

# PARENTS AS THE EDUCATIONAL GUIDES

INTRODUCTION: Parent involvement in education is one of the most important subjects we could address at the present time. Within this theme lies the success or failure of the education of America's children.

Parent involvement is a subject which produces much heated debate, however, as Americans try to explain why their once-heralded educational system is collapsing.

I. WHY THE CONTROVERSY? National studies indicate that the success of education rests upon \_\_\_\_\_ participation. Yet, because of existing laws that pertain to educational decisions, parents are often \_\_\_\_\_ from decision-making roles. In some cases parents are not even allowed to become involved with the schools at all.

A. Where should we place the blame? The culprits of this confusion are not the teachers, the school administrators, nor the parents. The blame goes to the \_\_\_\_\_ which make school attendance \_\_\_\_\_. These laws mandate that school administrators determine:

1. Which \_\_\_\_\_ each student attends.
2. How much \_\_\_\_\_ children spend in school each day.
3. Which \_\_\_\_\_ they are to attend school.
4. Which \_\_\_\_\_ of the week, month, and year school should be in session.
5. Which days are designated as school \_\_\_\_\_.
6. What \_\_\_\_\_ will or will not be taught.
7. \_\_\_\_\_ of time each subject is taught.
8. What academic \_\_\_\_\_ will be applied.
9. What \_\_\_\_\_ will be used, and how they will be administered.
10. \_\_\_\_\_ and \_\_\_\_\_ standards.
11. When and if student \_\_\_\_\_ is needed.
12. \_\_\_\_\_ requirements.
13. Etc.

B. School personnel have been given exclusive authority to determine when--and under what conditions—parents are allowed into the \_\_\_\_\_, or on school premises. Parents can actually be arrested for \_\_\_\_\_.



C. Teachers also determine what \_\_\_\_\_ goes home with the students, which sometimes includes viewing of certain television programs for school projects.

D. If students do not comply to these regulations:

1. Students may be branded for life as \_\_\_\_\_ makers".
2. A student may be diagnosed as a \_\_\_\_\_ learner".
3. A student may be marked as \_\_\_\_\_ or suffering from "attention-span deficiency".
4. A student may be labeled as a juvenile \_\_\_\_\_.

E. Parents who don't help their children comply with the school system:

1. May be legally declared "\_\_\_\_\_ parents".
2. May be blamed as being the" \_\_\_\_\_ "of the educational woes.
3. May be referred to as "\_\_\_\_\_ "

F. Providing the parents conform to all these "legal" conditions, they are encouraged to become involved in the education of \_\_\_\_\_ children.

II. HOW THE CHALLENGE IS VIEWED BY EDUCATORS. The 1990 Superintendent of the Year, Donald Draayer, has this to say:

A. The biggest challenge facing schools today is getting parents more involved, even \_\_\_\_\_ their children are in school.

B. "Abiding support with love and encouragement at home is the \_\_\_\_\_ to the success of Japanese schools.

C. "Likewise, early childhood \_\_\_\_\_ education has got to become a part of the curriculum for America."

D. This part of his statement appears to favor \_\_\_\_\_ and their roles. But then Mr. Draayer continues: "We assume everyone knows how to be a good parent when that is no longer \_\_\_\_\_ ...."

E. Mr. Draayer seems to be judging the parents, the very ones he admits he needs to \_\_\_\_\_ upon for help within the school system. This illustrates the parent/school dichotomy.



III. HOW TO MAKE AN \_\_\_\_\_. For a long time, parents have been allowing--and even insisting--that all educational decisions be made by "professionals". It is evident that this delegation of responsibility to the schools is not working. Nearly 50% of our children are either dropping out of school or graduating functionally illiterate. Parents and educators must be like medical doctors. Now that they know the source of the "educational illness", they need to prescribe the proper remedy.

First of all, parents must eliminate their squabble over "who is to \_\_\_\_\_" and begin working towards healthy students--with their \_\_\_\_\_ in the lead.

