

# TEACH Bulletin

## Thorough Education Achieved in a Caring Home

Number 79

March 2004

### Schooling: High Cost Yet Low Value

The Child Poverty Action Group says some high school students cannot afford NCEA exam fees, which can be up to \$150. Spokeswoman Kay Hawk said some students every year would miss out on gaining credits they deserve because of inability to pay the fees. Some students didn't even bother to tell their parents about exams, knowing it would only become a source of conflict. So much for free education, she said.<sup>1</sup> But in fact, an education is free to anyone willing to get one. No one has to pay to learn. It is the schooling system (which includes the exams), not education as such, which is in short supply and subject to untold regulations, restrictions and political manipulations.

Russell Trethewey has been principal of Freyberg High in Palmerston North for quite a while. He also just finished two years as chairman of the NZ Principals' Council. Freyberg gets \$1.8 million from our taxes. But that's only 2/3 of what it takes to run the place. The school has to rustle up another \$930,000 just to get by: foreign students, voluntary school fees and donations, grants from trusts, etc., should rake in the shortfall. Mr Trethewey says that from 1992 to 2001 (9 years), the state's funding to schools increased 30.4% but the schools' expenses increased 42.9%. "They've been asking schools to do more and more with the funding." But the state's contributions don't come near the actual costs of these extras: NCEA compliance was \$50,000 for Freyberg; Information Technology cost \$150,000; copyright licences cost \$10,000; local authority tax on toilet pans was \$2,000; new building codes, health and safety regulations, etc., all add their bits. Awa-

tapu College in Palmerston North had to find an extra \$463,000; St Peters College an extra \$990,000. These are large figures to come from the local community. Yet according to the *Manawatu Evening Standard*, in 2001 a whopping 43% of school funding nationally was coming from *local funds* rather than from the tax-take.<sup>2</sup>

The latest student loan scheme report released by Inland Revenue shows there are an extra 500 students with loans of more than \$40,000 since the last quarterly report. More than 379,000 people now have student loans totalling \$6 billion under the scheme, now in its 12th year. The largest single

debt by one student is \$179,732. New Zealand University Students Association (NZUSA) President Fleur Fitzsimons said student debt had more than doubled under the Labour-led Government.<sup>3</sup>

Apart from the rising costs of these credentials and school-leaving qualifications is the rather disturbing scenario that these qualifications may not be worth much anyway. The *Sunday Star-Times* ran a story in February this year about the present "Uni Generation", those who have been told by their parents and teachers that years of study was the path to riches. University enrolments jumped from about 67,000 in the early 1990s to about 117,000 in 2002. Over the 1990s the number of full-time workers with university qualifications almost doubled. But after twenty years of government hype urging more tertiary study, second thoughts are being expressed.

(Continued on page 2: *Low Value*)

### We Topped 1 % !

Figures based on Ministry of Education 2003 data show that there were 637,319 total students in primary, intermediate, secondary, correspondence and home schools. Those home educated numbered 6,437 or 1.01% of the total! This is the first time home educators in NZ have totalled more than 1%, so it is interesting to see that we are growing in real numbers as well as in proportion to all school-aged children.

The figures showed 1216 Primary schools with a total of 178,105 students for an average of 146 students per school; 132 Intermediate schools with a total of 64,718 students for an average of 490 per school; 468 Secondary and composite schools with a total of 394,496 students for an average

of 843 students per school; and 7872 students with the one NZ Correspondence School.

So the 6437 home schoolers out there represent 44 average sized primary schools. The actual breakdown of home educated students is like this: 2973 aged 6 through 10; 1210 aged 11-12; and 2254 aged 13-19. Leaving the NZ Correspondence School out of the calculations, the reality then is that home educated children in NZ make up 1.67% of all Primary aged children. In addition, we make up 1.87% of all NZ Intermediate students and 0.57% of all High School students. So we home educators account for the equivalent of 20.3 Primary schools, 2.5 Intermediate schools and 2.7 High Schools.

(Continued from page 1: **Low Value**)

Dr Andrew West, head of the government's Tertiary Education Commission (which hands out \$2.2 billion of tertiary funding each year), dropped a bombshell in February, calling on parents to think again about whether their daughter or son really needed a degree. He asked them to consider shorter, vocational degrees such as in the trades, saying many graduates would either end up doing work that didn't use their qualification or have to go overseas to find a job that matched their qualification. West said many of the jobs of the future would be only low to medium-skilled jobs.

