

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 107

September 2006

So Violent that Teachers Can't Restrain Them

Teachers have thrown up their hands. They openly describe their classrooms as war zones of incredibly bad behaviour, and they want help taming undisciplined human "time bombs." But use of any kind of physical discipline, legalised force to back up their requirements and prohibitions, is to remain strictly out of bounds, apart from making them stay in the classroom, a form of imprisonment the children and their parents are already so thoroughly accustomed to (six hours a day, five days a week) they don't even question it.

This is the first generation of school kids to grow up in a system where use of the cane or the strap has been illegal. Their behaviour shows it.

Secondary teachers have pupils threatening them with knives and rape. A 14-year-old Masterton girl slashed a boy with a scalpel.¹ At Waitakere College a 13-year-old boy was stabbed "down to the bone."² Classrooms are battlegrounds for gang recruits, desks get thrown through windows, and at least 10% of teachers have been assaulted or seen an assault.³ One Alfriston College teacher was punched so hard she needed hospital treatment for facial injuries.²

At the Post Primary Teachers' Association annual conference this month (September), PPTA president Debbie Te Whaiti said deteriorating student behaviour had become a health and safety issue for many teachers, who saw it as one of the major deterrents to recruiting and retaining quality staff. "How many professionals work daily in an environment where it is not unusual to

be told to 'eff off you dumb cow' or threatened with "I know where you live you *****," Ms Te Whaiti said. "I hear disturbing stories everywhere I go, with some teachers reluctant to do duty or even frequent corridors for fear of pushing and shoving and intimidation from students."⁴

It's a good question. Exactly what kind of "teachers" end up staying on? (Have a look at last month's *TEACH Bulletin* No. 106, page six, where a PPTA staff member

revealed the kind of obscene and hate-filled language he was happy to use with total strangers while making a simple request of them.) And why would any responsible parent purposely send their own dear, sweet children into such ugly environments?

Ms Te Whaiti said that nearly 50% of teachers surveyed by the PPTA said the problem was worse than a year ago. Just 10 % said it was better. "They say they are spending more time on motivation, control and dealing with challenges to authority." The PPTA's suggestion, predictably, is to throw more money at the problem in the form of things such as restorative justice, peer mediation and alternative education.⁴ These things do provide employment and contract opportunities for

Free Maths Tutorials

Massey University has launched a free online mathematics resource that anyone can use to sharpen maths skills. See <http://mathsfirst.massey.ac.nz>.

The resource features interactive practice sessions, video tutorials and quizzes that aim to boost student success in arithmetic, algebra, trigonometry and calculus. It can help do-it-yourself home educators make sure they're covering all the basic concepts. It is only working with the mechanics of how to crunch numbers rather than teaching when to apply which mathematical concept. That is, there are no practical problems to solve, no "word problems", just number problems.

It is designed to help students sharpen their maths before enrolling in first-year papers at university and secondary students seek-

ing additional resources.

One of the site's developers, Dr Tammy Smith, says the success of first-year tertiary maths students depends on their competency in algebra and that it is important that secondary school students are equipped with the basic skills required for tertiary study.

The site contains a course map outlining first-year maths papers and information about the level of knowledge required to enrol in each course. Competency tests specific to papers are available, allowing students to identify any problem areas.

From there they can link to remedial work offered online in the form of video tutorials and interactive practice. The tutorials use moving graphical images, colour,

(Continued on page 3: Maths)

PPTA colleagues (social workers, psychologists, counsellors and such like), but precious little in the way of education, the objective for which the schools supposedly exist. ("Alternative education" is an attempt to be more like home education and provide individualised tuition, the general expectations not going much beyond vocational or manual training of some kind.)

But the nation's primary schools are just as bad....worse when you consider the ages of the children. If the *Dominion Post* is to be believed, claims emerging from the Primary Teachers' New Zealand Educational Institute (NZEI) annual conference of 27 September included children as young as five with severe behavioural problems committing extreme violence against primary teachers and other pupils, and other young kids with gang affiliations are turning up to class drunk or high on cannabis or P and being encouraged to deal drugs to classmates.⁵ We're talking primary schools here!

Hawke's Bay special education adviser Vicki Vaughan said the growing problem of pupils exhibiting dangerous behaviour stemmed from a "dearth" of good parenting skills.

