

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 72

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Self-Determination of Unrecognised Experts

Minister of Education Hon Trevor Mallard, in a speech on July 4 to the New Zealand Principals' Federation Conference in New Plymouth, expanded a wee bit on the Government's two goals for education over the next three years.

The first goal is for "an education system that equips New Zealanders with 21st century skills." "The demand today goes beyond narrow technical skills," the Minister said. "We are talking about skills that focus on creative and innovative thinking, skills that will help us to relate to each other and skills that will give New Zealanders the ability to adapt to the rapidly changing world we live in." He still didn't get around to naming any of these skills. However he indicated they would be closely aligned with the economy, growth and prosperity of the nation and would depend heavily on "our greatest resource – our people."

So while the Minister tells us how he wants to see us all living in an economic and social paradise, he is clear that the Government will, at the same time and in order to achieve this paradise, use us all as a resource, as a tool in the Government's hand to achieve its goals. This kind of socialistic thinking is almost universal among today's state governments. It is known as "social engineering" and contrasts sharply with the ideas of "personal responsibility" and "self determination" which were foundational to free societies such as the early United States of America, Canada, Australia and New Zealand. While none of these countries held perfectly to these ideals, none appear to hold to them at all today, certainly

not at the level of central Government, although one still hears the occasional reference to them.

These ideals are not just dusty old bits of interest one might find in a historical review of political philosophy: they are a vital part of every home educator's daily life: the freedom to *determine* for your *self* how you will educate your own children, *personally* taking on this *responsibility*, willing to shoulder the consequences of your own actions.

Mr Mallard was quick to point out that "education is about much more than building a successful innovative economy. It is also about the development of each individual to their full potential and about the pursuit of values that can't be expressed in purely monetary terms." We are again left in the dark regarding what the Minister is referring to by "values", but it is obvious these values are to be pursued by the state school system.

The second goal is "reducing the inequalities in educational achievement to ensure that all New Zealanders, regardless of their background, can reach their potential." The MoE's "Education Priorities" document of May 2003 (see <http://www.beehive.govt.nz/>)

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HE Champions

On May 22, 13-year-old James Williams of Vancouver, Washington, became the second home educator in a row to place first in the (USA) National Geography Bee. The win netted him a \$25,000 scholarship and a lifetime subscription to *National Geographic* magazine.

On May 29, another home educated eighth-grader, Evelyn Blacklock from Tuxedo Park, New York, placed second in the (USA) National Spelling Bee. The word that finally tripped her up? "Gnathonic," which means sycophantic or fawning. In spite of missing out on first place, Evelyn still took home a \$6,000 cash prize.

Although home educators make up approximately 2 % of the U.S. school-age population, they made up 12 % of the 251 spelling bee finalists and 5 % of the 55 geography bee finalists. "Even more as-

tounding is the percentage of home-schoolers in the finals and semifinals; it's like 30-40 %," said Michael Smith, president of the Home School Legal Defense Association. Three of the past seven spelling bee winners have been home educated. Last year's home educated winner of the geography bee was 10 years old, the youngest in that event's history.

John Rice, 15, home educated on the family's wheat farm near Maddock, North Dakota, joined Dallas Simons, 13, of Nashville, Tennessee, and Alexander Smith, 15, of Burlington, North Carolina, to win the gold medal at the National Geographic World Championship on 16 July, beating teams from Germany and France in the finals.

Chad Chisholm of Denver, 16, Jennie Bauman of Texas, 18, and Chris Burton of Arizona, 20, are

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mallard/priorities/edprioritiesfull document.doc) states the goal simply as, “reduce systematic underachievement in education.” The underachievement is called “systematic” because it has two obvious characteristics: 1) it is “concentrated in relatively high proportions amongst low socio-economic and Māori and Pasifika communities”; and 2) there is more of a variation of achievement within each school – in fact, between different classes – than from school to school.

The “Education Priorities” document lists bullet points under each goal, and these in turn determine where the Government is going to thro...., I mean, “invest” our tax dollars:

Goal One: An education system that equips New Zealanders with 21st century skills. This will mean: More students achieving in the top 25% of students in the OECD and achieving the highest possible standards in upper secondary qualifications.

Stronger professional practice and improved focus on generic skills at all levels of the education sys-

tem.

More school leavers participating and succeeding in high quality tertiary education and training pathways.

Increased use of ICT as a teaching and learning tool.

An increased percentage of the working age population involved in training and achieving qualifications, including through industry training.

