U.S. Senate...Remember, this was not a poll of teenagers or American adults as a whole—these were voters on election night.”<sup>1</sup>

By virtually every indicator, America is in steep decline. Public education is in shambles, the national debt is skyrocketing, the family is being eroded, political apathy and economic entitlement are the norm, ubiquitous media outlets have turned us into a “sound-bite” culture, our political forms are rapidly transforming into an [aristocracy](#). The [four foundations of freedom](#), upon which every republic depends, are crumbling at an alarming rate.

Our remedies must be both immediate *and* generational. **A new American founding, a freedom shift—comparable in vision, foresight and scope to that of the eighteenth and nineteenth century founding—is necessary.** And, just as in the 1770’s, there are those in our day who understand what will be required to effect this change. We are fortunate in our day to have great technological advantages that we believe will enable us to accomplish such a renovation without having to be subjected to the tyranny and violence that cost their generation so dear a price.



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<sup>1</sup> Source: [Words that Work](#) by Dr. Frank Luntz

# The Remedy: Three Tiers of Leadership

In order for us to catalyze a freedom shift, revitalize American culture and safeguard our way of life, three types of individuals must be actively engaged in fulfilling vital roles in our society: “Producer-Citizens,” “Social Leaders,” and “Statesmen.” For our purposes, each of these terms has a *very narrow and specific definition*, and the nuances are critical to the outcome.

## Producer-Citizens

*“A nation as a society forms a moral person, and every member of it is personally responsible for his society.”*

-Thomas Jefferson

Producer-Citizens are the “salt” of every Republic. A [Producer-Citizen](#) understands his or her fundamental rights *and* the duties that correspond with those rights. Producer-Citizens fulfill their duties through [private and public virtue](#). They are spiritually grounded and have an allegiance to good. They place a heavy emphasis on their families. They are committed to strong, healthy, and faithful marriages and raise their children with honor, integrity, love, and patience. They are active in their communities, politics, and philanthropic endeavors. They are virtuous,

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honest, responsible, self-reliant, thrifty, and persevering. They are [“Those Who Go Before,”](#) building for future generations to follow.

The key to this enlightened, productive citizenship is liberal education. Producer-Citizens are familiar with the great classics and thinkers of western civilization. They have the ability to think literally, symbolically, poetically, creatively, and independently. Because of this, Producer-Citizens are savvy voters. They readily see through spin, hype, lies, manipulation, and propaganda. They vote on the merits of character, the soundness of principles and the substance of ideas. They judge all proposals and policies by the standard of freedom, rather than security or personal benefit.

America needs enough Producer-Citizens to be able to leaven societal progress and sway elections toward freedom.



**The 3 Primary Keys of Producer Citizenship:** Virtue, Self-Reliance, Generational Thinking

## Social Leaders

*“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.” –John Quincy Adams*

In addition to possessing the qualities of Producer-Citizens, [Social Leaders](#) are engaged in a personal mission by submitting to a Higher Power. They feel an overwhelming sense of calling. They dedicate themselves to improving society by building [“mini-factories.”](#) They are pioneers, initiators, innovators, entrepreneurs, investors, thought leaders, community and political leaders.

Like Producer-Citizens, Social Leaders are liberally educated. But they also benefit from higher levels of specialized and experiential education, which coincide with their mission. They engage with mentors and classics in specific fields. For example, a Social Leader with the mission of helping troubled teens may pursue a doctoral degree in psychology. A businessman Social Leader may get an MBA degree for the purpose of leading both in business and society. Or, they may just learn from the school hard knocks by taking calculated risks that most people are unwilling to take.

Entrepreneurial, innovative, and creative service to humanity is the standard of social leadership. Social Leaders strive to feed the hungry, clothe the naked, liberate the captive, educate the ignorant, relieve the oppressed, heal the sick, administer to the needy, and spread beauty.

We need enough Social Leaders to turn the tide of business away from aristocracy and exploitation and toward freedom and service.