The big drive by government in the late 1980s and early 1990s to raise numbers getting degrees had succeeded - about half of those going into tertiary study now get a degree-level qualification, one of the higher proportions in the OECD. But Dr West said universities should take in only the academically most able, and we now need to think about where to draw the line.

"We have to ask what is the role of a university? Is it the Henry Ford mass production system, or is it to take our intellectual leadership and

really challenge them?" asked West.

While parents were pushing their children to get degrees, having a degree no longer necessarily put you up a rung on the social ladder. A former scientist, West says there used to be a handy rule of thumb about how long it would take to make up for lost earnings while doing a PhD. Scientists could expect to break even at around 40. Now, with student fees, West suspects a scientist with a PhD will not break even before they retire.

West's comments are a signal the government wants to find ways to slow the growth of its huge tertiary bill. But he is also reflecting new international thinking about whether some developed countries have gone overboard in pushing tertiary education. British education expert Alison Wolf, author of the influential book *Does Education Matter?*, argues there is no clear evidence that countries with high numbers of tertiary students also have high levels of economic growth. She says pumping out more graduates just means some jobs once held by non-graduates are being done by graduates but with no change in the level of skills required.

In New Zealand as elsewhere, graduates on average earn much more than those without qualifications. But there are signs that massive growth in graduate numbers may have weakened their bargaining power in the workplace. During the 1990s inflation adjusted incomes for full-time workers grew by 11% overall. But for university graduates, real income growth over that period was flat. Even the lowest skilled workers, those with only school certificate or less, saw their incomes grow nearly 8.5% over that period.

In Australia, research following the fortunes of a large group of young people born in 1975 found qualifications weren't the strongest factor in preventing unemployment. The study, by the Australian Council for Educational Research, found that while a university degree or year 12 qualification provided some protection against unemployment, the strongest safety net actually came from getting a good start in the workforce by getting a full-time job. Unemployment had a "scarring" effect on school leavers, making it more difficult to find work in the years ahead.

Bryce Caird of Christchurch spent three years gaining a University degree and a \$26,000 debt, then another year job hunting. Caird says he should have researched his options more thoroughly rather than assuming a degree would get him the job he wanted. He also wishes he had continued with voluntary work he was doing, as that may have been a pathway into a job. He's rethinking his assumptions about tertiary study. "So many people have got a tertiary qualification. When you get one, you're not head and shoulders above the rest, you're just part of the crowd. The people who have got three years more experience in the workforce may end up being ahead of you."<sup>4</sup>

### Notes:

1. NZPA, 18 Feb 2004, "Some Students Cannot Afford NCEA Exam Fees - Action Group", <http://www.stuff.co.nz/stuff/0,2106,2818419a7694,00.html>
2. *Manawatu Evening Standard*, 11 Feb 04, p. 13.
3. NZPA, 14 Feb, 2004, "Number of Big Student Debts Growing", <http://www.stuff.co.nz/stuff/0,2106,2814414a7694,00.html>
4. *Sunday Star-Times*, 15 Feb 2004, "Bachelor of Dreams - or Delusions?" <http://www.stuff.co.nz/stuff/0,2106,2815101a7694,00.html>

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## False Press Used to Lever Concessions

The BBC News published a couple of rather disturbing articles on 2 and 5 March 2004 wherein the General Secretary of the (U.K.) Association

(Continued on page 3: **Lever**)

## 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

# Trading Post



## For Sale:

Language Arts...the Easy Way!  
(Charlotte Mason method) brand  
new.....\$25  
Complete Writing Lessons for the  
Primary Grades, new.....\$25  
Complete Writing Lessons for the  
Middle Grades, new.....\$25  
Quiz booklets/Answers Keys for A  
Beka Science 7 and A Beka Sci-  
ence 5.....(just pay postage)

## Wanted:

*The Way They Learn* by Cynthia  
Tobias  
*Home Grown Kids and Home Spun  
Schools* by Raymond and Dorothy  
Moore

## Contact:

Susan  
Ph. (06) 342-5747

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(Continued from page 2: **Lever**)

for Education Welfare Management (AEWM), Jenny Price, wrote in a letter to the Children's Minister, Margaret Hodge, that home education should be recognized as a situation where children could be at risk. She hoped that a Children's Bill in Parliament would give state authorities greater powers to seek out and check up on home educating families. One of the main causes of concern for bureaucrats such as Mrs Price is that none of the bureaucracies have the foggiest idea of how many children are being educated at home, for there is no system of compulsory registration, notification or reporting.

So what prompted Mrs Price to go gunning for home educators apart from her total lack of control or even influence over this committed community? False, incorrect information said to have been published by her office "in good faith." A child who had died at home of natural causes was taken to be a victim of abuse because the family was home educating.