Schools needed more resources to safely deal with violent kids. "We're getting children in *pre-school* who are acting out – kids who are so violent that teachers can't restrain them." According to Ms Vaughan these kids "aspire to and are being recruited to the Mongrel Mob". Minister of Education Steve Maharey repeated Vicki Vaughan's twin mantra of a) it being the parents' fault: parents needing to set clear boundaries for children (which they will not be able to enforce if Maharey's government repeals Section 59, turning any use of force for corrective or discipline or training purposes into acts of criminal assault); and b) the government had committed millions of dollars in specialist teachers and resources,⁵ \$10M just last May, to combat disruptive behaviour and bullying.²

NZEI national executive member Ian Leckie said primary teachers were being kicked, bitten and threatened daily.⁵

While some teachers are quitting,⁵ others box on afraid to report how intolerable it is in case they get labelled incompetent. A report presented at the PPTA conference this past month, "Managing Challenging Student Behaviour", suggests violence in some schools is going unreported, that teachers in some schools are working under a "climate of denial". Secondary Principals' Association head Graham Young said on the whole students were better behaved today than 20 years ago....it's just that the extremes are worse now and not being dealt with by other agencies.² Either way, these environments are far too risky to entrust your children to for such extended times.

The most obvious solution is to get those trouble makers out of the

schools. No, you can't do that says the principal Youth Court Judge, Andrew Becroft. Although he identified a good 5% of school kids as having a chronic disability called "conduct disorder" – a severe behavioural problem – he reckons mainstream schools are the best places for these kids as it might help avert criminal behaviour later on.⁶ Can you believe this? Expose other people's children to the most grossly violent behaviour exhibited by New Zealand youths in the hope they'll get it out of their system or maybe pick up good behaviour patterns from your children. He's mighty generous with the lives, minds and morals of other people's children.

Adolescent psychologist Professor John Werry said, "The most powerful influence over teenage kids is who they hang out with. If one wants to do something with those kids, the worst thing they can do is put them together where they can teach each other."⁶ Doesn't he see that this works the same way in a conventional school....that non-dysfunctional children who hang out with the dysfunctional will be negatively influenced and learn bad stuff from the bad guys. Everyone knows it's not "cool" to learn "good" stuff.

These ridiculous ideas are typical of elitist, social engineers trying to make everyone dependent on state bureaucracies by damaging as many individuals and families as they can; who unflinchingly put the interests of the "disadvantaged" (read: violent, abusive and perverted criminal types) above the "privileged" (read: people who through hard work and self-discipline have productive and orderly lives); who see the "disadvantaged" as a group and the "privileged" as individuals; who put the interests of the group before the individual, the individual being expendable. They start from the default position that all children attend schools, the state's primary social engineering tool.

Do not be deceived: home educators are often viewed as part of the "privileged" class who should be contributing to the socialisation of the other kids at school....it is a duty of citizenship, the part we must

TEACH Bulletin

is a monthly publication of the Home Education Foundation and is concerned with those things which may impact on home educators. Articles will deal with political developments, statist and professional trends, correspondence with educationalists and other items of general interest to home educators. Information herein is not to be construed as legal advice. Opinions expressed in TEACH Bulletin are those of the writer and should not be assumed to reflect those of the Home Education Foundation Trustees or Board of Reference Members. TEACH Bulletin is available for a subscription of \$16 per year for 11 issues (none in December) or two years for \$30.

All correspondence to:
The Editor, Craig S. Smith
PO Box 9064
Palmerston North
New Zealand
Ph.: (06) 357-4399
Fax: (06) 357-4389
mail@hef.org.nz
www.hef.org.nz

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

play as part of “the village”. Or else we’re viewed as oddballs with weird ideas and conduct, just as aspiring New Zealand actress Jessica Rose falsely portrayed home educators to millions world-wide in faked internet video diaries recently as a publicity stunt to advance her career.⁷ And in that case, we are the ones needing the all-important school socialisation (read: political indoctrination by school-based social engineering).

Notes:

- 1.NZPA, “Girl attacks classmate with scalpel in Masterton”, 10 November 2005, <http://www.stuff.co.nz/stuff/0,2106,3474079a7694,00.html>
- 2.NZ Herald, “Threatened teachers ‘too frightened to tell principal’”, 22 September 2006, http://www.nzherald.co.nz/section/story.cfm?c_id=1&objectid=10402455
- 3.Dominion Post, “Teachers want help in classroom war zones”, 27 September 2006, <http://www.stuff.co.nz/stuff/0,2106,3809894a10,00.html>
- 4.NZPA, “Unruly students putting teachers at risk”, 26 September 2006, <http://www.stuff.co.nz/stuff/0,2106,3809558a11,00.html>
- 5.Dominion Post, “Primary teachers say we’re at risk too”, 28 September 2006, <http://www.stuff.co.nz/stuff/0,2106,3810928a11,00.html>
- 6.NZ Herald, “Judge says problem children need school”, http://subs.nzherald.co.nz/section/story.cfm?c_id=1&objectid=10403351
- 7.Dominion Post, “Kiwi weaves fake web as geeky blogger”, 14 September 2006, <http://www.stuff.co.nz/stuff/0,2106,3796376a1860,00.html?source=email>

So Whose Fault Is It?

