

# How to Protect Children from Developing Passive Minds

By R.N. Whitehead

**S**uccess in school – and in life – requires an active and independent mind. It would be nice if that came easily, but quite the opposite is true. And what's worse is that today, without realizing it, we are training and encouraging our children to become just the opposite – *passive and obedient!*

The process begins with small children watching television. Now, let's not start a revolution! I don't think that television is completely bad. However, we must teach children *how* to engage it actively. Left to their own devices, children often sit passively in front of the television set receiving no mental stimulation, encountering no give and take, and taking no time for integration.

Just sitting and watching is bad because it leads kids to believe that they can receive stimulation while remaining passive; that they can take the easy way and still benefit.

But, it just seems that way. In order to really experience television, you must watch it with a focused and active mind – one that notices detail, infers meaning, develops understanding, integrates past experiences with the present action, and judges the appropriateness or value of the actions of the characters.

When kids just sit, they learn not to be active participants in their own lives; they learn to be unfocused and float. This is counter-productive and does *not* create active and independent minds.

This trend continues when school starts. Over the past decade, schools have paid too much attention to social development, encouraging kids to "get along" in class. They are expected to fit in, often regardless of the occasion. For example, we have all heard the wail of anguish as a little one explains how she got into trouble, "It wasn't my fault! I never did anything!"

Too much attention is placed on good citizenship and harmony, instead of justice. It does not take kids long to realize that they can get good strokes just for getting along, regardless of the quality of their participation or the justice of the situation. I call this the Fail But Be Nice and Succeed Syndrome.

When children meet adult social expectations for blending into the group and not standing out, they are rewarded with praise and attention. It is as if the mere ability to do what one is told is more important than the quality of the task.



It is important for us to realize that our children do not understand why we make this such a high priority for them. As adults, our lives are full of conflict. We complain and argue or we may watch movies, videos and television programs full of conflict and perhaps even violence. Where is our harmony and why is harmony so important anyway? This is a mystery to our children.

Why do they have to get along at all costs? No answer. When this happens, children abandon their own search for the truth and just follow our lead. They trust adults. Adults know what to do. They stop trying to understand and just obey. They settle for positive strokes rather than understanding.

To us, this seems a small thing – just one of life's little inconsistencies – but these are small developing minds. They need consistency! They need to learn how to reason, how to use their rational faculty properly. Instead of encouraging this, we create a major conflict for our kids.

### ***Follow and obey...or reason and think***

They want reasons and we substitute a sort of "because I said so" or "because it's good for you" reason. In other words, we teach them to follow and obey, not to reason or think. In so doing, we reward passivity and punish the development of active independent minds.

Kids learn this lesson all too well.

Teaching children social skills is not the job of our schools – parents can do that. But most, if not all, public school primary and kindergarten programs consider that the development of social skills in children is of major importance. This inhibits academic growth and keeps the child's mind passive as it follows without real understanding the arbitrary rules and expectations of the teacher.

These mistakes are further compounded as learning programs usher in the era of "matching" activities. These are primary school activities that ask the child to match similar objects, colours, sounds, and so on. This is not wrong in and of itself, but most school programs actually stop here. Matching types of activities requires little or no higher order thinking skills, such as understanding and using metaphor. Today's school programs lock themselves into this mode from the primary grades into secondary school and even university.

This is wrong because children don't discover differences or create generalizations. Their activities are not extended to concepts that would lift the child above the concrete world into the world of the intellect – a world where light and colour and imagination exist alongside logic and order.

Matching activities requires only a passive mind. Flash cards, choral reading, group activity (children actually learn very little from group activities) all bring home the



same message, “Don’t be independent and think on your own; be nice and follow the instructions; be passive and you will be rewarded.”

I’m not accusing school officials of planning this result, just of ignoring the obvious fact that this is the consequence of today’s programming.

The only road back from this journey is to build learning programs based on the developing cognitive needs of the student: to teach our students to move from the concretes of physical life (the things we see, taste, touch, smell, hear) to the abstract (to ideas like honesty or justice). In other words, to teach kids *how* to build new categories and meaning from the endless parade of physical senses in their lives.

For example, in mathematics we should make sure the student understands the concepts of addition or subtraction before we actually move to teaching abstract numbers. This can be done with blocks, diagrams, words or manipulatives. There is no one best way.