A. In 1787 Benjamin Franklin admonished his peers that if they continued the divisions separating them, "We shall be divided by our little partial, local interests, our projects will be confounded, and we ourselves will become a reproach and a by-word down to future ages". W. Cleon Skousen, *Making of America*, p. 160). Modern Americans would do well to heed Franklin's timeless

B. "If schools are to meet the challenges coming in the future, they must be backed by a ... consensus of commitment to \_\_\_\_\_. Parents, businesses, teachers, administrators, legislators, community leaders, and the students themselves must put aside whatever else divides them, put away their pessimism, and focus together on the only educational goal that matters-- empowering our children to function effectively in the society in which they will \_\_\_\_\_." (*Shift in Focus*, Introduction).

IV. THE DEMAND FOR CHANGE IS NOT UNIVERSAL According to many reports, \_\_\_\_\_ of American parents see no problem, or at least not enough of a problem to demand a change in the present system.



A. Thomas Jefferson warned about this part of human nature when he wrote in the Declaration of Independence that people will not make changes until the problems are "\_\_\_\_\_".

" ... all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed."

B. This is sometimes referred to as "The \_\_\_\_\_ Wife Syndrome".

C. That is why this workshop is so important. If you decide to have your children remain within the present educational system, it is imperative that you \_\_\_\_\_ their education with healthy doses of parental involvement. If you select to remove your children from the public education system and \_\_\_\_\_

them at home, you automatically become their guide. In either case, knowing how to provide direction will be of great value.

D. This workshop is not for the 70%. It is for the 30% of you who feel an \_\_\_\_\_ to implement "Parent-Centered Education" with your families.

*NOTE: Four excellent reports cover this material in great detail, from not only the parent's point of view, but from the educator's point of view as well. These reports can all be obtained by writing to The Glenn J. Kimber Center for Education (email [juliannekimber@gmail.com](mailto:juliannekimber@gmail.com)).*

- 1. "A Shift In Focus," which was produced by an entire school board in conjunction with over 15 other community leaders.*
- 2. The acceptance speech of the New York City Teacher of the Year, John Gatto, called "Going to School vs Getting An Education".*
- 3. "Educational Insights--New Wine in Old Bottles, the Dilemma of Modern Education" by Glenn J. Kimber*

V. WHAT IS "PARENT-CENTERED EDUCATION"? It is parents becoming involved in the \_\_\_\_\_ spectrum of educating and rearing their children. It means parents becoming the educational and moral \_\_\_\_\_.

A. Far too often parents leave most of the educational and growing-up decisions to those \_\_\_\_\_ the home.

B. Studies show that parents are far more capable of knowing the \_\_\_\_\_ of their children than "outsiders".

C. Parents must take back the \_\_\_\_\_ for these decisions.

D. Newsweek Magazine, referring to the importance of parents teaching their own children, put it this way: "Of necessity, much of the teaching will be done by others. But they can't succeed alone. Could any work be more important? The Bible commands us to teach our children, when we \_\_\_\_\_ in the house, and when we \_\_\_\_\_ by the way. Teach our children when we \_\_\_\_\_ down and when we rise up. Teach our children so that \_\_\_\_\_ days may be multiplied." (*Newsweek*, Special Issue, 1990).

E. "Home and family," noted educator Dr. G. Homer Durham said, "are the most important, the most influential institutions of society, \_\_\_\_\_ as well as \_\_\_\_\_ . Teachers, universities and schools are important. But more important are the homes from which professional teachers come. Classmates are influential. But more influential are the homes from which the classmates come" ("The Home as an Educational Institution," *Ensign Magazine*, May 1979, p 10).