**The 3 Primary Keys of Social Leadership: Mission, Service, Innovation**

## Statesmen

*“In framing a government which is to be governed by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.”*

-James Madison

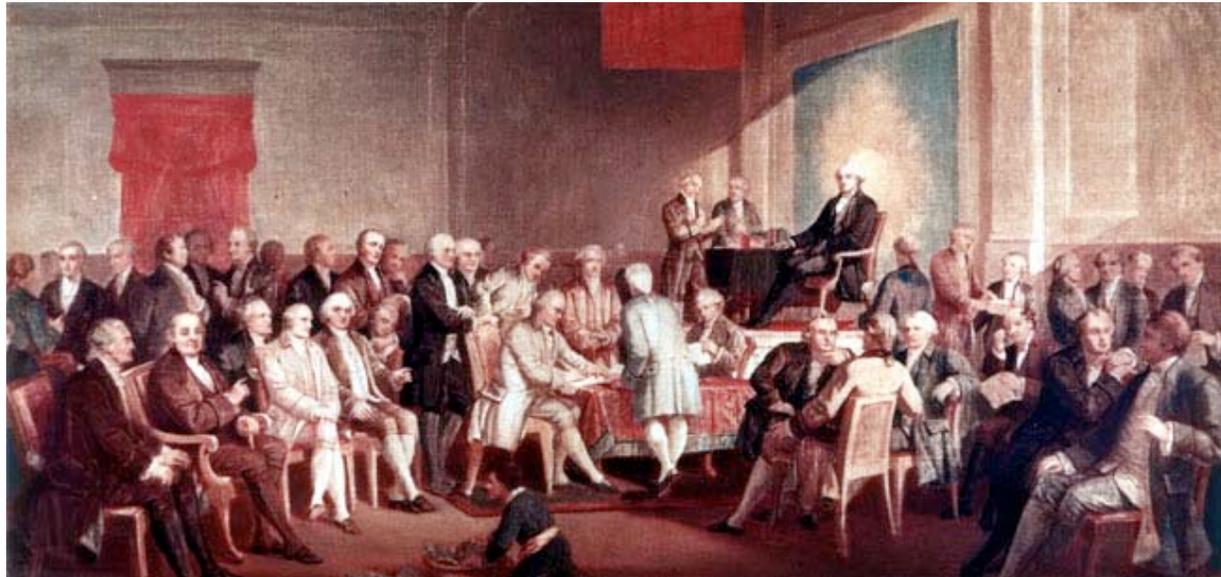
**B**eyond the characteristics of Producer-Citizens and Social Leaders, two core factors define a Statesman: 1) a broad and deep understanding of governmental, societal, and familial forms that spread and perpetuate freedom, and 2) the social capital and influence to implement those forms. The second is key, since implementing change at the level of form is much harder than changes at the levels of principles, policies, and issues. Statesmen engage society at both the highest and most fundamental levels at once. They are the vanguard of freedom.

These are the Madisons, Jeffersons, Washingtons, and Adams' of society. They possess the highest levels of education based upon a specific methodology. With a deep understanding of history, they see into the future, then create and implement forms in the present. Because they think and plan holistically, they are educated in a broad variety of fields, including history, literature, philosophy, political philosophy, economics, business, family, government and constitutional law, theology, psychology, mathematics, science, language, international relations, and public policy.

America needs a select group of Statesmen who can have impact at the national level on our forms of government and other aspects of society.



**The 3 Primary Keys of Statesmanship:** Constitutional Forms, Social Capital, Depth & Breadth of Knowledge



# The Action Plan

**T**he unique and impressive example of societal change that we have in the American Founding offers us a model to emulate. Specifically, there existed in that society certain percentages of the three types of individuals we referenced previously (Producer-Citizens, Social Leaders, and Statesmen). For our generation to succeed at the task at hand, we must have the following:

## **An Army of Producer-Citizens**

*Action Plan:* Create a viral reformation of educational models. Produce publications, online resources, and seminars that address immediate needs, such as financial security, health, parenting and other issues from a principle-based approach. Develop and leverage low-cost methods to get these materials directly into the homes of millions of potential Producer-Citizens. These propel participants into a more deliberate way of thinking, choosing, and living.