Increased graduates in skill areas identified as aligned to national priorities and labour market needs.

Higher quality research, with more effective linkages with other sectors that create and exploit opportunities for economic growth and social development.

Goal Two: Reduce systematic underachievement in education. This will mean:

More children participating in quality early childhood education, especially those from disadvantaged families, and making sound transitions to schooling.

Less underachievement at all stages of schooling, especially in literacy and numeracy, by lifting the performance of the bottom 25%.

Increased retention to senior secondary school, and all students leaving school with upper secondary qualifications and making successful transitions to further education, training or employment.

More adults with good levels of literacy, numeracy and other foundation skills, and increased achievement at higher tertiary levels by Māori and Pasifika peoples.

A careful read of these goals and one will see that people connected to the institutional education industry and the

ICT industry are in line for some serious Government payouts. And this is just what Mr Mallard outlined in his speech. Yearly e-learning fellowships to encourage innovation, laptops for all principals, online professional development networks, regional broadband Internet access through Project Probe, an additional 20 ICT professional development clusters, Principals’ Electronic Network (PEN) facilitator, opportunities to attend LeadSpace workshops, development centres for principals, a programme for developing aspiring and potential principals, Ministerial commitment to fully implement a 10-step plan for improved staffing at schools by 2007, the Collaborative Innovations Fund and other things are examples of state funding recipients mentioned by the Minister.

The Minister’s statement, “I am looking for every possible way to raise educational achievement by maximising the impact that effective leaders can have on our schools,” sounds good. But may I respectfully suggest that there are some totally committed experts in the fields of education, child training and child development who go unrecognised here in New Zealand: I am talking about the growing number of mums and dads who have been home educating their own children from birth through to tertiary level and the workforce. These parents have not only done the educating but also the total child-care package, for they have never made use of any ECE, primary or secondary institutions. My wife Barbara, is an example: she has been a full-time mum, wife and homemaker for 24 hours a day, 7 days a week, 365 days a year for over 23 years now. She has reared four natural children, two adopted children and has also fostered and home educated many other children as well. She is not unique in this regard. “Professional” child experts, on the other hand, do not have this kind of long-term continuity of observation of *any* children as do many typical home educators. Neither do they normally have any experience at all with non-institutionalised children, for their own children are almost always institutionalised (put into a school

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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.

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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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Contact:

Nicola Falloon

falloonfamily@paradise.net.nz

Wanted:

Hi, Samantha Bryant here, a homeschool mom from South Texas. I'm looking for home

schoolers to join our postcard yahoo egrouops list. We currently have 176 home schooler members from all over the United States and the world. It has been very educational for our children to exchange postcards via snail mail and learn about that state or country. Great for geography as well as writing and reading skills!

Contact:

Samantha postcard coordinator
rancherma@yahoo.com

<http://groups.yahoo.com/group/postcardkids/>

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situation) for most of their childhood, and these experts deal almost exclusively with institutionalised children rather than the home educated.

It is the home educating experts who have a lot more opportunity to observe and a lot more freedom to follow hunches and ideas and trials that are not encrusted with specific objectives and personal biases of an institutional researcher, hopeful expectations of the institution's sponsors, caveats and agendas of the institutions themselves plus the inhibiting nature of political correctness throughout. Instead these home educators, being far more motivated and measurably vastly more committed to the children, their well-being and their success than anyone else on earth, have re-discovered much wisdom in the areas of child development and education, child motivation, child training, levels of achievement, family dynamics and the like. I say "re-discovered" because much of this wisdom was almost certainly common knowledge before compulsory, secular schooling usurped from parents their first calling. Forward-thinking policy makers would do well to finally recognise and tap into these growing ranks of real experts.

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members of (national newspaper) *USA Today's* 2003 All-USA Community and Junior College Academic Teams, which consists of only 20 people. These three home educators make up nearly a fifth of the entire team. "I learned that putting family first is one of the most crucial aspects of life," said

Bauman. "Lots of freshmen spend the first semester figuring out who they are. Because I was home schooled, I was one step ahead."

Jason Heki, 17, a home educator from Iowa, was among 18 top young entrepreneurs honoured at the National Foundation for Teaching Entrepreneurship's (www.nfte.com) Tenth Annual awards banquet May 19, 2003, in New York City. "The practical lessons of running a business proved to be a much richer learning environment than the classroom."