F. Not only does "Parent-Centered Education" involve academics, it also deals with the teaching of religious and moral \_\_\_\_\_. Public schools are simply \_\_\_\_\_ from teaching these values. And society seems to be ignoring them altogether. To appreciate the spirit of urgency in this matter, consider these frightening statistics recently released by the education periodical, "Instructor Secondary Education" as printed in the *Daily Spectrum Press*, Dec 13, 1990:

1. One in \_\_\_\_\_ high school seniors drinks alcohol daily.
2. Drunk driving is the \_\_\_\_\_ cause of death among teens.
3. One in \_\_\_\_\_ high school seniors smokes cigarettes daily.
4. \_\_\_\_\_ million teens are sexually active.
5. Nearly \_\_\_\_\_ percent of teenage girls engage in premarital sex, compared to \_\_\_\_\_ 10 percent in 1960.
6. Each day \_\_\_\_\_ teenage girls become pregnant.
7. According to the U.S. Department of Health and Human Services, \_\_\_\_\_ million teens are infected with sexually transmitted diseases each year.
8. Each day of the year, some \_\_\_\_\_ American teens quit school.
9. \_\_\_\_\_ percent of all students who enter high school nationwide fail to finish.
10. The fastest growing group of dropouts is \_\_\_\_\_ males.
11. \_\_\_\_\_ is one of the leading causes of death among teens, tripling in the last 30 years.
12. \_\_\_\_\_ persons under the age of 19 commit suicide yearly, while 50,000 attempt self-destruction.
13. Nearly one in \_\_\_\_\_ girls and one in \_\_\_\_\_ boys have attempted suicide.
14. \_\_\_\_\_ million teens, age 11-17, leave home each year.
15. \_\_\_\_\_ teenage girls and \_\_\_\_\_ teenage boys work as prostitutes.  
Average age: 15.
16. \_\_\_\_\_ percent of all boys and \_\_\_\_\_ percent of girls have been sexually abused by the age of 16.
17. Half of all rape victims are less than \_\_\_\_\_ years old.



18. \_\_\_\_\_ juveniles are locked up in detention centers.

19. \_\_\_\_ percent of teens appearing in court are functionally illiterate.

G. These were but a \_\_\_\_\_ of the many statistics available which tell the sad story that many of the youth of America were experiencing in those days. You can imagine what the statistics are today. The terrible cost of human suffering and heartache that these statistics represent, is almost beyond comprehension. Some who read this report will pass over these examples \_\_\_\_\_; but perhaps others will catch the true impact that this plague has on the future of our nation.

H. Regardless of these challenges, parents can and must make a monumental difference. Parents must " \_\_\_\_\_ " their children against these challenges in society. But in doing so, it is not necessary to " \_\_\_\_\_ " them.

VI. INSULATING WITH PARENT-CENTERED EDUCATION. Implementation of "Parent Centered Education" can be an exciting and rewarding experience. The following suggestions may prove helpful for parents who decide to become more involved.

A. Begin with a \_\_\_\_\_ attitude. This is best accomplished through example. Recently, the National Institute of Mental Health asked fifty parents who had raised their children to become well-adjusted, productive adults: "Based on your personal experience, what is the best advice you can give new parents about raising children?" Their responses outlined specific habits parents can develop which will help their children \_\_\_\_\_ in all aspects of life:

1. \_\_\_\_\_ abundantly. The most important task is to love and really care about your child. This gives him or her a sense of security, belonging and support. It smoothes out the rough edges of society.

2. \_\_\_\_\_ constructively. Give clear direction and enforce the limits of your child's behavior. Emphasize "Do this," instead of "Don't do that."

3. Whenever possible, spend \_\_\_\_\_ with your children. Play with them, talk to them, teach them to develop a family spirit and give them a sense of belonging.

4. Give the needs of your \_\_\_\_\_ priority. One parent put it this way, "A husband and wife are apt to be successful parents when they put their marriage first. Don't worry about the children getting 'second best.' Child-centered households produce neither happy marriages nor happy children."