## **A Battalion of Social Leaders**

*Action Plan:* Produce publications, seminars, and online resources for entrepreneurs and thought leaders. Provide mentoring and consulting to help them discover their mission, align them with their goals, craft their message, and connect with their market. Create colleges for young adults. Create think tanks for entrepreneurs and thought leaders in the [seven institutions of society](#) to contribute through application of solutions derived from historical and simulated models.

## **A Select Group of Statesmen**

*Action Plan:* Direct mentoring (after the model of Wythe and Witherspoon) for Jefferson- and Madison-level understanding of the principles and forms of moral society and good government. Engagement with the think tank and college for consultation on solutions, attracting Producer-Citizens, Social Leaders and students with the “call” to statesmanship.

## Choose Your Path

As you consider the three types of leaders explained above, where do you see yourself fitting? Are you destined to become the next Thomas Jefferson, or is your path to quietly, humbly, and effectively raise the next generation and contribute to society as a Producer-Citizen? Are you clear and passionate about a specific mission as a Social Leader?

We challenge you to choose which of the three best coincides with what you were born to do, and then follow the path specific to your choice. The paths are as follows:



## The Path of Producer Citizenship

1. **Liberal Education.** Read [A Thomas Jefferson Education](#) by Oliver DeMille to discover the philosophy and methodology of Leadership Education. Begin implementing Leadership Education in your own life to the greatest extent possible. Study the classics (see the appendices in *A Thomas Jefferson Education* and consult the book list below for ideas on how to get started), write about them, and discuss them with your peers. Consider engaging with the [CSL educational programs and mentoring](#), hosting and attending [Face to Face With Greatness](#) seminars and [Great Books Liberal Arts Courses](#), or getting a liberal arts degree at a qualified institution.
2. **Virtue.** Live a virtuous life. Stay active in the spiritual/religious path of your conscience. Become a lifelong student of the classic religious texts.
3. **Family.** Dedicate yourself to building a strong and healthy marriage and family. Pass on the legacy of producer citizenship to your children.
4. **Self-Reliance.** Choose your job/career wisely. Learn to be wise and self-reliant with your investments and break free from the [traditional 401\(k\) model](#). Strive to increase your knowledge and skills. Become an expert on personal finance and investing, health and prevention, relationships, communication and self-improvement.
5. **Build Community.** Actively engage in your community with philanthropic and other projects. Build strong relationships. Join clubs and service organizations.

- 6. Political Wisdom.** Stay on top of current events and politics. Vote in every election after studying the candidates in depth. Attend city council meetings. Judge all proposals by the standard of freedom and equality before the law for all individuals, races, genders, and entities.
- 7. Lifelong Learning.** Continue your Leadership Education throughout your life to increase your depth, breadth, and subsequent impact.

## How CSL Helps Producer-Citizens

CSL offers [seminars](#) and a [liberal arts educational curriculum](#) with mentoring designed to help you walk this path with clarity and confidence. [Contact us](#) to learn more and to enroll.

## 25 Recommended Books for Producer-Citizens

1. [The Constitution of the United States of America](#)
2. [The Declaration of Independence](#)
3. [A Thomas Jefferson Education: Teaching a Generation of Leaders for the 21<sup>st</sup> Century](#) by Oliver DeMille
4. [The 5,000 Year Leap](#) by Cleon Skousen
5. [The Coming Aristocracy: Education & the Future of Freedom](#) by Oliver DeMille
6. [The Federalist Papers](#) by Hamilton, Jay, & Madison
7. [The Law](#) by Frederic Bastiat
8. [Thoughts on Government](#) by John Adams
9. [The Proper Role of Government](#) by Ezra Taft Benson
10. [Economics in One Lesson](#) by Henry Hazlitt
11. [The American Tradition](#) by Clarence B. Carson
12. [The Dialogues of Plato](#)
13. [The Complete Works of Shakespeare](#)
14. [As a Man Thinketh](#) by James Allen
15. [Les Miserables](#) by Victor Hugo
16. [The Mainspring of Human Progress](#) by H.G. Weaver
17. [The Richest Man in Babylon](#) by George Clason
18. [The Autobiography of Benjamin Franklin](#)
19. [Up From Slavery](#) by Booker T. Washington
20. [Uncle Tom's Cabin](#) by Harriet Beecher Stowe
21. [The Scarlet Letter](#) by Nathaniel Hawthorne
22. [The Hiding Place](#) by Corrie ten Boom
23. [The Virginian](#) by Owen Wister
24. [Animal Farm](#) by George Orwell
25. [To Kill a Mockingbird](#) by Harper Lee

