

# TEACH Bulletin

## Thorough Education Achieved in a Caring Home

Number 101

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### Cellphone Slavery

Recent incidents featuring cellphones and school kids have highlighted a couple of serious national problems: a gross lack of discipline and parent-child alienation.

Australian education expert and clinical psychologist Andrew Fuller surveyed hundreds of school students last year and found 42 per cent of boys and 40 per cent of girls were sleep-deprived to the extent that it impaired their concentration at school. And the major factor appeared to be youngsters texting one another late into the night and leaving their phones on overnight as they recharged to be woken up by even later calls.

Parents complained that while they could answer the ring of a landline phone and ask the caller not to phone at that late hour, they “had little control over cellphones”. Mr Fuller had a simple answer: ban cellphones from children’s bedrooms. Simple.<sup>1</sup>

Paul Jose, a senior lecturer at Victoria University school of psychology, said texting could become an addiction for teenagers who might not realise the impact it was having. He said parents should try to keep tabs on children’s texting habits and if necessary confiscate cellphones overnight.<sup>1</sup>

Both of these experts suggest something that seems to be anathema to many New Zealand parents: exercising a measure of discipline and control over their own children.

#### Death by Cellphone

A little over two months ago, 12-year-old Alex Tekā was found dead

at her Putaruru home the day before school started. Her mother, Deanne Tekā, told the *New Zealand Herald* she had been bullied relentlessly through text messages and e-mails which included a death threat.<sup>2</sup> This really is tragic if the mum felt the same as other parents apparently feel: that they have so little control over their children’s cellphones that they cannot even take the obvious step of relieving the little girl of the cellphone or getting rid of the text function. Or better yet, educating at home.

Wellington Coroner Garry Evans reports a disturbing trend of teenagers as young as 14 and 15 committing suicide after breaking up with their boyfriend or girlfriend. He said that without the life experience to enable them to deal with a break-up, young people did not know whom to turn to. They did not tell their parents, brooded and eventually concluded that the only way out was to take their own lives.<sup>3</sup>

Several problems are implied here: children way too young to be emotionally involved are allowed to get involved. Parents appear to be either unaware or unconcerned or so alienated from their own children they do not feel able to intervene or take the trouble to find out where their children are emotionally and socially. And of course many parents unthinkingly approve and encour-

### Every Child to Get National Student Number

The Government’s Education Amendment Bill (number 236.2) has been in the Parliamentary system for over a year. It has passed the first reading and been through the submissions stage. It now awaits debate and second and third reading before it becomes law.

The Bill deals with issues surrounding home based care and education. With a couple of tweaks, all of our homes could automatically fall under legislation as to how we cared for our preschoolers and what and how we provided for them. The tweaks are not there at present: but it wouldn’t take much to change every home into a state regulated institution once this Bill is in place.

The Bill also deals with National

Student Numbers. Each student, and home educators are specifically mentioned as included, will be issued with a unique identifying number that will stay with them and be used to track them for who knows how long.

Before we get too upset, we must remember that infants born in hospitals are being issued with NHI numbers (National Health Index) at birth which track them for life. And as soon as you start earning money, virtually everyone will get an IRD number which also tracks you for life. And each of our home educated children is given a unique number when issued with an exemption. Apparently these numbers will become our children’s National Student Numbers.

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age their children to develop close ties with the opposite sex way before the children are either emotionally or socially ready to even contemplate such ties. Cellphones and their over-use and late-night use are key factors in causing alienation from peers, parents and reality itself. Teens and even adults can be seen in close physical proximity texting one another instead of talking. This new type of socialisation is a real backward step as people lose the art of making conversation, learn to exclude people right next to them from conversation and are emboldened to text things they would never say to one's face. Texting of necessity keeps exchanges short and therefore inhibits any kind of sustained logical interchange of ideas. The mere possession of a cellphone gives a false sense of sophistication and maturity to children. They also allow many relationships and conversations to develop and proceed without parents ever having any idea whatsoever, further fuelling the parent-child alienation.

Home educators generally avoid these problems as they often relish family life and love the constant and meaningful interaction that can take place between parents and children

and among siblings. Generally suspicious of fads, home educators can also take a more mature approach to cellphone use and train the family members to use them as convenient tools for needed communication and security rather than sources of entertainment or socialisation.