The stories coming out of the annual PPTA and NZEI conferences are horrendous: overcrowded classrooms are often war zones where drugs are dealt and assaults on persons and property are commonplace. Teachers blame the parents. Parents blame the teachers.

It is the parents’ fault. For generations they’ve allowed the schools and teachers to ignore, challenge and undermine their parental authority. They’ve put up with dumbed-down, politically correct curriculum. In good faith they’ve sent their children into environments saturated with verbal and

physical abuse, places where the peer groups breed self-centred, irresponsible and immoral attitudes. Yet the parents thought these things didn’t happen “at our school”. Fact is, parents rarely have any idea what goes on in the classroom or on the school-grounds, though they are aware of the flu, diarrhoea, TB and head lice epidemics that sweep through these institutions with incredible speed and regularity.

It’s the teachers’ fault. They’ve been trained to consider themselves as the experts and that many parents are incompetent. After dealing with a few rat-bag kids, teachers are convinced it’s true of nearly all parents. Teachers reckon children must be separated from these dolts (the parents) and herded together to socialise one another to the lowest common denominator. They’ve also been trained to hold all cultures, moral codes and lifestyles as equally valid. They are not to assume they are “teachers” with a useful body of knowledge to pass on. They are now “facilitators” to help children, as a group, construct their own body of relevant knowledge from pre-selected, politically correct, secular sources.

It’s the system’s fault. It was designed to drive a wedge of alienation between parents and children. It was designed to intellectually dumb down the population into malleable units who wouldn’t challenge the political or industrial elite but would be resigned to “life-long learning” of what these “experts” said they needed to know. It was designed to replace the church with the secular government school as the centre of community life. With both the family and church marginalized to near irrelevancy, the individual became mostly separated from either, a sitting duck for intimidation and control by a growing government bureaucracy with increasingly totalitarian tendencies.

As succeeding generations of parents felt increasingly disconnected from both their children and their parenting tasks because the state required them to send their precious children away to be raised

by agents of the state for six hours a day, five days a week, nine months a year for ten years, abdication of parental responsibility seemed normal. After all, everyone else did it. And it became normal for schools to take on more and more parenting tasks to where today many schools toilet train and feed as well as provide pastoral care and counselling services. And it became normal for children to be even more ill-behaved and undisciplined than the year before. This year’s PPTA and NZEI conference horror stories illustrate the point, as did last year’s horror stories. Teachers have gotten it off their chests, parents remain oblivious since it all happens in another world to theirs, so nothing substantial will be done: and society completes another loop in the downward spiral.

While there are some exceptional schools around, they are exceptions. It is you home educators who are leading the growth in de-institutionalised thinking, a growth in parental responsibility, healthier and more connected family life, stronger academics, more practical down-to-earth learning and less of the me-centred brand of socialisation than we’ve seen in ages. You are at the cutting edge of our civil and religious liberties. Resist all efforts by friends, neighbours and the government to put your children back into those institutions called schools. Our efforts in these areas benefit everyone.

(Continued from page 1: **Maths**)

and audio explanations of concepts. There are lots of great links too. And of course students can progress at their own pace.

(From *Manawatu Standard*, “Net mathssite adds boost for undergrads”, 7 September 2006, <http://www.stuff.co.nz/stuff/manawatustandard/0,2106,3789667a6502,00.html>)

It Really Is Bad

When you hear the rumours of how bad it is in the government schools, even from people whose children attend, you always also hear, “But it’s not like that at our school.” It is a sure sign of psychological denial.

The American Broadcasting Com-

pany (one of the huge original TV producers in the USA) sent their John Stossel out to film what goes on for their 20/20 program titled "Stupid in America". He caught on film and subsequently aired some very disturbing footage...yet that is only the tip of the iceberg. The truth is far worse.