## The Path of Social Leadership

- 1. Liberal Education.** As an educational foundation, obtain a broad and deep liberal arts education at an appropriate institution that offers classics, mentoring, simulations, and field experience, such as [George Wythe University](#) or [Monticello College](#). For successful entrepreneurs, intrapreneurs, executives, and professionals we recommend our Impact Education™ program (coming soon).
- 2. Business Acumen.** In your studies, place a heavy emphasis on business. Consider obtaining an MBA degree. We recommend [Acton MBA](#).
- 3. Leadership.** In addition to business, become a dedicated student of the art and science of leadership.
- 4. Mission.** Identify and clarify your mission through prayer, study, meditation, and engaging with mentors.
- 5. Mentor.** Actively seek, secure, and submit to a mentor that coincides with your mission.
- 6. Build.** Build a [“mini-factory”](#) that fulfills your mission. Stay in the trenches despite the inevitable hardships. Stay on the cutting edge of business and marketing developments. Continue working with your mentor.
- 7. Lifelong Learning.** Continue your Leadership Education throughout your life to increase your depth, breadth, and

### How CSL Helps Social Leaders

CSL has designed Impact Education™, an educational curriculum with mentoring. This is designed specifically for entrepreneurs, intrapreneurs, executives, professionals, and leaders who want to broaden and deepen their education to increase their impact. [Contact us](#) to learn more and to enroll.

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subsequent impact. Mentor others as they pursue the same path.

- 8. Social Impact.** Get involved in wisely and effectively making a positive impact in the world. Help promote and spread freedom and prosperity.

## 25 Recommended Books for Social Leaders

1. [\*FreedomShift: 3 Choices to Reclaim America's Destiny\*](#) by Oliver DeMille
2. [\*Magnificent Obsession\*](#) by Lloyd Douglass
3. [\*The 7 Habits of Highly Effective People\*](#) by Stephen R. Covey
4. [\*The 8<sup>th</sup> Habit: From Effectiveness to Greatness\*](#) by Stephen R. Covey
5. [\*Man's Search for Meaning\*](#) by Viktor Frankl
6. [\*The Weight of Glory\*](#) by C.S. Lewis
7. [\*E-Myth Mastery\*](#) by Michael Gerber
8. [\*Cash Flow Quadrant\*](#) by Robert Kiyosaki
9. [\*How to Change the World: Social Entrepreneurs & the Power of New Ideas\*](#) by David Bornstein
10. [\*Rules for Revolutionaries\*](#) by Guy Kawasaki
11. [\*Servant Leadership\*](#) by Robert Greenleaf
12. [\*Revolutionary Wealth\*](#) by Alvin & Heidi Toffler
13. [\*Critical Path\*](#) by Buckminster Fuller
14. [\*The Effective Executive\*](#) by Peter Drucker
15. [\*The Fourth Turning\*](#) by Strauss & Howe
16. [\*The Other Greeks\*](#) by Victor Davis Hanson
17. [\*Bonds that Make Us Free\*](#) by C. Terry Warner
18. [\*Killing Sacred Cows: Overcoming the Financial Myths that are Destroying Your Prosperity\*](#) by Garrett Gunderson & Stephen Palmer
19. [\*Launching a Leadership Revolution\*](#) by Chris Brady & Orrin Woodward
20. [\*Lives\*](#) by Plutarch
21. [\*Three Cups of Tea\*](#) by Greg Mortenson
22. [\*And There Was Light\*](#) by Jacques Lusseyran
23. [\*The Global Achievement Gap\*](#) by Tony Wagner
24. [\*A Whole New Mind\*](#) by Daniel Pink
25. [\*Five Minds for the Future\*](#) by Howard Gardner

