



Study Guide:

Life Leadership Essentials: *Turn the Page*

Prepared by Rachel DeMille

This Study Guide is prepared as a companion to the Mentoring in the Classics Audio Series.

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This month's reading is available in the [Leadership Education store](#), in the [publisher's online store](#), and on [Amazon](#).

The Introductory Mentoring Audio, provided via a link in your course email, consists of a small-group discussion. Of special interest for this session is the variety in those attending: Group participants are daughters Eliza, age 17 and Emma, age 22; son-in-law Ian, age 25; son Freeborn "Ammon", age 15; moderator Oliver DeMille.

The Debriefing Audio that follows at the end of this month will consist of a group discussion of the Mentoring Prompt (below). Contributions from subscribers who share their responses on [the Facebook Discussion Group](#) are welcome and expressly invited!

Ideas for Writing or Discussion:

- In the Introductory Audio, Oliver mentions having a "conversation with the author." What does this mean to you? Have you experienced this?
- Discuss this quote by Chris Brady from the Introduction: "Leadership reading is reading with a bent toward making each page impact our lives."
- Discuss this quote by Cornelia Funke from page 13: "Isn't it odd how much fatter a book gets when you've read it several times? As if something were left between the pages every time you read it. Feelings, thoughts, sounds, smells, and then, when you look at the book again many years later, you find yourself there, too, a slightly younger self, slightly different, as if the book had preserved you like a pressed flower, both strange and familiar."
- Is there a book in your experience where you could "find yourself" in it?
- Rachel DeMille says, "When I was young, one of my dad's most oft-repeated phrases was, 'books are our friends!' My parents taught me to respect in books, to handle them with special care, and to never, ever, ever write in them! I laugh, now, because this

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is one thing that I pass on the spirit if not the practice of what my parents taught me. For me, writing in a book is like playing the piano. I teach my kids that you don't touch the keyboard with anything but your fingers (no stickiness, no pounding on the keys with toys, etc.); and, that it's totally fine to express yourself creatively while sitting at the piano. Same with books! We don't write in books without forethought, but one of the ways we demonstrate our maturity and growing interest in the world is by relating to what we read in a lasting way – by reading with a pen in hand.”

- What is your experience with writing in books? Is this a taboo you struggle to break?
- Have you ever read a book that had notations from previous readers? Have you ever read a book that had previous notations from your own prior readings? Consider the dialog that can be had across the years as different readers pick up the same volume time after time.

Resources for Additional Study:

- [Brad Bolon and Oliver DeMille, “How to Read a Book”](#)
- [Harriet Rubin, “C.E.O. Libraries Reveal Keys to Success”](#)
- [Nick Bilton, “Steve Jobs was a low-tech parent”](#)
- [Rachel DeMille, “Are you *just* reading to them?”](#)
- [Nancy Bailey, “Setting up your children to hate reading”](#)
- [Oliver DeMille, “The Mighty, Magical, Miraculous Pen”](#)
- [Oliver DeMille, “Book Power”](#)
- [Oliver DeMille, *The 5 Habits of Highly Successful Homeschoolers*](#)
- [C.S. Lewis, *The Weight of Glory*](#)
- [Alexis de Tocqueville, *Democracy in America*](#)
- [Jane Austen, *Pride and Prejudice*](#)
- [William Shakespeare, *Complete Works*](#)
- [William Wilbur, *The Making of George Washington*](#)

Bonus
article >>

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Level 5* Mentor Prompt on *Turn the Page*:

Read with a pen in hand and mark all recommendations that you do not already do habitually.

*Levels 1-5 of reading are discussed in the Mentoring content for Lindbergh's *Gift from the Sea*. We highly recommend that you review that Audio and Study Guide to gain the full benefit of this course.

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