Bullies Getting Worse

Violent attacks among girls in the school playground are on the increase say schools and youth workers.¹ Sound bad? Couple that with the recent news reports that younger and younger children² (including girls) are involved in severe bullying and sadder still that the average disabled child has regular bullying to look forward to on being mainstreamed.³ In the face of these reports, two things are worth noting: first, that it is the school's responsibility to "provide an environment which will help its students learn. A student cannot learn properly if they are fearful or stressed." Second, that in the face of the rise in bullying by girls (a rise from 1 % to 12 % in the last five years¹) the Ministry of Education's Central North Island Student Manager, Murray Williams, was able to say, "The increase was not dramatic and was not seen as a major problem by the Ministry."¹ His statement would seem to beg the question, "When will it be seen as a major problem?" We are thankful that homeschooling gives us the opportunity to protect our children from wet-towel beatings, group pummelings, ridicule, depression and hospitalisation as a result of bullying, etc.

Other reports and research done both within New Zealand and without indicate that bullying often occurs or goes on so long because children don't tell adults what is happening. Home education helps here too. Being around our children 24/7, we more easily and naturally develop relationships with them wherein, first, we'd know straight away if something was amiss, and,

second, they would want to tell us straight away.

Notes:

1. *Waikato Times*, "Girls Quick to Have a Punch", 21 April 2003.
2. *NZ Herald*, "Primary Girls Beat Up Boy at School", 28 November 2002.
3. *TheSchoolDaily.com*, "NZCER Views and News: The social experiences of students with disabilities at school", 5 December 2002.

A Brief History of Home Education in New Zealand, Part 1

(The following is offered by the Editor as a brief and incomplete sketch of many national events which helped form the home education environment we have today. It is offered in response to a number of requests for clarification as to what home education support organisations are out there, who they are, and what their relationships are with each other and the MoE/ERO.)

Back in the 1970s & 80s parents approached the head of their local primary or secondary school and asked this person for an exemption certificate. This would be done differently at each school. It was discovered in 1987 that the MoE had no idea how many children were being home educated and that they had no way of keeping track of them. The Inspectors would visit those HEs they knew of, and for a while Psychological Services did the inspections.

Jean Hendy-Harris (author of *Putting the Joy Back into Egypt*, NZ's first book on Home Schooling) and Anne Denny reluctantly became home schoolers when their gifted children were being let down by the system. This was around 1979 or 1980. They found that the only other home schoolers around at the time (in Auckland anyway) appeared to be alternative lifestyleers growing and rolling their own. So, to improve the public perception of home schooling, they worked hand-in-glove with the Department of Education, being pushy at the same time to get what they wanted. They held support group meetings for other interested people and began publishing a newsletter. Because the Education Act of the day said home educators had to be "as regular and

efficient" as a registered school, they called themselves "Prunes". They never became legally constituted because, as Jean told me, "Who needs another bureaucracy, another lot of paper work?"

Claire Aumonier was an early member of Prunes, but at some point she and Jean parted company. The perception of myself and others at the time was that the split developed over the two mutually exclusive views held by the two groups. Jean and Anne worked closely with the state education system, striving in fact to gain full recognition and credibility from the state. Claire on the other hand was a champion of parents' rights, insisting the state had no business telling parents how to train up their own children. She set up the NZHSA (NZ Home Schooling Assn.) somewhere around 1983 and touted it as the only democratically elected, legally constituted body of home schoolers in the country, which was true for a few years. However, her claim that this made NZHSA the only credible voice of the home education community, that is, the only one to which the Ministry of Education should listen, was not well received by the several other home education groups which appeared on the scene.

When Craig & Barbara Smith of Palmerston North started home schooling unofficially in 1985, as far as they knew there was no support group anywhere. Trevor and Laurie Morrison put on a one-day seminar for Christian home schoolers in Auckland about this time which Craig attended. Laurie began publishing a newsletter, "The Homeschooler" in August 1985. When the Smiths suggested that she organize another conference, Laurie asked why the Smiths didn't do it themselves.

So the Smiths formed Christian Home Schoolers of NZ (CHomeS) and planned a national conference in Palmerston North for February 1987. It drew people from Invercargill to Opononi in Northland, from Hokitika to Tokomaru Bay on the East Cape. Many of the people there thought they were the only ones in the whole country

home educating. The press releases sent out as a result led to the formation of support groups in Invercargill, Wellington and New Plymouth.

David Worboys of ACE (Accelerated Christian Education) in Dannevirke and Peter Butler in Tuakau were also setting up around 1985. Peter started CHESM, Christian Home Education Support Ministries, and began selling resources and giving curriculum advice.