## The Path of Statesmanship

1. **Educational Foundation.** Build a strong educational foundation by obtaining a liberal arts degree from an appropriate institution that emphasizes classics, mentors, simulations, and field experience, or get equivalent learning.
2. **Educational Depth.** Pursue advanced degrees in the liberal arts.
3. **Two Towers.** Build a family and an institution. Note that items 1-3 are often concurrent.
4. **Politics.** Stay engaged and involved in politics to learn what works and what doesn't, and to build relationships and gain practical policy experience.
5. **Statesmanship.** Deeply study the greatest political, governmental and economic classics. Learn to apply classic concepts to current public policy. Study current events in detail, and write effective policy proposals and action plans to impact real-life needs—in both public and private sectors. Work with a mentor to polish your skills and prepare for actual policy impact. At this point, don't engage actual policy; you are still learning the principles and practices of statesmanship.
6. **Increase Resources.** Depending on your long-term goals, build the resources needed (financial, health, relationships, personal attributes) to prepare you for leadership roles and opportunities.
7. **Apprentice.** Either informally or formally, meet with mentors in the fields you intend to impact (politics, media, law, economy, academia, community, diplomacy, etc.) Work on projects they assign. This serves the

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dual purpose of hands-on training and building relationships. Note that items 4-8 are best achieved concurrently.

- 8. Timing Expert.** Become an expert on timing choices correctly. Reading biographies of great people with this intent is the quickest and surest way to learn the powerful lessons of timing.
- 9. Statecraft.** A time will come when preparation for impact is over, and it is time to take action. Assess the needs. Gather resources. Convene the right team. Perfect the right plan. Take action. Revise as needed, and refuse to give up! Change the world. (Perhaps the biggest mistake potential statesmen/leaders make is to engage #9 too soon. The next greatest mistake is to do it too late, or to give up. Refer to #8 on learning timing. Re-read #9, slowly, and let each step of the pattern sink in.)

## How CSL Helps Statesmen

CSL will be offering personal mentoring with [Oliver DeMille](#) for qualified individuals at a later date. [Contact us](#) to learn more.

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## 25 Recommended Books for Statesmen

1. [\*The Second Treatise on Government\*](#) by John Locke
2. [\*The Spirit of Laws\*](#) by Montesquieu
3. [\*Human Action\*](#) by Ludwig von Mises
4. [\*The Wealth of Nations\*](#) by Adam Smith
5. [\*Leviathan\*](#) by Thomas Hobbes
6. [\*Essays in the History of Liberty\*](#) by Lord Acton
7. [\*Democracy in America\*](#) by Alexis de Tocqueville
8. [\*Politics\*](#) by Aristotle
9. [\*The Shield of Achilles\*](#) by Phillip Bobbitt
10. [\*The Story of Civilization\*](#) (11 Volumes) by Will Durant
11. [\*The Founders' Constitution\*](#) (5 Volumes) by Liberty Fund
12. [\*The Works of Thomas Jefferson\*](#) (12 Volumes) by Liberty Fund
13. [\*War and Peace\*](#) by Leo Tolstoy
14. [\*Principles of Political Economy\*](#) by John Stuart Mill
15. [\*The Holy Bible\*](#)
16. [\*The Republic & The Laws\*](#) by Cicero
17. [\*Civilization and its Discontents\*](#) by Freud
18. [\*On War\*](#) by Carl von Clausewitz
19. [\*The Majesty of God's Law\*](#) by Cleon Skousen
20. [\*The Gulag Archipelago\*](#) by Solzhenitsyn
21. [\*Commentaries on the Laws of England\*](#) by William Blackstone
22. [\*The Closing of the American Mind\*](#) by Allan Bloom
23. [\*Essays, Moral, Political, & Literary\*](#) by David Hume
24. [\*The Economic & Philosophic Manuscripts of 1844\*](#) by Karl Marx
25. [\*The Great Political Thinkers\*](#) by William Ebenstein