But today’s programs move kids too quickly from the concrete to the abstract in math. They have to begin memorizing instead of understanding. Think back. Do you understand your math or did you just memorize it? If we expect children to actually “see” their math, to understand it, we have to make sure that they actually do! Memorizing facts or orders of operations will get you the answer, but no understanding.

Memorizing is passive. Understanding is active.

In reading, school programs result in students with passive minds trying to memorize their whole vocabulary. Instead of showing children how to decode the language they already know, we confront them with an endless array of “whole words” to be memorized.

Children first hear language by listening to their parents, but they do not merely copy the sounds of their parents. A child must make an enormous mental step in order to begin learning this language. Every word in our language represents a particular and single concept. When children first learn language, they first have to understand – in a mind that has no language at all – that the strange sounds they are hearing are connected to whatever the parent is pointing or referring to.

For example, when you say “Mommy” to the child and point at yourself, how will the child know what you are doing or that that sound you have made has any meaning at all? Understanding that the sound refers to one specific concept is a feat that requires the child to understand that it is necessary to categorize information in order to make greater sense of his or her universe.

***Without language, we’d be like lower order animals***



Without language, we could think only about what is in our conscious mind right now. All the learning of the past would be lost to us. Without words to summarize and represent concepts, we would have to develop each concept anew every time: much like the lower order animals do.

Children first learn to speak by hearing language. They hear sounds, learn to distinguish the differences between these sounds, learn to blend diverse sounds together, learn what concepts are, and what the individually blended sounds (words) stand for. All this information is filed in the subconscious and the language is *verbal*.

The next step seems logical. The child already understands all the concepts of language implicitly. If they can speak in clear sentences, they already have comprehension! We do not have to worry about that.

Our task should be to teach them how to access the incredible amount of stored knowledge and literature humankind possesses. How? By teaching children to understand the code or script we use to write our language. It is a unique code and it is designed to be built from the ground up, much the same way every single verbal or mental concept is formed. Amazing! Language and thinking are developed together and in the same way. In fact, language was developed so that we could further enlarge our knowledge. It is primarily a tool of thinking – not communication.

Reading should be no different. If we first helped the child to understand abstract concepts by making sure they understood concrete ones – by teaching verbal language – then we should teach reading in the same manner. That would suggest to our children that there is some logic and order to the learning of written language just as there was in the learning of spoken language and in thinking.

The building blocks of reading are letters, and there are only 26 of them. All words flow from these basic 26 units. If for no other reason than it is logical and rational, we should consider using only phonics reading programs for our children. It is empowering and important for the development of their self-esteem.

If we were to insist that our children learn to read using phonetic decoding, they would begin to see that there is an order in the universe of reading, that they are capable of understanding and succeeding on their own. It does not depend on how they act in a group, or of their obtaining approval or endorsement by teachers or adults.

From learning to read in Grade 1 (which is when it should happen) to writing a thesis in university, a student must be able to think – to see similarity and difference, to generalize, to integrate, to concentrate and to focus intentionally. Passive minds do not learn well: they memorize, they mimic!

But, they do not learn. Planning, goal setting, taking personal responsibility and achieving are all hallmarks of an active mind. It is not safe to assume that children will learn this skill automatically. Learning to think actively and independently is one of the primary building blocks necessary for self-esteem and success.



### ***Don't wait for learning to happen***

Last year, an ambitious and successful advertising executive consulted me about a "reading problem." James told me that sometimes he had to read the same article or memo three or four times before he "got" it. James was ambitious, and absorbing a lot of material quickly was necessary for him to advance his career. As he seemed unable to do this, he feared his career would be stalled because of a learning disability.

After talking with him, I was confident that James did not have a learning disability, but I subjected him to a series of tests just to rule out that possibility. While the tests were negative, the truth came out when I asked James to describe his reading method.

"Well, I just read," he said. "You know, you open the page and look at the words."

And there it was. The whole secret! James was opening the book and waiting for the words to create an impression on his brain.

"Does that sound passive to you?" I asked him.

"What do you mean, passive?" he asked, "What is passive about that?"

I love that kind of a question. It leads to one of my favourite topics. Yes, yes, yes, that is *passive*! Words by themselves are just clusters of sounds coded into funny little shapes and printed on the pages of the book. Each word stands for one specific concept and only for that concept. Each word subsumes every possible size, shape, colour and number of that concept; thus the word "table" stands for every table that ever was, will be, or might be.