### Unable to Cope

Sadly, the schools appear unable to cope with such issues of discipline. This is not for lack of trying, but the school system ensures such things continue to be ineffectually dealt with. Before she died, Alex attended Putaruru College. They contacted the parents of the bullies, discussed the issue in assembly and said Alex could choose her class. This just made her more of a target for the bullies and gave them more ammo to fire at her. Sending her to a different school (forcing the victim to adjust, rather than forcing the criminals to adjust) was too difficult.<sup>2</sup> Putaruru College principal Karen Douglas said there had been "disciplinary consequences" for the alleged bullies which did not include removing them from school (the Education Act says they have rights to an education and must attend school). Douglas went on to say, "We were dealing with a (death) issue, not a bullying issue."<sup>4</sup> It seems the bullies must be allowed to grieve for their victim more than they must be disciplined for their bullying. Perhaps the principal sees that they are now victims themselves.

What is scary about Alex's death (in February) is that it was the third with similar circumstances in Putaruru since October – three deaths linked to text bullying in one little South Waikato town in four months!<sup>2, 4</sup>

But even before her death hit the news, near riot conditions on the playgrounds of some

Wairarapa schools caused them to ban cellphones from campus. While this sounds like a sensible discipline measure, it is not dealing at all with the reasons why the bullying takes place. Yet from what the schools say, something about the cellphones themselves appears to be a major factor.

Tararua College in Pahiatua and Wairarapa College in Masterton both reported a "harrowing year" of text bullying, disputes between students and escalating violence. Tararua College deputy principal Alan West said the school was forced to clamp down toward the end of last year after incidents began to get out of hand. Students had balked when a limited use policy was introduced, and teachers were abused and threatened when they tried to confiscate phones. "Suddenly we had stand-downs because kids were telling teachers where to get off," Mr West said. "It got even more rapidly out of hand as students set upon each other, and we spent huge amounts of time trying to sort out massive personal disputes – some of which descended occasionally to violence." The school's board of trustees put the ban to a vote of parents – and the rule won about 95 per cent support. Since the ban was put in place, almost all the problems that had plagued the school last year had been resolved, he said.<sup>5</sup>

### They're Trying..Sort Of

With the media spotlight on the schools in relation to text bullying, some interesting comments come out. These will be only the tip of the iceberg, of course, as every school does all it can to shun negative publicity. Tawa College principal Murray Lucas said, "When you see the level of bullying that's gone on in Parliament lately it's very hard to tell our kids not to call people names, such as pervert." Wellington Girls College principal Janice Campbell said text bullying was a "horrible problem". Girls sent nasty text messages to each other "without even thinking", spread rumours or revealed secrets via cellphones. "If they can't visualise the person at the end of the phone then they really lay it on. They have no idea of restraint," she said.<sup>6</sup>

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## TEACH Bulletin

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Hear, my son, your father's instruction,  
and reject not your mother's teaching.  
— Proverbs 1:8

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But Campbell's solution misses the mark completely: she wants to educate the children about the damage bullying does. And Hutt Valley High School principal Sylvia Burch tackled text bullying by putting up "no text bullying signs" around the school and making sure pupils knew where to go for help if they needed it.<sup>6</sup> Bohally Intermediate School principal Andy Laurenson said his school was going to be more proactive than that: they planned to ban cellphones and iPods for a number of reasons, including unsociable behaviour in the playground where children sit and stare at their screens rather than playing.<sup>7</sup>

The ERO is amending its reviews of schools to include an anti-text bullying strategy.<sup>7, 8</sup> The MoE responded in typical fashion: throw more money at it and develop a programme so the state, rather than parents, will teach proper cellphone etiquette, leaving even less time for study of the basics.<sup>8</sup>

The obligatory endorsement of an anti-text bullying message by some sports stars signed on rowing sisters Caroline and Georgina Evers-Swindell. It is embarrassing and of doubtful benefit to have such self-disciplined individuals mouth self-evident banalities such as, "Bullying has always been happening and mobile phones are just another way for kids to go about it," or "If people aren't aware of what's happening then they can't help," instead of calling on parents and teachers to give vision and build self-discipline. Sadly they also promote the idea of schools as a place where kids need to toughen up, saying that building up a young person's self confidence would help them cope.