In March 1987 a letter from the Department of Education went out inviting a number of home education leaders to a meeting in Auckland. The reason for the meeting was that the Minister of Education, Russell Marshall, had discovered that the NZHSA was not the only home schooling organisation in the country as, apparently, he had been led to believe. He had been sending out two copies of every resource produced by the Department of Education to the NZHSA who would then circulate them among all the other home schoolers in the country. Or so he thought. When he discovered there were other groups, he invited these other groups to this meeting with the request that they not go to the press before hand. He was acutely embarrassed.

This meeting was held in Auckland at the house of Jean Harris of Prunes with JK Millar, Assistant Director Resources Development, Department of Education, on 9 April 1987. Also in attendance were Peter Butler of CHESM, Glenys Jackson (who had by this time taken over the newsletter from Laurie Morrison and changed its name to *Keystone*...it had a nation-wide circulation), someone unofficially representing ACE and Craig Smith from CHomeS.

Mr Millar replied in a summary of the meeting later, "I was surprised and alarmed by the number (of home schoolers in the country — he found the Dept had no way of keeping track of them at all). It was a more major issue than I expected which could mean changes in policy beyond my control and was of a magnitude that could involve reaction from the teachers' unions." Off the record he said that his own idealism had been tarnished as a new

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A Radical Ideology for Home Education Part 4

Holt suggested a redefinition of childhood itself in a sixth book, *Escape From Childhood*, published in 1974. Holt owed its inspiration to Paul Goodman's *Growing Up Absurd* (1960) and Peter Marin's "The Open Truth and Fiery Vehemence of Youth",¹ two works which Holt said, "first gave me the thought that modern childhood might not be a good idea" (Holt 1974, pp. 9-10). Holt also acknowledged that he had "learned much" (p. 10) from historian Philip Aries' *Centuries of Childhood* (1962). In *Escape From Childhood*, Holt continued his earlier arguments against the artificial separation in education of life from work, showing that the family appeared only recently in history and that late twentieth century childhood itself was an artificial, middle class fabrication. "[T]here is much evidence," Holt claimed, "that the modern nuclear family is...the source of many people's most severe problems" (p. 46). In fact, Holt suggested, many modern families are merely "miniature dictatorship [s]" (p. 48) and, like schools, teach children to submit to absolute authority. "It is training for slavery," Holt said (p. 48). But Holt qualified his denunciation of the modern family:

I do not claim that young people were happier before modern childhood was invented, or that in some ways it did not improve the lives of some children, or that even now it is always and everywhere bad for everybody. All I am saying is this, that it doesn't work well for many people, and that those people...ought to be allowed to try something else (pp. 38-39).

Escape From Childhood put for the case that modern childhood, though it originally intended to shield children from societal exploitation, actually degraded the child to the role of "expensive nuisance, slave or super-pet" (p. 18). Holt argued that childhood goes on too long and that children should be initiated into adult life much sooner. Consequently, Holt reasoned, parents should be willing to relinquish authority over their children much

sooner, since children are quite capable of assuming the responsibilities of "adult" life in spite of the popular myths of childhood's beauty and innocence. Holt argued in favor of abolishing the modern institution of childhood, which he considered more of a prison than a garden, by making available to any child who wanted it, of any age, all "the rights, privileges, duties and responsibilities" enjoyed by adults (p. 18). Holt's list of rights included the right to vote, to work for money, to own property, to direct one's education, to travel, to choose one's guardians, to use drugs, to drive and to engage in sexual activity — in general, the right to do "what any adult may legally do" (p. 19).² Holt saw his fight for children's rights, along with the Women's Liberation Movement, as part of a larger struggle between the Powerful and the powerless in U.S. society (Sheffer, 1990).

In 1976 Holt wrote *Instead of Education: Ways to Help People Do Things Better*. This work reiterated his alliance with Illich's deschooling ideas and his resolve that the institution of schools could not be reformed. Holt wrote:

Education, with its supporting system of compulsory and competitive schooling, all its carrots and sticks, its grades, diplomas and credentials, now seems to me perhaps the most authoritarian and dangerous of all the social inventions of mankind. It is the deepest foundation of the modern slave state, in which most people feel themselves to be nothing but producers, consumers, spectators and 'fans,' driven more and more...by greed, envy, and fear. My concern is not to improve 'education' but to do away with it, to end the ugly and antihuman business of people-shaping and let people shape themselves (Holt, 1976).