Language is exciting and helps us to think clearly. And when we have thought clearly, we can communicate clearly with each other. But no amount of wanting or trying will get that word off the page and into your brain without a conscious and specific effort on your part!

Certainly, just opening the book and looking at the words does *not* constitute that effort.

James was using his mind the way he had been trained to, but this method does not work! Those words will stay on that page and not in his brain until he learns how to actively put them there.

Changing from a passive to an active mindset requires two stages: wanting to change and learning how to do it. Wanting to change is called motivation.

The first stage in teaching children to become less passive and more actively invested in their own lives is to motivate them. An unmotivated mind is a passive mind. By motivation, I mean finding a way to show your child that changing is to his or her advantage.



It is said that motivation comes from within. This may be the case when the person being motivated is fully informed on the issue and understands the full extent of the context involved. That is not the case when we speak about kids. Their knowledge and experience are probably lacking in this area and, as a result, they often do not know what is best for them. In fact, in many areas of their lives, they almost never know what is actually in their best interest. That's why it takes so long to raise them. We have to teach, lead, guide and motivate.

So, how do you motivate children to use their minds more actively? One answer is, by withdrawing immediate gratification. It is important to learn while we are young that life is an earned process. It is not free. Despite what our politicians have led us to believe, each and every one of us is responsible for our own life and welfare on this planet. Our government, schools or parents ultimately cannot do it for us.

Life is full of joy and triumph, but it also contains failure and pain.

Sometimes we are too kind. Because we love our children and don't want them to be hurt, we often try to take away their failure and pain. We end up by taking away their right to try. As a society, we have implanted an idea in the minds of the young that if it isn't easy or fast then it is unfair...so you don't have to do it!

How often have you seen a child give up as soon as a task seemed difficult? And what activity do they usually choose as a substitute for the hard activity? A passive one such as watching television, playing video games, talking on the telephone, going to the mall, or just tuning out.

The one type of activity offers instant gratification and the other requires that we "pull up our socks" and try. It also promises that we might even fail again!

Why do kids quit? Perhaps they have learned that it is okay to quit, or perhaps they have not yet tried enough to learn that they can succeed. They lack the motivation (or confidence) to continue to try.

It certainly is true that if kids don't really have to try hard, they won't fail. If we reward too soon or fight too many battles for our kids or if we shelter them from the small stings of little defeats, they never really learn how sweet victory is!

And even worse, they will never really learn that victory is won at a cost. We all have to earn everything we want. We have to try! We have to try hard and sometimes we fail! But when we succeed, when we overcome, we really taste the honey of life and even the failure becomes just another way of learning. Failing is not wrong. It should not shame us. We should want our kids to fail. It shows us that they are trying! When they fail, we can step in to help keep them motivated, to help keep them trying.

***Every challenge is great, even if we fail***



In order to motivate a child, you must teach him that engaging in the battle to read or understand is *fun*. Winning is fun. Even losing is fun because we are doing something! Succeeding at this first step involves changing the idea that everything should be easy and that kids should not experience failure, to the idea that the very challenge is great! Embrace the challenge with your kids. When they cry in frustration, hear them – but don't take the challenge away. Don't offer comfort too quickly.

Your child tried to do something and failed! For you as a parent, that is cause for celebration. Perhaps your child is mad because you, and almost everybody else in the world, seems to know how to read or do math better than he or she does! This is a great place for a kid to be, in the battle! Don't hide the fact that it is hard, or that he or she might fail.

Celebrate it. It is fine. Simply reassure your child that he or she can succeed. Explain that there is a logical process, and, as soon as he or she learns it, accomplishment will follow. Motivating a child requires that you assure the child that the job can be done, that there is a set of basic rules to be followed and that your child can understand these basic rules.

In other words, that it is possible and that he or she *can* understand.

This point is vitally important and it is one of the reasons why many reading programs fail today. Programs such as “whole language” often present no understandable process to be learned. No actual set of skills that, when mastered, will lead to success. For children to build a healthy self-esteem, they must believe that they live in a world that is knowable – that they can know it.

The child must be able to say to him or herself something like, “Even if I don't succeed right away, I am capable of understanding, trying and eventually succeeding.”