5. Teach your children \_\_\_\_\_ from \_\_\_\_\_. They need to be taught basic values and manners so that they will get along well in society. Insist that they treat others with kindness, respect and honesty. Set personal examples of moral courage and integrity.

6. Develop mutual \_\_\_\_\_. Act in a respectful way toward your children. Say "please" and "thank you," and apologize when you are wrong. Children who are treated with respect will then know how to treat you and others respectfully.

7. \_\_\_\_\_. Really listen. This means giving your children undivided attention, putting aside your beliefs and feelings, and trying to understand your child's point of view.

8. Offer \_\_\_\_\_. Be brief. Don't give speeches, and don't force your own opinions on your children.

9. Foster \_\_\_\_\_. Gradually allow children more freedom and control over their lives. One parent said, "Once your children are old enough, phase yourself out of the picture, but always be near when they need you."

10. Be realistic, expect to make \_\_\_\_\_. Be aware that outside influences such as peer pressure will increase as children mature, One parent said, "Don't expect things to go well all the time. Child-rearing has never been easy. It has its sorrows and heartaches, but it also has its rewards and joys. This is what makes it all worthwhile."

VII. INSULATING WITH PROPER PARENT ROLE-MODELS. A child's security comes from knowing that "Mom and Dad" have a good relationship with each other. Notice that in each of the previously-mentioned cases, the importance of parent role-models is stressed or inferred. Male and female roles vary because:

A. The world of men and the world of women seem miles apart. "Throughout history, many women have found it difficult--some say impossible--to \_\_\_\_\_ with men. And an equal number of men have given up trying to communicate with women." ("The Language of Love." *Focus on the Family Magazine*, Page 2)

B. Men and women can say the same words while at the same time they can appear to be speaking a whole \_\_\_\_\_ language.

C. This apparent conflict is, in reality, the way our Creator made men and women \_\_\_\_\_ to each other. And when working together, they can form an excellent partnership.

D. Women are actually very \_\_\_\_\_-brained.

1. Her personality is one of \_\_\_\_\_ and \_\_\_\_\_.

2. She has a natural talent for \_\_\_\_\_.



3. Anniversaries, birthdays, and other special events are \_\_\_\_\_ important to her.

4. She has a great gift to "\_\_\_\_\_ between the lines," as well as the capability of seeing "the picture."

5. Her greatest (but not her only) \_\_\_\_\_ of life is derived from her husband, her home, and family.

6. Her comfort zone is within the \_\_\_\_\_ and she feels stressful if she has to leave her family duties for any length of time.

E. Men, on the other hand, are basically \_\_\_\_\_ brained.

1. A man has the capability to "\_\_\_\_\_ " his thinking, and \_\_\_\_\_ sees the "whole picture".

2. His competitive life is filled with less \_\_\_\_\_ and \_\_\_\_\_.

3. His greatest (but not only) fulfillment of life is found outside of the home, \_\_\_\_\_ and \_\_\_\_\_ for his family.

4. A man's stress level is pushed to its limits when he has to go into the house to accomplish tasks.

5. Most men have difficulty remembering special dates, and can't see why all the \_\_\_\_\_.

F. A mother is often referred to as the "\_\_\_\_\_ " of the home, and the father as the "\_\_\_\_\_." The family must be cautious, however, that fathers are not looked upon as the "big bad \_\_\_\_\_," and that mothers are not looked upon as being so \_\_\_\_\_ on discipline that she is ignored by the children.

G. Since little "daughters" are like Moms, and little "sons" are like Dads, it is not as effective to try and use the same teaching \_\_\_\_\_ for boys as for girls.

H. Children normally look to their mothers for \_\_\_\_\_, and to their fathers for \_\_\_\_\_. They react to other males and females in the same manner.

VIII. INSULATING WITH LEADERSHIP TRAINING. Each day should begin with a leadership training \_\_\_\_\_, whether a family is participating in the Public School system, private schooling or home-tutoring. It can take less than 15 minutes per day and yet have the greatest \_\_\_\_\_ for good the child may experience throughout that day.