It was not, Holt said, that schools failed, as he had initially thought, but that they accomplished precisely what they set out to do — that is, keep children out of adult society, teach them to

submit to authority, accept boredom and categorize them into winners and losers in anticipation of their adult years. So, Holt insisted, the very nature of compulsory schooling necessarily eliminated the promise of real learning, especially for the poor, by building a wall between living and work. If U.S. society could, in fact, be deschooled, then the student would be responsible for his own education and no longer dependent on the teacher. Holt argued that this would also benefit the teacher in that he or she could then be free to develop the natural authority that comes from expertise rather than relying on coercive authority which prevails in institutional schooling. (Continuing.)

Notes:

1. Marin's article had appeared in the January 1969 issue of *Center Magazine*, a publication of the Center for the Study of Democratic Institutions (Sheffer, 1990).

2. One of Holt's close associates later said that Holt did not believe that children should be totally free of adult influence and that Holt had acknowledged that children need some parent or caring adult to look after them and guide them through the process of assuming greater autonomy over their lives. In regard to children's rights, Holt saw government-decreed compulsory school attendance laws as more the threat than parental authority (Farenga interview, October 1994). Nevertheless, *Escape From Childhood* did reveal Holt's considerable disagreement with strong parental authority.

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Sheffer, S. (Ed.) (1990). *A life worth living: Selected letters of John Holt*. Columbus, Ohio: Ohio State Univ. Press.

(Edited from: "A Radical Ideology for Home Education: The Journey of John Holt from School Critic to Home School Advocate: 1964-1985" by Casey Patrick Cochran, Ph.D., Division of Educational Studies, Emory University, Atlanta, Georgia 30322. As in *Home School Researcher*, Vol 13, No 3, 1999; Brian D. Ray, Ph.D., Editor, National Home Education Research Institute, PO Box 13939, Salem, Oregon 97309, www.nheri.org.)

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teacher when he found that public education was not just about children and learning but was also about politics and money. (Continuing.)

South Island Tour

Sunday afternoon 8 June Barbara Smith, the J boys (sons Jeremiah 11 and Jedediah 5) and I (Editor Craig Smith) said good-bye to daughters Genevieve and Charmagne, then drove to Wellington to have an hour with the J boys' birth mum Rachel and their sister Kaitlyn before taking the 5:30pm ferry to Picton. Here we made sure the tank was full, for there are no 24-hour stations between Blenheim and Christchurch. Drove non-stop to the country area of Loburn near Rangiora and let ourselves into the house of pioneer home educators Ian & Dot Brown at around 1:45am. The dogs' barking only woke Dot and Leanne, I think!!

After a hurried breakfast next morning we dropped off the J boys with Sharon McKay and her and Adam's five little ones for the day. Then to our 8th annual TEACH Forum, this one held in Christchurch, attended by representatives of Canterbury Home Educators, South Island Home Educators, Christian Home Educating Families, North Canterbury Home Educators, the National Council of Home Educators, Manawatu Home Educators and the Home Education Foundation plus individual home educators, 12 adults in all. We talked of a variety of things from the strengths and weaknesses support groups are experiencing to the political situation to a wish list of proposed conference themes and speakers.

That evening we spoke for two hours on training our youth in purity to a very enthusiastic group of parents. Stayed with Adam & Sharon McKay that night but made a quick getaway in the morning to find our way south of Christchurch to Geoff and Victoria Botkin's place near Rolleston. Had a great breakfast with them while talking over all kinds of home education and parenting issues and viewing Geoff's artist's quarters. Then off though Ashburton, Geraldine and Fairlie bathed in brilliant sunshine and blue sky. Turned left near Burkes Pass before we got to Lake Tekapo and

travelled down a long gravel road to Curraghmore Station where Peter & Pam Higgins (Barbara's sister) run a very large sheep and deer operation. Found them in the woolshed, so paused for a cuppa. The sun was pouring into the woolshed door, warming us up and giving an uninterrupted view of Mt Cook and the rest of the snow-covered Southern Alps.

Next morning the J boys got to help Uncle Peter & Auntie Pam handle the dogs, muster sheep and feed out to the deer. Each of the four wore a real walkie-talkie on the belt with the mouth-piece attached to the shirt collar! Drove the J boys wild...drove Peter and Pam crazy!