## 25 Recommended Biographies for Statesmen

1. [Plutarch](#), Aristides
2. Plutarch, Marcus Cato
3. Plutarch, Cato
4. Plutarch, Cicero
5. Plutarch, Fabius
6. Plutarch, Publius
7. Plutarch, Solon
8. [The Real Thomas Jefferson](#) by Allison, Maxfield, Cook, & Skousen
9. [The Real George Washington](#) by Parry, Allison, & Skousen
10. [The Real Benjamin Franklin](#) by Allison, Maxfield, & Skousen
11. [John Adams](#) by David McCullough
12. [Truman](#) by David McCullough
13. [Lincoln](#) by David Herbert Donald
14. [When Character Was King](#) by Peggy Noonan
15. [The Story of My Experiments with Truth](#) by Mohandas Gandhi
16. [Mother Teresa](#) by Kathryn Spink
17. [The Autobiography of Martin Luther King, Jr.](#)
18. [The Rise of Theodore Roosevelt](#) by Edmund Morris
19. [The Life of Andrew Jackson](#) by Robert Remini
20. [Long Walk to Freedom](#) by Nelson Mandela
21. [FDR](#) by Jean Edward Smith
22. [Robert Morris: The Financier & the Finances of the American Revolution](#) by William Graham Sumner
23. [The Audacity of Hope](#) by Barack Obama
24. [Churchill: A Life](#) by Sir Martin Gilbert
25. [The Autobiography of Andrew Carnegie](#)

# A Three-Part Strategy

We have often been asked what it will take to get Americans to engage their duties and be the citizen-leaders they should be. There are answers. They are neither easy nor quick, but they are surprisingly *simple*. Specifically, three things are needed:

## 1. Reach the Youth

This is the best way to reach the most people with enough depth to have real impact.

A. Schools such as [Williamsburg Academy](#) dedicated to training young people in the great ideas for leadership can provide world-class education and impel other schools to emulate the mentoring model. This has already occurred in small numbers, but needs to be much more pervasive.

B. Youth conferences, seminars, and parent programs must reach many. This is in progress and growing. CSL co-founder Shanon Brooks has created and operated [Face to Face With Greatness Seminars](#) for many years for this purpose.

C. [Books and resources](#) that teach this must be widely distributed, studied and applied. This is also in progress and growing, but needs to be expanded and accelerated.

D. [Leadership Education](#) in the home is vital. This requires parents who are liberally educated and lifelong learners, and who own their role as facilitators, either as direct mentors, or as parent advisors in their children's education. [TJEd Online](#) provides resources for these parents and mentors that articulate and illustrate the principles of Leadership Education, whether they are applied in an educational institution, a corporation, or in coaching or home schooling.

## **2. Train Teachers & Administrators**

Great education occurs when great teachers work with students, but our modern system has made great teaching difficult. Professional educators typically get into teaching with idealistic goals, but few maintain these in the system over time. Great education occurs when great teachers work with students, but our modern system has made great teaching difficult.

The solution is to train administrators *and* teachers. If school administrators lead instead of manage, if principals once again become the Principal Teachers (the original meaning of the term), and College and University

Presidents follow suit, and if they understand that their primary function is to empower the teacher in the classroom, they will leverage teachers to be great and optimize the outcomes for their students.

The change will likely work best by starting in the more innovative sectors of education, such as charter and private schools, where successes open doors to more established arenas. This is a major shift, and a think tank dedicated to it is needed, which we are beginning to implement in [The Center for Social Leadership](#).

### **3. Promote Free Enterprise Through Ownership**

The quickest and most effective method of teaching [public virtue](#) and the other lessons of freedom is free enterprise. As a rule, employees simply do not understand and internalize producer values as readily or in the same way as business owners. [Owners](#) have an entirely different relationship with government, regulations, and politicians than most people, and freedom makes clear and immediate sense to them. The more successful the owner, the more likely this is to manifest.

Unfortunately, the barriers to new ownership seem to increase at the very times more owners are needed to lead in society. And increasingly, even those with an entrepreneurial bent are steeped in the culture of dependency and do not own or even fully conceive of their role as [producers](#) in society. A fundamental purpose of The Center for Social Leadership is to teach the importance and practical know-how of entrepreneurship—to make entrepreneurship much more widespread by empowering more individuals.