Dressed like derelicts, teenagers in a public school classroom — with their teacher present — climb on top of their desks, crawl on the floor, turn their backs on the teacher and talk loudly with each other, play cards or wander around the room. One boy even strips to the waist and "dances" during class.

Making the film wasn't easy. "State after state wouldn't let us in," Stossel said. "Washington, D.C., directed us to a few of their best schools, and New York City wouldn't let us in at all." In fact, the chaotic classroom described above was in "one of America's *best* public schools!" Stossel said.

Focussing on the academics, he concluded, "The longer they stay in school, the stupider they are." A recent report by the National Center for Education Statistics reveals that only 31% of American college *graduates* can read a complex book with good comprehension.¹

Stossel zeroed in on an 18-year-old in South Carolina who could not read, period. School administrators and "education specialists" insisted he was making progress, "doing fine," etc. — only he still couldn't read. His mother finally sent him to the local Sylvan Learning Center, where he learned to read in 72 hours.

"South Carolina schools, in 12 years, spent \$100,000 on [his] education," Stossel said, "and left him behind" (a cute reference to President Bush's commitment to throwing millions of tax dollars at the problem and calling the strategy, "No child left behind").

Ask an "educator," and he'll surely tell you that schools would get better if only we spent more money on them. Stossel went on to examine a Kansas City school district where \$2 billion was spent on gaudy

"improvements" — indoor pool, indoor track, weight rooms, computer labs and so on. "The kids' scores got worse, and those schools lost their accreditation."

"You could give the public schools all the money in America, and it wouldn't be enough," said a frustrated reformer. Where does the money go? To administrative salaries, additional administrative staff, new administration buildings, "consultants" and "experts." Asking a few teachers how much money ought to be spent per child, per year, the teachers replied: "Oh ... \$10,000 per pupil ... maybe \$25,000 ... or \$30,000. The more, the better."

The money makes no difference because public education is a government monopoly — immune to competition and under no pressure whatsoever to improve.

For example, in Florida a public school teacher sued to abolish school choice. "Competition is not for human beings," she said. In South Carolina the state teachers' union spent millions of dollars on lobbying and television ads to keep school choice from seeing the light of day. Reform efforts fail, Stossel said, because public school administrators and teachers' unions do everything in their power to defeat it.

The teacher unions in the USA spend tens of millions of dollars a year to support left-wing political candidates and causes. In most states, if you match up the names of your teachers' union officers with those on the rosters of the leading homosexual activist groups, you'll find many of them on both lists. These are not the persons to whom any parents should entrust their children. The unions may not be doing a good job of teaching reading, writing and arithmetic; but they are teaching promiscuity, abortion and sodomy.²

Notes:

1. *WorldNetDaily*, "College illiteracy stuns educators," Dr Samuel Blumenfeld, 12 January 2006, http://worldnetdaily.com/news/article.asp?ARTICLE_ID=48309.

2. Article condensed from *Chalcedon Report*, "A Review of Stupid in America: How we cheat our kids," by Lee Duigon, 13 April 2006, <http://www.chalcedon.edu/articles/article.php?ArticleID=285>

NCEA Needs Revamp

In an admission that NCEA results are confusing parents and employers, the Qualifications Authority is proposing a big revamp.

Wads of documents and complicated jargon have confused students and parents and infuriated employers. The authority now plans to simplify how results are presented for both secondary pupils studying NCEA and tertiary students taking national certificate courses.

Business New Zealand chief executive Phil O'Reilly said NCEA results were laden with confusing language. That had led to a negative perception of NCEA by employers, who needed to quickly understand job candidates' skills, particularly those of school leavers. "The clarity of that qualification result and the capacity for it to be trusted is just critically important," Mr O'Reilly said.

NZ Qualifications Authority chief executive Karen Poutasi agreed that changes were necessary to make students' academic performances clearer. "We need to ensure that job seekers are armed with credentials that employers can understand and interpret."¹

In early July 2006 a report released by Victoria University and commissioned by the Ministry of Education titled, *The Impact of NCEA on Student Motivation*, indicated that the present NCEA lowers student motivation to excel.

Commenting on the NCEA's design, the authors said, "Many students agreed that it was hard to be motivated to do more than the minimum 80 credits, and many indicated there is little motivation to aim for Merit or Excellence when these credits carry no extra value."