A. The morning devotional should be organized so that each child will have an opportunity to \_\_\_\_\_ in front of others. As they conduct or participate, they will develop leadership qualities, and at the same time learn to be \_\_\_\_\_ before an audience.



B. Conducting morning devotionals also teaches \_\_\_\_\_. Rudolf Steiner, founder of the world-wide Waldorf schools, stated: "Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction into their lives. The need for imagination, a sense of truth, and a feeling of responsibility--those three forces are at the very nerve of education." ("The Waldorf Initiative," [pamphlet], page 4.)

C. Participating in devotionals activates and awakens both hemispheres of the \_\_\_\_\_.

1. As \_\_\_\_\_ thoughts, poetry, or sayings are read.

2. In \_\_\_\_\_ the Pledge of Allegiance.

3. When \_\_\_\_\_ and \_\_\_\_\_ a song or hymn.

D. Devotionals allow children to be " \_\_\_\_\_ " in the classroom.

1. Studies show that the best remedy for those with low self-esteem is an opportunity to feel \_\_\_\_\_.

2. By being allowed to select who will take part and what will be performed, children develop a feeling of participation in the \_\_\_\_\_ of their studies.



#### IX. INSULATING WITH WHOLESOME READING.

A Parents complain that their children can't \_\_\_\_\_. This should not be surprising when "Most high school seniors read \_\_\_\_\_ pages or fewer per day, at home and in school combined" (*The Washington Post*, Oct 1, 1990). Twenty-two percent of fourth graders said they read 20 pages or more. By the 12th grade, it goes down to \_\_\_\_\_ percent. . . "

B. Children cannot do too much \_\_\_\_\_.

C. Students should receive opportunities, both at home and at school, to do \_\_\_\_\_ types of reading:

1. First, \_\_\_\_\_ silent reading. This can be from books or articles which pertain to the interests of the child, or to the academics required for a particular subject. A minimum of \_\_\_\_\_ minutes each day of this type of reading is recommended.

2. Second, vocal \_\_\_\_\_ reading.

a. Because children look to the father for acceptance, it is best for him to read every other paragraph. Even though his wife might be a better reader, children will be more \_\_\_\_\_ if they follow the reading example of their father. If he is not available, then mother should read every other paragraph.

b. In the classroom, a teacher or a \_\_\_\_\_ student should read every other paragraph.

(1) Often it is taught that better readers are \_\_\_\_\_ readers. Therefore, when children follow each other in reading they often try to "race" one another. Fast readers often become impatient with slower readers. Reading should be \_\_\_\_\_ percent thinking and \_\_\_\_\_ percent eye movement.

(2) Students should be divided into groups of five or six per group. A trained student should be selected to read every other paragraph at a comfortable speed, with \_\_\_\_\_ and \_\_\_\_\_.

3. Third, \_\_\_\_\_ reading by a parent or by a teacher.

a. This is one of the most important practices that a parent or teacher can incorporate into their \_\_\_\_\_ routine, and should focus on what the title says--enjoyment.

b. Books are better than articles because the end of each chapter produces \_\_\_\_\_ for the next chapter.

c. Enjoyment reading increases listening skills, enhances memory, and broadens interest levels.

d. The \_\_\_\_\_ should do as much of the reading as possible. Mothers have been viewed as the best instructors for teaching reading. But new research shows that fathers should do the teaching.

e. Children may be permitted to do other \_\_\_\_\_ while listening, such as coloring, as long as they do not disturb others.

D. Teachers should seek council from the \_\_\_\_\_ as to which books and materials they would like their children to read. This builds parent-teacher relationships, and allows the student to see their parents as the educational \_\_\_\_\_.

E. Top readers are " \_\_\_\_\_, not \_\_\_\_\_." One way they get to the top is by reading stacks of interesting books. Children need hundreds of hours of \_\_\_\_\_!