In an effort at damage control, Mrs Price wrote, "I have received a number of letters from home educators and am now clear that the information on which we based our letter to Margaret Hodge is incorrect. We

obviously regret this and through the publication of this letter on the AEWM website would want to withdraw that particular statement and at the same time apologise for whatever distress we may have caused."

Nevertheless, Mrs Price and the AEWM want to see legislation passed that would give LEAs (Local Education Authorities) some kind of statutory responsibility to make enquiries about children being educated by their parents outside school. Home Educators there now have to fight the unjustified bad press generated by AEWM's letter while at the same time ensure they do not get manipulated into a corner by the manoeuvrings of AEWM and LEA bureaucrats wanting more say in home education matters.

(From <http://news.bbc.co.uk/1/hi/education/3493342.stm> and <http://news.bbc.co.uk/1/hi/education/3536629.stm>)

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## What Government Does to Families, Part 2

(Part 1 explained how the "third way" of *partially* adopting a full range of socialist policies caused Sweden's families to weaken and the birth and marriage rates to drop below replacement levels. In the 1930s, social scientists Gunnar and Alva Myrdal advocated the *complete* welfare state, *completely* adopting the full range of socialist policies wherein the state would intervene *completely*. Otherwise, they said, Sweden faced national extinction.)

[The Myrdals advocated] a commitment to a new kind of welfarism: "It concerns a preventive social policy, closely guided by the goal of raising the quality of human material, and at the same time carrying into effect radical redistribution policies making a significant portion of the child-support burden the concern of all society."<sup>1</sup> The State bureaucracy had never before enjoyed such a mandate. A "preventive" policy opened all Swedish families up to supports, scrutiny, and control. Universal measures of bureau-

cratic intervention must be implemented to make prevention a reality.

Their program embraced universal state allowances for children's clothing, a universal health insurance plan, a universal entitlement to day care, state-operated summer camps for children, free school breakfasts and lunches, state-funded family housing, birth bonuses to cover the indirect costs of having babies, marriage loans, the expansion of state maternity and midwife services, centralized economic planning and so on. Their goal was, in effect, the socialization of consumption, managed by public employees and funded through taxes imposed on the rich and the childless.

Criticisms that their program, in fact, threatened the family brought a characteristically blunt response: "the little modern family is almost... pathological," the Myrdals said. "The old ideals must die out with the generations which supported them."

Appeals to liberty and family autonomy evoked equally biting responses. The Myrdals charged that the "false individualistic desire" by parents for the "freedom" to raise their own children had an unhealthy origin: "...much of the tiresome pathos which defends 'individual freedom' and 'responsibility for one's own family,' is based on a sadistic disposition to extend this 'freedom' to an unbound and uncontrolled right to dominate others."

In order to raise children fit for a socially cooperative world, "we must free children more from ourselves," turning them over to state certified experts for care and training. The collective day nursery run by state-controlled experts, rather than the pathological little family, was more in line with the proper goals of eliminating social classes and building a society based on economic democracy.

By 1975 most elements of the Myrdals' family agenda were in place.

What were the specific results? With the family stripped, by state fiat, of all productive functions, of all insurance and welfare functions,

and of most consumption functions, it should cause little surprise that ever fewer Swedes chose to live in families. The marriage rate fell to a record low among modern nations, while the proportion of adults living alone soared. In central Stockholm, for example, fully two-thirds of the population lived in single-person households by the mid-1980s. With the costs and benefits of children fully socialized, and with the natural economic gains from marriage intentionally eliminated by law, the bearing of children was also severed from marriage: by 1990, well over half of Swedish births were outside of marriage.

Children, too, enjoyed as “rights” a great parcel of benefits provided by the state: free medical and dental care; abundant and cheap public transport; free meals; free education; and even state “child advocates” available to intervene when parents overstepped their bounds. Children, too, no longer needed “family”: the state now served as their real parent.

Indeed, Rutgers University sociologist David Poponoe suggests that the term “welfare state” no longer does justice to this form of total personal dependence on the government. Instead, he uses the label, “client society,” to describe a nation “in which citizens are for the most part clients of a large group of public employees who take care of them throughout their lives.”

(Continuing.)

(From “What Has Government Done to Our Families?”, 1991, by Allan Carlson, author of *The Swedish Experiment in Family Politics*; president of the Howard Center in Rockford, Illinois. Email: allan@profam.org.)