Travelled over the isolated Hakataramea Pass and saw my first ever McKenzie Country wallaby...sadly it was dead, but a good size: it would have been almost three feet high. As we drove past Barbara's old home, there in a paddock through the trees was an enormous elk with a huge rack on his head, 20 points at least. On to Oamaru to spend the night with Barbara's Dad, Bob & Joyce Robertson.

Couldn't sneak out of Oamaru without first making a few purchases at the Slightly Foxed Second-hand bookshop where they still write each buy down in a ledger with fountain pen and wrap the books up in brown paper tied with string!! Had a snack in the original town of Palmerston (without the "North") and arrived at Roland and Yolanda Storm's place in Dunedin in time for tea, the folks who organise much of the Dunedin home education activities. Quite a crowd met in a church hall that evening as we talked on several home education issues, really coming alive over some of the political items! We spent the night with old friends Mike and Ruth Robb and enjoyed fellowship over discussions of the persecuted church, missionary and church evangelism.

Rocketed through another brilliant sunny winter sky to a wee Presbyterian church out of Balclutha where we spoke on home education for about three hours to seven

keen mums and a couple of dads. It was good getting to know Sharon Rakete, the organiser, plus getting re-acquainted with Mike & Megan Hemmings. On to Gore for tea and arrived eventually at Brian & Gaye Gibson's place in Invercargill for the night.

Had a full-day conference in Invercargill which included coming back in the evening for a session. Each of us spoke five times, each session lasting at least an hour! Most in attendance were the old veteran home educators, such as David & Liz Tosh and Garry & Paula Squires, which is an interesting change from the norm where it is mostly newbies and virtually no long-term veterans. Again, everyone seemed eager to get re-charged and re-focussed on their undoubted commitment to home education.

Sunday morning we drove through Roxburgh, Alexandra and Cromwell to Barbara's brother Bob & Jen Robertson's place in Wanaka.

It was hosing down rain Monday morning but snowing on the tops of the hills all around. Took a while to work out the road situation: Arthurs Pass, Lewis Pass, Crown Range, Lindis Pass, the road to Milford Sound were all closed plus the road north of Greymouth was closed by a slip. But the Haast Pass was open, so away we went. We got spectacular views of forest in the foreground; then blue lake; brown hills rose to a layer of cloud; above this stood snow-covered peaks in stark relief in the morning sun, stabbing a bright blue sky and more white clouds above that. The McKenzie country and West Coast can really turn it on. Stopped in Franz Joseph for a bit to see Catriona Shand, glacier tour guide, and life-long home schooler, but she was out on the ice. Arrived at Lloyd and Sonya McGarvey's place in Hokitika, and that night about five family groups were represented as we spoke on purity. This talk is always well received.

Looking around Hokitika next day, Jedediah found that the Coast is famous for gold (we bought a vial of gold flakes), greenstone (he had a pendant already) and black coal. So when investigating a second-hand bookshop, five-year-old Jedediah

asked if they had any coal and ended up getting a bag full of sample lumps! Spoke to a group of home educators from Hokitika, Greymouth and as far away as Blackball, about a dozen altogether. Good keen group. Didn't get in all the talking we wanted with Lloyd & Sonya though!

Good hard frost overnight. As we approached Greymouth we saw The Barber: a bank of cloud flowed over a ridge and down upon the town and then dissolved into the lower layer of air! What a sight in the bright sunshine! Carried on up to Coal Creek to visit with Mike & Sue Roper, home schoolers who run "On Yer Bike" adventure rides on quad farmbikes. We got to blat through rivers of mud and through native forest and canyons of more mud and up hills and across grasslands. Wow! Then we thawed out around the wood stove and lunch and worked on our future talks. Carried on through Reefton and Murchison and finally to good friends Pat and Philippa Ashton's place in Motupiko south of Nelson. Lots of fresh coffee while stoking up three wood burners to keep four parents and 9 children and something like 5 cats all nice and warm.

Off to Stoke in the morning for a really interesting day speaking to 25 to 30 home schoolers from quite a variety of philosophical worldviews. At tea time the Ashtons plus Colin & Jill Jeffries and Cynthia Hancox and we all went for Turkish kebabs. That evening we spoke to a room full of dads who'd come to hear how they could sharpen up their vision. I was incorporating a lot of new material I'd been picking up from tapes we had been listening to along the road. It was very gratifying to see such a mixed crowd follow along with real interest. Lots of good feedback at the end too!