F. Parents and teachers can build \_\_\_\_\_ without knowing it. Here are seven hints for parents and teachers to use in teaching reading. (These are taken from an excellent article by Dr. James S. Jacobs, as printed in *This People Magazine*, March, 1987:

1. When a child asks, "What is this word?" don't always have him \_\_\_\_\_ it out.



a. As adults, we often feel that "children should try to overcome obstacles for themselves." Many adults assume this is the pathway to maturity. But when a child is in the middle of a good story and asks what a word is, he wants to know the word. He wants to know now! A parent or teacher should supply it immediately. Pausing for a sound-out lesson is an unnecessary interruption and sometimes irritation.

b. Another useless side trip is asking the child, "What do you think the word is?" If he had an idea, he wouldn't be asking. Freezing the action of a good book for instruction is no more appealing to the child than to his parents or teachers. When confronted by a new word, how many adults interrupt an interesting book and go to the dictionary before turning another page?

2. Do not be afraid to allow the child to \_\_\_\_\_ under the words with his finger as he reads.

a. The reason we discourage this habit originates with research showing that less skilled readers use a finger to mark their place, while good readers do not. But poor readers automatically quit using a finger when they have become confident and skilled enough not to need it. Insisting that a child abandon the practice before he or she is ready only prolongs the time it will take for the child to improve.

b. The same is true for moving lips or mumbling while reading. Neither gets in the way of reading development, and insisting a child cease does nothing for natural improvement. (Most skilled readers, even adults, occasionally move lips and mumble without being aware.)

3. Once a book is begun, do not expect him to read it until it is \_\_\_\_\_.

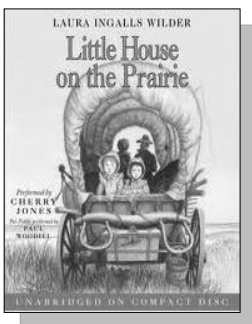
a. This ranks as one of the most irrational beliefs about reading. Naturally, life's tasks should be completed. The dishes *aren't* finished until the countertops are wiped and the sink is cleaned. But every new title carries a degree of risk, and no virtue lies in being forced to the final page if the story doesn't measure up. Much better to admit a

book doesn't have what it takes, put it down, and go to another with more promise.

b. Learning when to abandon ship is a useful skill, particularly when we can jump immediately into another boat. Allowing a child to close a boring book does not mean the countertops of life will go unwiped.

c. But what if the dull book turns out to be thrilling and we cheat ourselves by quitting early? That occasionally happens. So does Halley's Comet.

4. Do not insist that children read \_\_\_\_\_ .



a. Encouraging children to read broadly is best done by providing a variety of books and talking within earshot about certain titles. *Insisting* that they diversify their reading is another side of the story.

b. An example of this was illustrated by a colleague who watched with concern as his daughter read the seven-volume *Little House on the Prairie* series by Laura Ingalls Wilder for the second time, then the third, fourth, fifth, and sixth. When she reached for it the seventh time, he could remain silent no longer. "Enough!" he ordered. "I am not forbidding you to read those books again. But before you do, you must read one other book." How did she respond? She quit reading altogether.

c. Expecting a child never to return to a favorite title makes as much sense as saying "You want to go over to Spencer's house after school? But you've already played with him. With so many people in the world, why don't you try a new friend?" When something is rewarding, we humans like another dose of it.

d. Some people return again and again to the same restaurant.

e. Children, like adults, can go on reading jags and remain riveted to a narrow focus until ready to move on. Sometimes that means the same title, sometimes the same author, sometimes the same type of book.

f. Allowing them to indulge in Beverly Cleary's *The Hardy Boys* or horse stories does the child no lasting damage.

5. Do not equate the \_\_\_\_\_ of a book with its difficulty.

a. Not long ago a teacher told me of a note sent by a father: "Please give Janice something more challenging to read." Janice had chosen the book from the library, liked it, and wanted to finish it. But her father seemed to endorse the philosophy, "Easy is lazy."