The report highlights again the need for schools to have the flexibility to

offer alternative qualifications so that more children can be motivated to do well. Sadly, schools currently face many barriers to offering alternative qualifications such as the popular Cambridge A-Levels, including both financial and administrative pressures.²

Notes:

1. *Dominion Post*, "Authority to revamp NCEA results", 7 July 2006, <http://www.stuff.co.nz/stuff/0,2106,3723776a7694,00.html>
2. Maxim Institute, *Real Issues*, No 212, "NCEA discourages many students from excelling", 6 July 2006.

Persecution Overseas

Belgium

Home Educators in Germany, under intense persecution (see following story), used to head to Belgium for sanctuary. No more.



Paul Belien & Alexandra Cohen

Paul Belien is a lawyer in Belgium and has written for a number of influential journals before founding www.BrusselsJournal.com. His wife, Alexandra Cohen, is a Member of Parliament (for the Flemish secessionist party, Vlaams Belang, and as such, represents an increasingly persecuted Christian and socially conservative viewpoint) who holds advanced degrees in philosophy and linguistics but who gave up an academic career to be a full time mother and homeschooler. Four of their five children have gone on to University and the fifth is still at home just finishing off her high school qualifications.¹ Either the Belgium Ministry of Education is extremely dumb to pick on this couple or extremely confident that it'll nail them.

Home education is a constitutional right in Belgium. In 2003, however, the Flemish regional parliament passed a Bill that refers to the

United Nations Convention on the Rights of the Child (UNCROC) and obliges home educators to fill out a questionnaire and sign an official "declaration of homeschooling" in which they agree to school their children "respecting the respect [sic] for the fundamental human rights and the cultural values of the child itself and of others." What this means is not defined.²

"We refused to sign this document," said Cohen. "Not only do we object to the imposed UN ideology, but we would never put our signature under a document that forces us to send our children to government controlled schools simply because two bureaucrats decide on the basis of arbitrary criteria that we are not in compliance with the imposed philosophy." Cohen's husband was questioned by the police who say their children are not being schooled or brought up adequately, i.e. along the lines of the UN Convention, a criminal offence of "neglect of parental duties". The authorities are now threatening to prosecute.³

The home education movement in Belgium has been growing. The number is small, comprising only 202 children in primary school and 311 children in high school. Nevertheless the figure has quadrupled in the past five years as parents are seceding from the official schools where drugs and violence are rampant and pupils are indoctrinated with political correctness and socialism.²

Cohen says the decree of 2003 is being enforced with uncharacteristic speed and rigidity. One family withdrew their youngest son from the technical school, where the eldest child had become a drug addict, and signed the declaration. Some months later the inspectors arrived. They said that the boy was using manuals unsuited for his age, even though he was using the same manuals as his peers at school. They were rude to his mother, who is of Polish origin, and claimed that she could not educate her child because of her accent. Four months after their first visit the inspectors returned. They conceded that they could see

improvement but not enough and that the boy had to return to school. Two weeks later the police came to their door with an order to send the boy to school or risk a penalty. The boy does not want to go back, and there is no way these parents are going to force their child to return to a school rampant with drugs where their other child was ruined. They are now considering emigrating to Poland. This story is only one of many.³

If the Belgian authorities decide to prosecute Belien and Cohen, the couple think they can win in court – at least if the court bases its verdict on the Belgian Constitution. There is always the possibility that activist judges will rule that the UN Convention (UNCROC) overrules the Belgian Constitution. If this is the case, the consequences are far-reaching. In effect it would mean that the laws, and even the Constitutions, of many lands are no longer decided by the people of the land, but by the UN, i.e. the international club of states that includes members such as North Korea, China, Cuba, Zimbabwe, Iran, etc.³

Germany

The German government is persecuting homeschoolers like never before. Armin Eckermann, president of *Schulunterricht zu Hause* (School Instruction at Home or SIH), the Homeschool Legal Defense Association of Germany, states that there are over 40 homeschool families in court in Germany!

The families are being heavily fined; the parents are being jailed; the children are being threatened with being seized and placed in the custody of the state; and families are being forced to flee to Austria and other surrounding countries. Some case examples:

1) The Rudolph family, evangelical Christians, were diligently home educating their six children in Hamburg. The father, Andre, was jailed for a week and fined 840 Euros for refusing to send his children to public school, even though Andre Rudolph has a degree in teaching. Then the authorities began forcibly taking the children to the public school each day. The Rudolphs fled

to a Christian family center in Wolfgangsee, Austria, where authorities will let them home educate for one year before re-assessment.