"We were always involved in sports and I think it kind of always gave us confidence."<sup>9</sup> As a home educating parent, I do not help my children to cope with something that is unacceptable. I teach them how to eliminate it or find more enlightened society. Children imprisoned at schooling institutions are neither taught nor given either option.

Hamilton senior constable Jolanda Roe said text bullying was common in city schools and then made a rather odd comment: "It's okay to say, 'Hey, I'm bullied; it's something happening to me'."<sup>9</sup> Can you imagine the environment of fear and intimidation that must exist before a child would *not* tell someone that they're being picked on? That's also part of the "you've got to toughen up" culture of institutional schooling that many people regard as an essential. No. That's why schools are bad places.

The ultimate non-solution I've seen in the papers is from Wellington High School principal Prue Kelly. She revealed her umbilical connection to PC propaganda by saying that the key to stopping bullying was to celebrate diversity. "They have to know it's okay to be different. It's also about empowering the victims to stand up for themselves and telling everyone that good kids don't let this happen."<sup>8</sup> What Prue needs is time-transportation to last year to spend a day in Alex Teka's shoes.

Cellphone intimidation and bullying is the latest feather in the vaunted school "socialisation" cap. I'm very happy to stay far away. And besides, most of us home educators already know how much state school teachers enjoy celebrating the diversity of the home education option!!

## Notes:

1. *Dominion Post*, 11 February 2003, "Late-night texting teens suffer in class", <http://www.stuff.co.nz/stuff/0,2106,3568492a7694,00.html>
2. *NZ Herald*, 11 March 2006, "Daughter driven to death by bullies, says mother", <http://www.stuff.co.nz/stuff/0,2106,3600824a11,00.html>
3. *Dominion Post*, 6 February 2006,

(Continued on page 4: **Cellphones**)

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- "Parents 'at fault for teen suicides'", <http://www.stuff.co.nz/stuff/0,2106,3563070a10,00.html>
- 4.NZPA, 13 March 2006, "Text bullies need to understand pain – father", <http://www.stuff.co.nz/stuff/0,2106,3602533a11,00.html>
- 5.*Dominion Post*, 8 March 2006, "More schools oust cellphones", <http://www.stuff.co.nz/stuff/0,2106,3596230a7694,00.html>
- 6.*Dominion Post*, 14 March 2006, "Schools struggle for text bullying answer", <http://www.stuff.co.nz/stuff/0,2106,3602800a11,00.html>
- 7.*Marlborough Express*, 17 March 2006, "College student sent death threat text", <http://www.stuff.co.nz/stuff/0,2106,3607385a11,00.html>
- 8.*Dominion Post*, 17 March 2006, "Maharey pledges more money to fight bullying", <http://www.stuff.co.nz/stuff/0,2106,3606327a7694,00.html>
- 9.*Waikato Times*, 24 March 2006, "Evers-Swindell sisters help stop bullies", <http://www.stuff.co.nz/stuff/0,2106,3615301a7694,00.html>

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(Continued from page 1: **ID Numbers**)

The purpose of these student numbers is said "to facilitate the accurate use and transfer, by authorised users, of information relating to individual students." Who issues the numbers? The Bill says it is whichever Ministry has been given the job by the Prime Minister at the time.

Who are authorised users? The Bill lists: an education provider, the Ministry (whoever issued the number, presumably....and if the job then goes to another Ministry, do those two Ministries now both become authorised users?), the NZQA, the Tertiary Education Commission, the "Service" (sort of a catchall organisation that can be formed by the government whenever it needs one), and "any other agency or body declared by regulations made under section 347 to be an authorised user."

I was ready to say that we home educators are "education providers", for similar language is used in relation to us in the present Section 328 of the Education Act (the bits about powers of ERO officers). However, this Bill defines "education providers" as: early childhood services, registered schools and tertiary education organisations.

Specifically, the numbers may be

used for: "monitoring and ensuring student enrolment and attendance; ensuring education providers and students receive appropriate resourcing; statistical purposes; research purposes; ensuring that students' educational records are accurately maintained."