- b. Easy reading can be as stimulating, rewarding, enriching and motivating as hard reading.
- c. Over a period of time, good readers often devour a variety of book types, lengths, subjects, and levels (even those who go on reading jags eventually diversify).
- d. Some picture books please adults as much as children.
- e. The worth of a book is not limited to the number of pages, level of vocabulary, or difficulty of comprehension. Today, even learning to read on the computer is in every child's world.

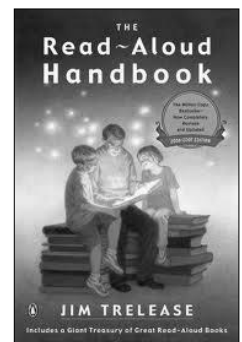
6. Don't take for granted that your children will love the \_\_\_\_\_ books you read when you were young.

- a. We adults intellectually understand that children may feel differently about books which were important to us in our childhood. But accepting those responses sometimes seems to threaten our own taste and judgment.
- b. When something is valuable to us, it is natural to expect those we love to share our view. The fact is, though, they may see a favorite title of ours as amusing antiquity, or worse.
- c. Applying pressure for them to feel as we do--however unaware we may be of that expectation--usually drives them from our beloved books instead of drawing them in.
- d. All we can do is tell how we feel and why.

7. It is a mistake to infer that reading \_\_\_\_\_ is necessary only when children can't read for themselves. The power of a good story read aloud appeals to all age levels. To believe otherwise is to deny one of life's richest and least expensive pleasures.

E. This philosophy is expounded in a book called *The Read-Aloud Handbook* by Jim Trelease, from Springfield Massachusetts.

1. For twenty years Mr. Trelease was an award-winning artist and writer for the "Springfield Daily News", in which he frequently wrote on the importance of reading with children.
2. Using the knowledge he gained in this professional capacity, and his own love for reading, he wrote the first edition of his book. It was an immediate success, and spent four months on the *N.Y. Times* Best Seller's List.



3. This valuable tool and reference book is now available in more than 30 countries, and every teacher, parent, and grandparent should have a copy.

4. In his introduction, Mr. Trelease quotes Ruth Love, superintendent of Chicago Public Schools, 1981: "If we could get our parents to read to their pre-school children \_\_\_\_\_ minutes a day, we could revolutionize the schools."

5. Valuable time has been \_\_\_\_\_, however, because we did not heed her advice.

6. Reports show that as a child matures, if the parent can spend \_\_\_\_\_ to \_\_\_\_\_ minutes a day with that child reading out loud, his or her chances of a happy, well-adjusted and educated life are enhanced ten-fold.

7. The two questions asked most often by Mr. Trelease are:

a. "How \_\_\_\_\_ must the child be before you start reading to him?"

Trelease's answer to this is that most people wrongfully assume that it is not beneficial to read to a child until the child is at least six months to a year old. "If they are old enough to talk to, they are old enough to read to," he says. One of the best examples given of this is quoted from Dorothy Butler's thesis entitled, "Cushla and Her Books."

Dorothy pointed out that Cushla Yeoman's parents began reading to her when she was four months of age. By nine months, the child was able to respond to the sight of certain books and convey to her parents which ones were her favorites. By age five, she had taught herself how to read.

What makes Cushla's so dramatic is the fact that she was born with chromosome damage which caused deformities of the spleen, kidney and mouth cavity. It also produced muscle spasms which prevented her from sleeping for more than two hours a night or holding anything in her hand until she was three years old. She also had hazy vision beyond her fingertips.

Until she was three, the doctors diagnosed "Cushla as mentally and physically retarded, and recommended that she be institutionalized.

Her parents, after seeing her early response to books, refused. Instead, they put her on a dose of 14 short story books a day.