This requires another subtle idea change or paradigm shift. We have been sold a bill of goods about self-esteem and failure. We have tinkered with school programs until it is virtually impossible for kids to fail because someone told us that failure damages self-esteem.

Nonsense! Failure allows healthy kids to develop self-esteem. Knowing that they can try, fail, and try again is the beginning. It helps to develop the confidence that somehow they can cope, “Somehow I can figure this out.” This confidence and this knowledge is what self-esteem really is.

The next step to motivating is to help the child relate the task to something that is important in his or her own life.

- Why will this be a good thing to do?
- Why should I change?
- What will I gain from the change?



These are all fair questions, and your job, as a parent, is to help your child find the answers to them.

There are no set answers. Every child is different. Parenting is itself a very active process. Use examples from the child's own experiences. It does no good to tell your child that she "needs a good education." You know this, but she does not. You must find ways to motivate that involve the day-to-day world of each individual child.

Create small challenges that are achievable and measurable and even give occasional rewards to create that extra push. Offering stickers, praise, recognition, discussion, contests, tickets to the water slide or even a cheeseburger can be part of a child's motivation. Obviously the best and longest lasting motivation comes from the development of a healthy self-esteem and confidence in his or her own mind. But occasional treats are not entirely bad.

Teach in small and subtle ways the idea that we are each responsible for ourselves and our own gains – that we are proud of what we have learned and of our ability to learn and grow. This does not mean that we don't help each other or that we can't accept help. But it does mean that the actual work – the thinking and learning – is something we have to do on our own.

Let's go back and visit James again. After he told me that he "looked at the words," I asked him what questions he asked himself as he "looked." I explained that he had to stop every paragraph or two and ask:

- Why do I need this information?
- What did the author just say?
- Do I understand that?
- Is this new information that I should notice or is the author just filling in details?
- What should I do with this information?

I also explained to James that he had to stop every now and then to summarize what he had read. If it was technical and difficult, he needed to use these strategies more often.

He smiled at me and said, "I guess what I was doing was passive after all." A *breakthrough!*

### ***An active mind demands itself to understand***

It does not matter whether the student is four or forty, the mental process is the same. An active mind does not wait for the world, the teacher or the book to give information. It demands information and demands of itself to try to understand. An active mind does not mind failing; it hates not trying. In order to learn, we must want to learn.





We must help our children learn to be willing to accept responsibility for trying. Children with passive minds will not develop healthy and robust self-esteem. Being active means making the attempt. Being passive means waiting for someone or something else to act for us. As adults, we know these truths; as parents we must teach it by example and gentle persuasion. Helping a child to develop an active mind is not only one of the greatest gifts a parent can give but also one of the greatest challenges we can face.

Have you ever asked yourself why we send our children to school in the first place? As parents, why do we care if they are mentally active or passive? We seem to spend a lot of time chasing our kid's educational goals.

I still clearly remember nights from almost 40 years ago with my mother standing over me while I slumped at our big dining room table defeated by Grade 6 math. Those feelings of defeat are still real to me. Mom was worried and was trying to motivate me. How? By telling me how much I needed math!

"Why?" I asked, hating math and feeling defeated.

"Because you need it – you can't get a job without it." She then went on to further inspire me, "Besides, you should be doing this just for the love of learning. Isn't it great to learn something new?"

Now there is a good one for a Grade 6 kid! Mom finished inspiring me and went away to paint a picture, read a novel or watch television. I didn't notice her studying something new just for the love of learning. How often do you do that?

I'm not trying to get even with Mom, but rather to point out that she was unable to inspire me because she used concepts that were well beyond my immature thoughts. Now, if she had told me that Rocket Richard used math to calculate the angle before he scored his goals, that would have inspired me!

The truth is, she didn't really understand why I needed to be educated.

### ***Education is all about living successfully***

Despite all claims to the contrary, the main reason for getting an education is to prepare children to live mature lives successfully. Yes, knowledge can bring joy, enlightenment, pleasure and can help you get a better job; but those are values which give meaning to our lives and not the reason for educating our children.

If we expect our children to be prepared to live successfully then we must decide what qualities are important to this preparation. Believe it or not, reading and math by themselves are useless except as a way to kill a few hours on a rainy day. It is not the specific skills that matter at all. It is the whole package.