So even though we are exempted from enrolment, we are not exempted from "the system." The reason appears to be that with these numbers, information on each student can be shared by schools, social agencies and health authorities, enabling them to be alerted to potential problems. Note the term, "potential problems". That indicates intervention by agents of the state *before* problems arrive. It is like making a pre-emptive strike. Now, the UK's Sir Roger Singleton was here talking about a similar system proposed for the UK: while he said that officials there were grappling with privacy issues, including what information should be stored and who should have access, NZ's Children's Commissioner, Dr Cindy Kiro, simply said these could be overcome. Her motivation was because *a lack* of information sharing was blamed for child murders in NZ, such as half-sisters Saliel Aplin and Olympia Jetson.<sup>1</sup> Mmmmm....

According to The Heritage Foundation in Washington, D.C., British statistics of family or household structure (there are no equivalent figures kept for the USA or NZ) dramatically show that live-in boyfriends are 33 times more likely to cause serious abuse to children than married biological parents, de facto are 20 times more likely and solo mums 14 times more likely.<sup>2</sup> These were factors in the murders of Delcelia Witika, James Whakaruru, Tangaroa Matiu, Coral Burrows, Saliel Aplin, Olympia Jetson, Mereana Edmonds and Lillybing, but all our Children's Commissioner could mention at the time was Section 59 (reasonable force by way of correction), which of course had no connection with any of these cases. You see, it is Politically Correct to *condemn all parents* as potential murderers and

criminals, but it is not PC to say that the unemployed druggie out on parole for violent offending is an unsuitable live-in for the child's solo mum.

#### **Notes:**

1. *Dominion Post*, 20 March 2006, "Plan to give kids ID numbers", <http://www.stuff.co.nz/stuff/0,2106,3609438a10,00.html>
2. See <http://www.heritage.org/Research/Features/Marriage/index.cfm>

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## **Kiwis Don't Take Control; They Give It Away**

The idea of control, of calling upon the civil government to do something, of giving the state and its agents control over others, especially children, seems to be well received in New Zealand on the whole. The worrying aspect of this is that many call for the state to intervene in something we private citizens should be seeing to ourselves.

Our forefathers sold us down the river in 1877 with the Education Act requiring *all* families to send their little six-year-olds away from home, away from the influence of their parents, every day, five days a week for six hours a day. It wasn't the *compulsion* of this breaking up of the family unit that was hotly debated back then: it was *who* should then indoctrinate the captive children's minds, the secularists or the Christians. This argument should never have taken place, for all right-thinking people of the day should have rejected the ideology that the state has the authority to nearly totally usurp from parents and families their responsibility to train up and educate their own children. But they did not reject this thinking. And so now hardly anyone questions whether schooling is properly and correctly the jurisdiction of the state or of someone else. (It is in fact the proper jurisdiction of the family. Home educators are heroically taking the government of this area back away from the state, becoming in the process coal-face champions of liberty.)

Once the state has this unquestioned claim to the internal workings of the family, other claims follow. The drive to repeal Section 59 of the Crimes Act (justifying parents in their use of reasonable force with their children by way of correction) is one such claim, the boldest, most invasive proposal since the 1877 Education Act itself. The issuing of National Student Numbers is another, less intrusive one. A Stuff poll on March 20 showed how well-received this idea appears to be: 44.4% of 5753 responders said personal details of every NZ child *should* be entered into a central database to be shared by schools, social and health agencies.

Compulsory schooling, once in place, is used as a very effective lever to get ever more privacy, responsibility and interventionist concessions out of parents. When Auckland's Avondale College announced it was going to post student performance and attendance records online, parents were really excited....at last they would know how their own children were doing.<sup>1</sup> This was not just an admission that too many parents already don't even keep tabs on their own children by simply communicating with them, it was saying they'd rather communicate with a website about their own children's situation. Accepting that children just naturally go away from home from the age of six has spawned this decidedly low level of parental responsibility.

Overweight children are being targeted as a job for schools. The previous Minister of Education, Trevor Mallard, lobbied and bribed schools so their tuck shops would sell healthier food and ban chips and sodas.<sup>2</sup> With Steve Maharey now at the Ministry's helm, the Government's Active Schools programme, working with Sport and Recreation New Zealand (SPARC), wants to see a daily hour of Physical Education in primary schools take on the same curriculum priority as maths and English. Sparc education manager Cath Clark said that could mean offering mountain-biking, skate-boarding and even extreme sports in order to attract children's attention away from the "iPods, Gameboys, PlayStations, television and the rest."<sup>3</sup> Our taxes get to pay

for all this "education", and the school prisoners, while enjoying an hour at the skate-board park, have even less time to learn the basics....until their parents tutor them after school and on weekends....when the kids used to do skate-boarding!