By age five the psychologist found her to be well above average in intelligence as well as a socially well-balanced child.



b. The second question Jim Trelease is always asked is: "When is the child too \_\_\_\_\_ to be read to?"

His reply? "\_\_\_\_\_."

X. INSULATING WITH WRITING. Family members and students should write a \_\_\_\_\_ at the conclusion of each special event, major class, church meeting, or outing, giving in detail all they can remember about that event or what they learned.

A. Studies show that writing about an activity or learning experience increases the retention of what they learned by over \_\_\_\_\_ %!

B. Writing about subjects removes \_\_\_\_\_ a student may have about that subject.

C. Parents and teachers can work in \_\_\_\_\_ with paragraph writing.

XI. INSULATING WITH SERVICE. Children can understand more fully the true purpose of education in this way. Benjamin Franklin said: "[Education is] an ability to serve mankind, one's country, friends and family, which ability is to be acquired or greatly increased by true learning ... [Service] should indeed be the great aim and end of all learning." (Albert Henry Smyth, ed., *The Writings of Benjamin Franklin*, vol. 2, p. 396)

A. Service is the best way to prevent \_\_\_\_\_ .

B. Academics which a student learns while performing services are remembered over \_\_\_\_\_ times longer than with traditional learning.

### CONCLUSION

If parents wish to *empower* their children with an ability to successfully meet the challenges they face and if parents desire to *insulate* their children against an alarming decline in society, they must get involved in "PARENT-CENTERED EDUCATION." Hundreds of major studies document that parent involvement in the education of the children is the most effective way to enhance the education and moral direction of their children.

Parents must become involved immediately, because the needs of their children are here *now*.



**ANSWERS TO BLANKS**  
**“PARENTS AS THE EDUCATIONAL GUIDES”**

<b><u>Page 1</u></b>	live	<b><u>Page 6</u></b>	household	father
parent	70%	50,000	fuss	projects
excluded	insufferable	85	heart	parents
laws	battered	few	disciplinarian	guides
mandatory	supplement	lightly	wolves	made
school	tutor	insulate	soft	born
time	<b><u>Page 4</u></b>	isolate	methods	practice
hour	urgency	positive	guidance	<b><u>Page 11</u></b>
days	entire	excel	acceptance	obstacles
holidays	guides	love	devotional	sound
subjects	outside	discipline	impact	trace
length	needs	time	perform	finished
standards	responsibility	spouse	comfortable	<b><u>Page 12</u></b>
testing	sit	right	<b><u>Page 9</u></b>	broadly
dress	walk	wrong	responsibility	worth
grooming	lie	<b><u>Page 7</u></b>	brain	<b><u>Page 13</u></b>
counseling	our	respect	meaningful	same
immunization	educational	listen	leading	aloud
<b><u>Page 2</u></b>	religious	guidance	directing	<b><u>Page 14</u></b>
classroom	<b><u>Page 5</u></b>	independence	singing	fifteen
trespassing	values	mistakes	partners	lost
homework	restricted	communicate	needed	fifteen
trouble	16	different	selection	thirty
slow	leading	complementary	read	old
hyper-active	5	balanced	ten	<b><u>Page 15</u></b>
delinquents	11.6	meaning	fifteen	old
unfit	50	feeling	reading	Never!
cause	3,000	communication	three	paragraph
trouble-makers	2.5	<b><u>Page 8</u></b>	personal	600
their	3,800	extremely	20	fears
before	25	read	group	partnership
key	white	whole	<b><u>Page 10</u></b>	boredom
family	suicide	fulfillment	motivated	50
parents	5,000	home	trained	
true	5	left	fast	
rely	10	compartmentaliz	95	
<b><u>Page 3</u></b>	1.1	e	five	
impact	600,000	seldom	meaning	
blame	300,000	meaning	feeling	
parents	6	feeling	enjoyment	
counsel	15	protecting	daily	
success	18	providing	excitement	