A foundation is needed, specifically focused on searching out budding entrepreneurial ventures, which stand to benefit freedom, and leveraging them by providing mentoring from successful business leaders and funding that increases initiative, ingenuity, and leadership. So often mentoring and funding *reduce* the right kind of leadership, so the foundation needs *those who have done it* running it and making decisions (rather than hired employees).

Again, these solutions and requisite leaders and institutions extend far beyond The Center for Social Leadership. We call upon like-minded individuals and institutions to join us in implementing this plan and strategy.



# Ten Leadership Characteristics to Revitalize America

The following ten leadership characteristics<sup>2</sup> are vital to create a more entrepreneurial (vs. employee), leader (vs. manager), engaged citizen (vs. some-time voter), and statesman (vs. politician) mindset:

## 1. Initiative

Without this, no free society lasts. Leaders take initiative. Good citizens take initiative. Others sit back and react to government or to their bosses. Leaders look around, take stock, decide what is needed, and take positive action. Without initiative, free enterprise and free government cannot succeed. Indeed, initiative is the key duty, along with vigilance, of a citizen in a free society. Without *both*, freedom is lost.

## 2. Tenacity/Resiliency/Ingenuity

Action that positively impacts the world is the purpose of education. Any important endeavor will be peppered with its share of roadblocks, difficulties, problems, and detractors. Leaders need ingenuity to effectively face what

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<sup>2</sup> More commentary on these ten are found in chapter seven of [Leadership Education](#) by Oliver and Rachel DeMille.



comes, solve problems, and turn obstacles into opportunities. Ingenuity is the lesson of the true curriculum—the greatest biographies, stories, and books in every field, written by or about the greatest leaders, businessmen, thinkers, statesmen, artists, inventors, philosophers, generals, spiritual leaders, scientists, etc. in human history.

Citizens, leaders, and statesmen must be truly resilient. Others cave in immediately to fears, crises, and problems—real or imagined, big or small. “We have our rights! You must take care of us! Give us our rights! This isn’t fair! Hey, don’t take our rights!” These are the cries of the masses who haven’t learned resiliency, ingenuity, and initiative. Those who have learned these lessons have a different set of sayings: “What can I do?” “Here is how I will help.” “Here am I, send me; through sacrifice and work and effort I will fix it.” Those are declarations of citizens who understand their power and duties. “Whatever

comes, here is how I will behave...” This is the lesson of the great books, taught by a mentor who understands that he/she is preparing a citizen and leader to improve the world.

### 3. Integrity (Virtue & Moral Courage)

Part of the modern struggle, from Enron to Madoff, is embedded in the difference between ethics and virtue. Ethics, unfortunately, differ between professions and evolve over time; the result is often confusion—or at least the *excuse* of confusion. For example: “But I owed it to my shareholders,” or “It’s not personal, it’s just business.” Too often the word integrity is understood only as ethics, without the nuance of virtue. Virtue, on the other hand, is a simple matter of “Is it right, or wrong? Good, or bad?”

[Solzhenitsyn](#) stunned and enraged his audience at Harvard a few decades back when he told them that, as bad as the Soviet model was, he couldn’t hold America up as an example to the Russian people either—because Americans felt that if something is legal it is just, even if it hurts others. Integrity and ethics teachings so often take this direction—whereas “virtue” simply emphasizes one question: “Is it right and good?”

The negative response is usually, “Whose right? Who gets to define good?” To which the “virtue” answer is, “*You* must. Do you truly believe it is right and good for you and everyone else?”

Note that the virtue question is not used instead of ethics or legalities, but in harmony with them. Good decisions, programs and policies are legal and ethical, and they are also right and good. Integrity must be taught to mean

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virtue and moral courage, not only ethics. Just trying to stay within the law and behave ethically is a far cry from actively seeking to demonstrate moral courage and virtue.

## **4. Allegiance to God/Good.**

No matter how successful somebody is, if his allegiance is to the wrong thing(s), his life's contribution is diminished and less meaningful.

## **5. Commitment to Mission**

The Founders called this “providence,” which is the belief that every individual has a unique mission that they alone can perform, that they must rely upon a higher power to accomplish, and that the world suffers when they don't fulfill that unique mission. It's having a relationship with your God that gives you the faith and motivation to fulfill your unique mission regardless of the consequences.