### **Inmates Easy Targets**

Apart from these special interest groups of sports and health food fans, other special interest groups such as homosexual and lesbian groups (GLEE [Gays & Lesbians in Education Everywhere], Outthere, Schoolsout, Rainbow Youth), "safe sex" advocates and the Family Planning Association already have access to state schools. They get in for free (FPA actually charges – and receives – fees to come). Others will be paying a different sort of price. A new school in Philadelphia is offering dozens of opportunities for donors to get their name or corporate logo emblazoned on the walls: \$1M for the performing arts pavilion, \$50,000 for the science labs, \$25,000 for each of the classrooms. It's only \$5M to get to name the school itself.<sup>4</sup> The school gets lots of moolah, but students get lots of corporate conditioning in their face all day long in addition to their skateboard and proper-use-of-the-cellphone lessons. This is in NZ already: Palmerston North Boys High main auditorium is called "The Speirs Centre" after the Speirs Group Ltd. It is clear that all kinds of interests recognise that school institution inmates are captive audiences and therefore easy targets. The inmates' parents appear to be the last ones to notice and/or least interested in what's going on.

And now National's law and order spokesman Simon Power is saying we should have a close look at another heavy handed application of state control to the innocent as if they are guilty already. Since January this year, British schools and other authorities have been able to apply for a control order when they *suspect* a child is having problems, even before the child commits a criminal offence. Under the orders, backed up by a threat of a fine or jail sentence, *parents can be required* to attend

parenting lessons and made to impose curfews on their children. They can also be required to ensure their children attended literacy, numeracy, anger management or drug and alcohol abuse programmes.<sup>5</sup> The scary bit is that a Stuff poll on this story asking, "Should schools have a say in how parents of troublesome children raise their kids?" returned a **59% approval** of the proposal. Why do Kiwis seem so content to give their children over to indoctrination and control by others?

The one ray of hope from the system (home educators are all beams of bring sunshine in this area) still has a dark side. Principals Federation president Pat Newman said a crowded curriculum meant schools could barely manage one hour a day for reading. "Let's get real and stop being politically correct – the responsibility for [overweight children] is with parents and families."<sup>3</sup> Well said, Mr Newman. Sadly he also admitted that schools barely do their core business of reading. But then, that's why we home educate.

### **Notes:**

1. *Sunday Star Times*, 19 February 2006, "Parents back school's online truancy tracker", <http://www.stuff.co.nz/stuff/0,2106,3577547a7694,00.html>
2. *TEACH Bulletin* #79, March 2004, "Mallard's Ministry of Manipulation", p. 5.
3. NZPA, 30 January 2006, "PE plan condemned by principals", <http://www.stuff.co.nz/stuff/0,2106,3556338a7694,00.html>
4. *New York Times*, 26 January 2006, "In public schools, the name game as a donor lure", <http://www.nytimes.com/2006/01/26/education/26schools.html>
5. *The Press*, 28 December 2005, "National to look at control orders for unruly children", <http://www.stuff.co.nz/stuff/0,2106,3524104a11,00.html>

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### **The State Can Only Try to Manage Violence; It Cannot Stop It**

The more the state and its agencies try to stomp out violent behaviour problems, the more the problem seems to escalate.

The Department of Corrections is currently managing approximately

7,300 prisoners and 26,600 non-custodial sentences and orders.<sup>1</sup>

On average, every day:

- ◆ Police answer 1,462 emergency calls and 2,571 other calls
- ◆ 1,085 crimes are recorded
- ◆ 1,036 on-road speed traffic and infringement notices are issued
- ◆ 327 cases are referred for prosecution by the New Zealand Police
- ◆ more than 10 jury trials are disposed of in the District Courts
- ◆ approximately 7,000 people are in prison, and 26,730 offenders are on community-based sentences
- ◆ 21 cases are referred to Child, Youth and Family, and 16 Family Group Conferences are convened
- ◆ 504 applications are made in Disputes Tribunals, the civil jurisdiction of the District Court, and the Family Court.<sup>2</sup>