Friday morning I prepared for a hum-dinger session on Radio Rhema who rang and interviewed me at the Ashton's place. I really got stuck into the malevolent nature of the public school system. The more you study its history and the rationale behind why it was set up in the first place, the more you want to warn people to get their children out of it. Later in Richmond, Barbara and I did more preparation on our talks in the sunshine as the J

boys played in a park. (I must admit, we went back to that Turkish kebab place for tea!) Made it out in the dark to Bridge Valley Christian Ranch near Wakefield where we'd been invited as speakers to the Reformed Church Family Camp. Met up with old friends and made lots of new ones. Spoke at length that evening with an older missionary couple just back from Morocco!

On Saturday we spoke on getting quality time in reading and applying the Bible, purity in thought and deed and improving our marriages....similar material to what we've been sharing with home educators. So many people here, as well as everywhere else we speak, respond to these issues by wanting to know more and how to apply these things. Many tell us they greatly appreciate the personal things we share and the fact that no one else seems to be addressing such issues in this way.

It was good catching up with old friends Ewout & Louise Aarsen who organised the camp. After church we rocketed to Picton, boarded the ferry, arrived in Wellington about midnight and drove the final two hours home rejoicing.

Tuesday Barbara drove down to Masterton to speak to the Ladies' Church Fellowship there on purity and marriage again. Prostitution was decriminalised Thursday 26 June. Friday 27 June home schooler Sue Roper and son Phillip arrived from Greymouth for a week to do a course at Massey. So did Kaitlyn, the 2 1/2 year old sister of the J boys (to stay for a week, not do the course!) We spoke by phone to our son Zach in the USA: he definitely intends to accept the permanent job there he's been offered. A home educating family of five children just joined our church: another with two children is shifting from the UK and will also attend our church. We now have 14 families of home educators in this one church!! Time moves quickly, and nothing stays the same for long. Yet we are excited by what home educators are doing all over New Zealand, by how encouraged and confident they are.

(Continued from page 8: **Events**)

bara

5. Dad's Role - Craig
- 2:30 Session 4, Two Electives
6. Home Educating Through Secondary and Preparing For Tertiary Education and the Workforce - Craig
7. Avoiding Burnout (Keeping Going when the Going Gets Tough) - Barbara
- 3:30 Afternoon Tea - provided
- Wrap up. No children's programme; nursing mothers welcome.

Sat 25 October 2003

Wanganui Home Educators Workshop

Venue: Wanganui East Baptist Church, cnr Moana and Nixon Streets, Wanganui.

Cost: Cost \$10.00 per person/couple

Contact: Mrs Marice Hill, Ph (06) 345-3660, jmmmhill@xtra.co.nz

Programme

- 9:00am Registrations
- 9:15am Introductions & 2 Electives
1. Getting Started, Exemption Process, etc - Marice Hill/Nola Flack
2. Avoiding Burnout (Keeping Going When The Going Gets Tough) Craig & Barbara Smith
- 10.30am Morning tea
- 11.00am Three Electives
3. Improving learning and behaviour through diet - Sharyn Wylie
4. Home Education - getting things into perspective - Craig Smith
5. Classical Education (Training Children's Minds, Tools of Learning and Motivation) Barbara Smith
- 12.30 Lunch - BYO, hot drinks provided. View Resources.
- 1:30pm Two Electives
6. Home Educating Through Secondary, Preparing for Tertiary and the Workforce - Craig
7. Training our children and youth in purity - Barbara
- 3.00 Afternoon Tea
- 3.30 Keynote session
8. A Vision for the Future - Craig
- 4.30 Finishing up - Q & A time.
- No creche facilities will be offered. Nursing babies welcome.

Tue 18-Fri 21 January 2005

Worldview Conference

Venue: Willowpark, Auckland

Contact: Carol: (09) 410-3933, ces-books@intouch.co.nz

Speaker: Rev Steve Schlissel

Coming Events

Fri/Sat 22-23 August 2003

South Auckland Home Educators Workshop

Venue: Papakura Baptist Church, 44 Clevedon Rd., Papakura.

Cost: Fri Night only: \$10. Sat Morning only: \$10. Sat all day: \$25. Fri & Sat = \$35 single/couple.

Contact: Christine: whetttons@clear.net.nz or Sharon: drinnan.family@actrix.co.nz

Keynote speakers: Don & Heather Capill

Theme: Experiencing, Interpreting & Teaching the Arts.