## **6. Passion**

This is a key to leadership and vital to citizenship. Bored students learn little, while teachers who know how to find and bring out students' passion for learning is always rewarded by huge increases in student achievement—and even test scores.

Passionate people do much more good in society of their own accord than people going through the motions for paychecks. They uplift others, drive people to take action, challenge the status quo and stay motivated during difficult times.

## **7. Impact**

It is not enough to learn or even to earn; leaders and citizens must make a positive difference. They must carve out a path for others to follow and leave a legacy. In some significant way, people and society must be changed for the better because they lived and served.

## **8. Breadth**

A leader needs an understanding of worldviews, ideologies and religions, customs and philosophies. He needs to have experience in building rapport, accepting new ways of thinking that empower his agenda, and the ability to

persuade others when his course is the right one. To do this, his level of cultural literacy must be high, and his ability to apply it to real life must be well-cultivated.

## 9. Depth

A leader needs to engage in the Great Conversation by understanding deeply the thoughts and creations of thinkers and artists of the past. In addition, he needs to be able to innovate from the platform of these ideas in order to synthesize solutions for modern day situations.

## 10. Nuance

A leader must be able to hold inflexibly to a personal code of integrity, while maintaining the ability to forge effective alliances with others who differ in their ideals. He must be able to utilize a *sensus plenior* mindset in interpreting the people, ideas and issues he is faced with in order to more creatively and productively approach each opportunity.



# Leadership Education: The Catalyst

**H**ow are these ten characteristics taught? How can these and others like them actually be effectively transferred into the hearts, minds, skills, and habits of students? In addition to simulations, individual mentoring for every student, and hands-on impact experiences, a number of other powerful teaching methods can be employed. For example, a large majority of testing should be done by oral examinations in order to really dig deep into what the student has learned, missed, or done. All students should learn to write business plans that fund, since this is real math in action—taking a concept and working out all the details to the point that investors will put their money into the projects. There are many others.

There are two answers that stand out above all others: emulation and mission.

Students must be trained to emulate the great men and women from the great books and all walks of life—past and current. They learn from simulations, from mentors, from books, from discussions, from practice, from application. In all they do, they are trained to pull in intelligence from any and all sources, and apply it MacGyver-like to every situation.

But the key is this: *Every* individual has genius in them. Many people do little to develop their genius. But when somebody *does* start to discover her genius, she becomes what we call a “student.” When she begins applying that

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genius, she becomes a true “person.” And when she looks around and dedicates her heart and soul to using her genius to improve the world, she become the “real her.” Each of us needs to become the “real me.” That’s education.

If a teacher does not believe this they have absolutely no business setting foot in a classroom. Great education occurs where great teachers and mentors help students find, develop, polish, and then use their genius to serve the world. We call this *mission*.



Each person was born with a great mission that the world needs. When a person starts to learn of this mission, from great books or great mentors or from any other source, his education begins in earnest. When a person internalizes the concept of mission into her life, she has learned certain core lessons, including initiative, ingenuity, resiliency, and tenacity. In other words, when a mission burns in the heart and mind, the person feeling it naturally takes initiative and applies these other lessons. As she continues, she gains more and more experience and skill with these characteristics.

In short, *great* education—not *good*, mediocre, or even solid, quality education, but truly *great* education—teaches greatness to each and every student. Such a person naturally exhibits the ten characteristics above—their mission is too important to them to do otherwise.

# Conclusion: Join the Freedom Shift

Many Americans are awakening to the sense of their role in a great Freedom Shift. Our goal is to institute the systems and resources that will activate these individuals toward meaningful progress, forestall the deterioration of our American way of life, and realign our society with its Manifest Destiny.

We encourage you to do the following:

- Join the CSL [mailing list](#).
- Read our free e-book, [Social Leadership: A Fresh Vision for Old Problems](#).
- Choose your path (Producer-Citizen, Social Leader, Statesman) and follow it courageously and diligently.
- Subscribe to our [RSS feed](#) or have new articles [emailed to you](#).
- Join CSL on [Facebook](#).
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