Prison Fellowship National Director, and former Head of the Prison Service, Kim Workman says, "The latest prison population forecast tells us that an 18% increase in prison population, or another 1700 prisoners, is on the cards by 2010. In other words, the taxpayer will need to build an extra prison a year for the next three years to meet the demand. That could mean spending a further 1.5 billion over the next three years. What taxpayer wants that?" "How can the public reasonably expect the Department of Corrections to cope with an increase of that magnitude, when it has already had to cope with an unpredicted 30% increase in numbers over the last three years?"<sup>3</sup>

The University of Otago has been so plagued by unruly behaviour they commissioned a report on the issue. Tougher discipline was not recommended, but instead the drawing up of a code of conduct for students. Yes, as the incidence of vandalism, fires, broken bottles and late night noise increases, University vice-chancellor David Skegg reassures the city that in addition to writing a code of student behaviour, they will also look into the introduction of security cameras, a campus watch patrol and discussions with liquor outlets about selling alcohol in plastic bottles.<sup>4</sup> I feel safer already. Don't you?

Schooling and its forced separation has so divided and alienated family members from one another, that groups like Toughlove, the ultimate ambulance at the bottom of the hill, have emerged to deal with problems that, while absolutely gut-wrenching, are fast becoming commonplace – and even accepted as inevitable: from kids breaking all the family rules, to beating up parents, disappearing, doing drugs, hitting the streets as prostitutes and trashing their parents' homes.

By this stage parents are truly desperate. Toughlove helps them learn strategies for coping. "What we do is empower parents to change their response to their young people's behaviour," says Kevin Wright, chairperson of Toughlove Hamilton Trust. "You can't change a young person's behaviour, but you can change your response to it. You want them to make their own decisions, but they must learn to take responsibility for them."<sup>5</sup>

Can't change a young person's behaviour??!!! Then these guys offer no hope. Home education does. It allows for the family-centred, socially and morally integrated environment that will virtually eliminate this kind of alienation-induced behaviour that Toughlove struggles to deal with.

Canterbury police district commander, Superintendent Sandra Manderson, said that domestic violence was "out of control" in Christchurch.<sup>6</sup> Principal Family Court Judge Peter Boshier said, "We must ask why it is that some families seem to take within themselves the most destructive and dysfunctional of behaviours, while others do not...We used to say that New Zealand was the greatest country in the world to bring up children. If that was ever true, we cannot be so proud or complacent now."

Six women had been killed by their partners or previous partners between November 20 last year and January 3 this year, leaving 19 children orphaned and one who died as a result of injuries sustained through family abuse. Po-

lice statistics showed an upward trend of callouts to domestic-violence incidents, with 24,700 in 2002-2003 jumping to 30,692 in 2004-2005.<sup>6</sup>

Virtually all of those represented in the statistics are products of the public school system. While the schools may not directly *cause* this increase in violence, their intergenerational alienation is definitely a key contributing factor.

Judge Boshier said society had to play its part by questioning why there was so much personal destruction within families, that domestic violence was a tragedy and an indictment of the society that produced it. "It is impossible to over-emphasise the importance of a nurturing home environment for children, and nothing so damages that environment as family violence. Domestic violence," he declares, "has become an issue for all New Zealanders."<sup>6</sup> We home educators are perfectly placed to demonstrate the solution that even this judge clearly perceives: a nurturing home environment for children. Schools are riddled with bullying, drugs and pornography, all thoroughly destructive to young minds and hearts. Society is merely reaping what the schools are sowing. We home educators must now play our part by helping the rest of society perceive the destructive nature of public schooling institutions and help them kick their addiction to it.

## Notes:

1. <http://www.corrections.govt.nz/public/news/briefing-for-incoming-minister/overview.html>
2. <http://www.corrections.govt.nz/public/news/briefing-for-incoming-minister/appendix-1.html>
3. Press Release: Prison Fellowship, 7 March 2006, "Predicted prisoner Increase may spark the wrong review", <http://www.scoop.co.nz/stories/PO0603/S00051.htm>
4. NZPA, 15 March 2006, "Report highlights unruly student behaviour", <http://www.stuff.co.nz/stuff/0,2106,3604596a11,00.html>
5. *Waikato Times*, 6 May 2005, "Desperate parents may find answer in Toughlove", <http://www.stuff.co.nz/stuff/0,2106,3271855a1861,00.html>
6. *The Press*, 28 March 2006, "Family violence 'blight on NZ'", <http://www.stuff.co.nz/stuff/0,2106,3618092a11,00.html>