2) The Plett family, one of the “Paderborn 7” reported on in *TEACH Bulletin* last year, have continued to home educate their 12 children. Early this month (September) a female plainclothes police officer arrived at the Platt’s house. When the mother, Katharina, opened the door, other police officers hiding in the bushes forced their way in. Katharina was able to inform her husband by cell phone before the police took her to jail. The husband then fled to Wolfgangsee, Austria, with the children. Katharina was given a 10-day prison sentence and is facing heavy fines and more jail time.

Of the seven Paderborn families from last year, two have fled to Austria and five have enrolled in a Christian school in Heidelberg. They all still have pending cases against them.

3) Three homeschool families from Saxony have been taken to court and convicted. One was fined 3,000 Euros, one 6,000 Euros and another 10,000 Euros.

4) The Bauer family from America have been missionaries in Hesse for the last 15 years. They were prosecuted about five years ago. Having exhausted their appeals, they now seek a review by the Human Rights European Court that covers all of Europe.

5) The Herrmann family from Baden-Württemberg was facing prosecution for home educating their twins who have many medical problems. They have been forced into hiding and are seeking asylum in another country.

Schulunterricht zu Hause (SIH), the legal association of about 150 members, many of whom are underground and almost 40 in court, is being worn out with defending all these families and is financially drained as appeals are exhausted time and time again.⁴

The future doesn’t look good either. Manfred Müller, governor of Pader-

Coming Events

For updates on this information, see www.hef.org.nz and click Coming Events

16-21 October 2006 Home Education Awareness Week

born country, justified charging home educators with “High Treason,” saying “the obligation to attend school is a civil obligation that cannot be tampered with.” According to the *Brussels Journal*, Müller threatened to charge Hermann Stücher, a 68 year old man giving aid to these home educating families with “High Treason and incitement of the people against the authorities”, the same charge used by Nazis to squelch any resistance to their absolute power. Stücher had called on all Christian parents to withdraw their children from German public schools, which he says are dominated by “neomarxist activists propagating atheist humanism, hedonism, pluralism and materialism.”⁵

Things have also gone bad in a new ruling by the Strasburg-based European Human Rights Court in a case involving Fritz and Marianna Konrad, who argued that Germany’s compulsory school attendance endangered their children’s religious upbringing and promotes teaching inconsistent with the family’s Christian faith. The Court affirmed the Nazi-era ban on home education, concluding that society has a significant interest in preventing the development of dissent through “separate philosophical convictions.”

The family had appealed under the European Convention on Human Rights statement that: “The State shall respect the right of parents to ensure [that] education and teaching is in conformity with their own religious and philosophical convictions.” But the court’s ruling said that schools represent society, and “it was in the children’s interest to become part of that society. The parents’ right to education did not go as far as to deprive their children of that

11 November 2006 Maketu (near Te Puke) Home Education Workshop

Venue: Maketu Community Centre, next to Firestation, Wilson Rd North
Time: 10am—4pm, BYO lunch
Contact: Juliette, (07) 533-2522, picking_daisies@clear.net.nz

experience.” (Take note of the phrase “in the children’s best interest”, for this is the precept that supposedly controls all that is done by CYFs, the Children’s Commission and the Families Commission. Also note that these government agencies decide according to their own unwritten and totally subjective criteria at the time as to what constitutes “the children’s best interest”—Ed.)

“The (German) Federal Constitutional Court stressed the general interest of society to avoid the emergence of parallel societies based on separate philosophical convictions and the importance of integrating minorities into society,” the ruling said.⁶

Notes:

1. *LifeSite.net*, “Belgian government prosecuting homeschool family for political dissent”, 15 June 2006, <http://www.lifesite.net/ldn/2006/jun/06061506.html>
2. *Brussels Journal*, “Brussels journal editor threatened with prosecution over homeschooling”, 25 June 2006, <http://www.brusselsjournal.com/node/1114>
3. *Brussels Journal*, “Crackdown on homeschoolers: It’s the UN wot done it”, 20 June 2006, <http://www.brusselsjournal.com/node/1121>
4. The HSLDA E-lert Service, September 2006, from Christopher J. Klicka, HSLDA Senior Counsel, www.hsllda.org.
5. *LifeSite.net*, “Germany uses nazi era law to imprison mom for homeschooling; family flees to austria”, 14 September 2006, <http://www.lifesite.net/ldn/2006/sep/06091407.html>
6. *WorldNetDaily.com*, “Court upholds nazi-era ban on homeschooling”, 29 September 2006, http://www.wnd.com/news/article.asp?ARTICLE_ID=52209