Programme

Friday 22 August 2003

6:00 pm Registration

7:00 pm Focus on the Arts: The Changing Face of Art and Music (Don Capill)

Saturday 23 August 2003

8:30 am Registration and viewing resources

9:00 am Focus on the Arts: Challenge and Change in Literature (Don Capill)

10:30 am Morning Tea

11:00 am Session One (please choose ONE of these options)

A) "Basic philosophies of Home Education and resources." Helping you to sort through the curriculum maze. Carol Munro & Erena Fussell

B) "Art for the Artistically Challenged." Ideas and resources to help you. Lyn Strong

C) "The Arts: Inspiration and Pattern for Written Language." How to use the arts to help in writing. Christine Whetton

D) "Pictures & Stories in Music." Helen Capill

12:30 pm Lunch — BYO

1:30 pm Session Two (please choose ONE of these options)

A) "Creating Family Traditions." Why create them and some real life examples. Sharon Drinnan

B) "Beginning Homeschooling and Beyond." A practical guide to the exemption process and life as a beginning homeschooler living up to expectations. Kay Christenson

C) "Developing a Passion for Good Literature." How to choose good literature and sharing some of the best literature available for

reading to our families. For parents with 6-12 yr olds. Denise Walmsley

D) "Tolkein: More than Entertainment." Don & Helen Capill

3:00 pm Afternoon Tea

3:30 pm Session Three (please choose ONE of these options)

A) "Books, Great Books and More Books!" Creating your own library and how to use it. Barbara Smith

B) "Preschoolers are Home schoolers." Teaching little ones and coping with little ones while schooling older siblings. Sharon Drinnan

C) "Federal Fathers." Encouragement to be involved in your children's schooling and wider lives - Murray Drinnan

D) Enjoying Music & Literature in context. Helen Capill

5:00 pm Finish

Sat 4 October 2003

Rotorua Home

Educators Workshop

Venue: Destiny Church, Cnr Tutanakai & Pukaki Sts, Rotorua

Cost: \$15.00 per person/couple, \$5.00 per session

Contact: Kate, Phone (07) 345-4135, datamaki@xtra.co.nz

Programme

9:00am Registrations and view resources

9:15am Introductions

9:30am Two Electives

1. Getting started, dealing with MOE/ERO, pulling children out of School, filling in an exemption form etc - Craig Smith

2. Avoiding Burnout (Keeping Going When The Going Gets Tough) - Barbara Smith

10:30am Morning tea

11:00am Two Electives

3. Home Education - Getting Things Into Perspective - Craig Smith

4. Classical Education (Training Children's Minds, Tools of Learning and Motivation) - Barbara Smith

12:30 Lunch - Bring your own, hot drinks provided.

1:30pm Two Electives

5. Home Educating Through Secondary and Preparing for Ter-

tiary Education and the Workforce - Craig

6. Training Our Children and Youth in Purity - Barbara

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Schooling from a Christian Perspective - Craig

8. Books, Great Books and More Books - Creating your own library and how to use it - Barbara

4:30pm break for tea

7:30pm Keynote Session

9. A Vision for the Future - Craig

13-18 October 2003

Home Education

Awareness Week

Check out what is on or create something for your own area.

Sat 18 October 2003

Wairarapa Home

Educators' Workshop

Venue: St James Church, 116 High St, Masterton

Cost: \$15.00 per family, \$5.00 per session

Contact: Rachel Kiernan, ph (06) 377-7309, kiernan-rachel@ewairarapa.com

Programme

9:30 am Registration

10:00 Keynote Session with Craig Smith

1. Getting Things Into Perspective/Homeschooling on a Biblical Basis

11:00 Morning Tea - provided

11:30 Session 2, Two Electives:

2. Getting Started will include How to Fill Out an Exemption Form and dealing with the MOE - Craig

3. Books, Great Books, and More Books! - Creating your own library and how to use it. - Barbara

12:30 Lunch - BYO - Hot drinks provided There will be a display table of curriculum that some families use. Bring along the books you no longer want for selling and you may pick up a bargain for yourself

1:30 Session 3, Two Electives

4. Classical Education (Training Children's Minds, the Tools of Learning and Motivation) - Bar-

(Continued on page 7: Events)

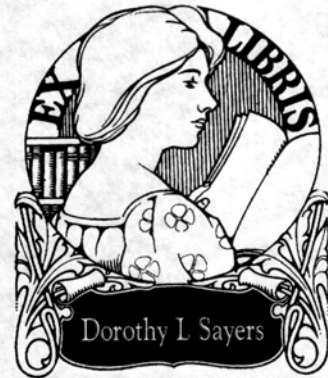
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