Only when our kids can use all of their diverse learning skills – such as concentrating, attending, sequencing, recalling, abstracting, generalizing, transferring,



and only when they can apply the material they memorized from their curriculum, (such as history to help understand our race or science to understand our world) – can we consider that they have been educated. They need to be able to use and apply these skills to deal adequately with the terms and conditions of their lives and to achieve the goals and dreams they have set.

That is the purpose of education!

Now what about active minds? Well, acquiring a successful education is impossible for a child with a passive mind. The child may be sharp enough to memorize his or her way through enough situations and may acquire enough sub-verbal reading skills to adapt in public situations. But, without a vital and active mind searching for principles and seeking truth, the child will never really be happy and will never reach his or her human potential.

As we have already discovered, motivation comes first. Teaching comes second.

In most life situations, children are motivated by their desire to understand – to survive. They watch, copy, integrate and learn all by themselves. In fact, the hardest task that any human will probably ever face is the acquisition of language, and as children we do that all by ourselves.

We do this because we need language to understand, to organize and to keep and use our experiences. We need to know in order to understand and we need to understand in order to survive. This is motivation enough!

So what happens when children start school or someone tries to teach them to read? Where does this motivation go? The answer lies in a strange place. First we must learn that we cannot motivate children! They motivate themselves because they discover that what we are offering them is something they want.

We must learn to respect the fact that children are logical and rational already. The only difference between them and us is their lack of experience. Our experiences have allowed us to develop knowledge and to expand our understanding of situations. If we realize that children are just like us, minus the knowledge, experience and context, then we can begin to understand how to teach them in better ways. A child who becomes active intellectually does so by himself or herself when he or she decides to – and not one second before.

Nevertheless, there is some “table setting” we can do before our children will make this decision. If we do this carefully, they will decide that the results are worth the effort.

If children are just like us minus the experiences, then they must have the same basic rights as we do. This means we must learn to respect their right to learn or not learn. Sure, we know how difficult their lives will be without adequate education, but if we force them to follow our standards, they will do so only grudgingly and will certainly never be motivated.



Therefore, we must encourage independence and self-esteem in our children.

Reconsider how you react to them, and learn to treat them as immature equals. Treat their feelings with respect. If kids don't want to go to school, learn to read, or to concentrate, there is a rational reason somewhere. Find it. It may appear strange or funny when you finally hear this reason but you will see that the child does indeed have a good reason for not wanting to try this new activity.

***Let kids know your expectation is that they try***

I worked with a young girl recently who had trouble remembering the sounds of some letters. Jenny really wanted to please her Mom, as well as me, so when she couldn't remember her letter sounds, she felt "stupid" – and worse, she felt that she was letting us down.

The next time I wanted to work with her letter sounds, she wanted no part of them, and she had a great reason. Her refusal to look at the letters did not indicate that she was a behaviour problem. In fact, she was highly motivated. She wanted to please both Mom and me, yet there was no way she could do so with these "stupid letters." The logical answer, given her limited experience, was, "No Way! I'm not doing 'em! I hate the dumb things anyway!"

Now we could begin to understand what was really going on. The problem was not with the "dumb letters," it was with the way she interpreted our expectations for her. She assumed that we needed her to *succeed*: that the only reason for dragging out those "dumb things" was so that she could show us that she knew them. It never occurred to her that we only wanted her to try.

The secret learning here, for us as parents, is to make sure that our expectations are properly understood at our children's level, not just at ours.

Ask me why you should learn to read and I will tell you that you can't experience the great literature, can't graduate from school, can't get a good job and will consequently be doomed to struggle and underachieve throughout your life without reading.

Good answer, eh? But what does that answer mean to a five-year-old? Nothing! While it impresses me, it has absolutely no motivating power at all.

So, what did eventually motivate Jenny? It was easy. Mom and I began to listen to her and she provided the clues for us. She wanted to read like her best friend, Abbie. She wanted some chapter books with nice stories about horses. She wanted to surprise her brother and suddenly read one day. The answers were right there in front of us.

Somehow Jenny was treating reading as a means of pleasing us, instead of something she wanted for herself. If we removed the judgments and even the



encouragements and merely offered her the way to reach her dreams, she bought in all by herself.

Within two weeks she was laughing with me at how hard it was to remember some of those "dumb letters." By changing the way we voice our concerns and desires for our kids, by listening to the things that are important to them right now in their world, we have the tools necessary to guide them along the path that we know is best for them.

Let us now assume that we, as parents, have learned how to stand aside while our children motivate themselves. What can we do with these young, bright, motivated, yet demanding minds? We can provide games, activities and learning exercises in such an orderly, rational, and sequential manner that they seize them and eagerly master new skills with glee.

In deciding which games and activities are most appropriate, we must first identify learning objectives (such as concentration, which is the ability to stay on task without changing the subject; hearing discrimination, which is the ability to hear different sounds distinctly; and recall and memory, which will apply to these activities.

Then we must decide just where our children are in terms of the material being presented. Are they ready for this material? Will it make sense to them? Have they developed sufficient skills beforehand so that these new ones will be useful? In other words, even though the child is interested in learning (motivated), it does not mean that the child is actually ready to learn.

When teaching children information or skills we must ensure that our presentation has a distinct beginning, middle and end, and that it comes at the correct time and in the correct order.

Here's an example. Let's say that I wished to teach a young lady by the name of Lenka to read. Wouldn't it seem logical that she should know the sounds of the alphabet first? Yes, but what if Lenka is three years old and has not learned to distinguish one sound from another? Or has not yet developed memory skills sufficiently to remember more than one sound at once?

An exercise that drills the sounds of the alphabet would be harmful and might begin to erode both the enthusiasm and the motivation Lenka has brought to the task. Instead, I would have to begin with memory games designed to improve concentration and recall. Then I would start to teach auditory discrimination by playing silly games such as:

Me: Say cowboy.

Lenka: Cowboy.

Me: Now say it again but don't say 'cow.'



When she gets it wrong, I must laugh with her and get her to repeat it. Just repeating it helps memory, and models the distinction between the two words. I would, perhaps, give her an incorrect and funny answer back to allow us both a laugh. As she masters these simple tasks, I will be able to proceed from whole words to sound blends such as *at* and *ar*. Playing a bingo or board game and using one of these tasks whenever she lands on a particular square also makes this activity fun.

Once we have made a small inventory of our child's general learning skills (memory, etc.) we can then begin to do the same thing with his or her information processing skills.

1. How precise is his word understanding? Do specific words have precise and specific meanings or does he still struggle with this task? (Are there lots of unfinished sentences with "like" or "you know" in them?)
2. Can she think figuratively or is she still more concrete-bound? (Can she listen to a story and tell you what the moral is or what the hero learned?)
3. Does he prefer specifically structured activities or can he understand cause and effect? (Does he prefer to remember what the princess wore rather than attempt to explain why the princess did something?)

The object of this exercise is to determine the level of cognitive skill the child possesses. Remember that you must present new information in a logical, sequential, clear and meaningful manner. It must be appropriate to the child's overall context.

I recently sat in a Grade 2 class and heard a teacher explain that pollution was bad because it was killing the earth. The kids all nodded their heads and sweetly sang an anti-pollution song – but *they had absolutely no real idea what that teacher was talking about!*

It was completely beyond their context and could only be processed passively. The kids sat there nodding and singing because it was expected of them, not because they had any idea what was or was not polluted. They were appropriately rewarded after the song with positive feedback while the teacher naively thought that they had learned something. All they had done was to learn that when an adult says, "pollution," the kids are supposed to acknowledge that it is bad. This was passive memory work, not understanding at all.

As parents, we cannot make the same mistake. We must carefully help our kids develop the context so as to understand what we are trying to teach them. Children learn best through example. When you are problem solving, model your thinking process for them. Don't make it a lecture about how they should do it.

***Kids will learn how it's done by seeing it done***



The more examples children see of how something should be done, the better they will become at discovering the logical methods you are using.

In truth, education – the actual training of the mind to deal with life successfully – is not a lifelong process. A successful education must occur when the child is young. As we grow older it is much harder, if not impossible, to change the actual process of learning (that is, the methods of the mind).

We can grow, discover new and fascinating things about life, and understand much more with our mature intelligence. But changing the way we think and learn is extremely difficult after about the age of 10. This is why it is essential for us to learn to be active intellectually while we are children.

Helping children along this path as they discover the joys of an active, inquisitive, unafraid and healthy mind is one of the greatest gifts of parenthood – *for both parents and children.*

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