### **Note:**

1. The Myrdals’ 1934 book, *Crisis in the Population Question*.

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## **Perseverance Ahead of Education**

John Wareham is a New Zealander who has created a high-class executive placement service (headhunter if you like), which he runs from New York. When looking for staff, he says, choose for perseverance ahead of talent and education. Bet-

ter to have someone who is determined than a guy with a string of letters after his name.

(From Ian Donald & Assoc. Ltd, chartered accountants newsletter of September 2003.)

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## **Technology Dumbing Down the Classroom, Part 1**

In 2003 San Francisco school officials were laying off teachers and librarians and closing school libraries, yet spending increasing amounts in another area: classroom computers. To keep up with the digital age, federal authorities gave city schools just short of \$1 million to buy 450 new desktop computers. Their goal is to make sure there is at least one computer for every 10 students in fourth through eighth grades. Meanwhile, the state is contributing another \$500,000 to high-tech education in San Francisco.

These subsidies come on top of the many millions spent in recent years on computer technology in Bay Area schools — and in every city in the United States. According to national estimates, U.S. schools have spent roughly \$80 billion on school computing just in the last decade. This, at a time when activities that aren’t available outside school the way computers are — programs such as art and music classes, shop and physical education — were being cut back or eliminated. Across the bay, for example, Union City’s school district spent \$37 million in 1996 on computer gear for just 11 schools. To sustain this investment, the district cut back on expenditures for science equipment, field trips and several other academic mainstays.

Throughout the country, computer technology is dumbing down the academic experience, corrupting schools’ financial integrity, cheating the poor, fooling people about the job skills youngsters need for the future and furthering the illusions of state and federal education policy.

Yes, computers can open up valuable new learning opportunities.

But this mostly involves older students who should have the maturity to navigate the vagaries of the Internet and take advantage of sophisticated technology classes. (These classes involve activities such as advanced scientific and mathematical modelling or electronic projects in which students make circuit boards and their own software programs.) Unfortunately, classes of this sort are the great exception.

In the San Francisco schools celebrated for their use of technology, I repeatedly ran across teachers caught in a fog of delusion about what their students were actually accomplishing with this machinery. In the younger grades, students in class after class are spending days, to their teachers’ great delight, mastering children’s versions of PowerPoint, the ubiquitous business presentation product sold by Microsoft. Yet the work the students produce with these products is stunningly superficial. It’s usually far less creative than what students used to do with crayons, coloured paper, scissors and glue — materials that obviously cost a fraction of what computers do.

During a visit to Bryant Elementary School, a group of second-graders had recently done some paper-and-scissors projects before graduating to the computer versions of this exercise. When I asked a handful of students which activity they preferred, many chose the old-fashioned version. “Because you can make it the way you want it,” one boy told me. “And sometimes, the computers don’t work.”

Indeed they don’t. As any adult knows, system crashes are a fact of high-tech life. That’s why nearly every professional analysis tells organizations to reserve the bulk of their technology budgets for maintenance, future upgrades and training. Schools obviously don’t have that kind of money; only 10 to 15 percent of their technology budgets is typically devoted to these nettlesome demands.

(*San Francisco Chronicle*, 30 Nov 2003, “Computer illogic: Despite great promise, technology is dumbing down the classroom”, by Todd Oppenheimer, <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2003/11/30/ING8L39SIP1.DTL>)

## The Dangers of Day Care

Dr. Laura Schlessinger said it best. Faced with a hostile crowd of day care supporters, she asked them: "OK, if you could come back as an infant, stand up if you would rather be raised by a day care worker, a nanny or a babysitter [rather than your own mother]. Stand up now." No one stood up. "Then why," she asked, "are you going to do this to your children?"

In *Day Care Deception: What the Child Care Establishment Isn't Telling Us*, author Brian C. Robertson unmasks the unholy alliance between the Left and unscrupulous big businessmen, an alliance dedicated to replacing the traditional family with a business-friendly nanny state. He explores how radical feminism, financial pressures and the elimination of traditional social supports have led to a skyrocketing need for day care — bringing harm to virtually everyone involved except the day care establishment and the politicians who kowtow in Washington to the day care lobby.

Robertson, the author of *There's No Place Like Work: How Business, Government, and Our Obsession with Work Have Driven Parents from the Home*, here documents how the day care establishment (a multimillion dollar lobby with a vested interest in the expansion of subsidized day care services) goes the extra mile to expand its power and silence its critics. They've torpedoed and twisted reliable studies that show that commercial day care has a negative effect on the emotional, psychological and even physical development of children -- and smeared and vilified researchers who dared to speak honestly about their findings.

Even worse, Robertson explains how now-discredited ideas of social engineering gave the first great impetus to the expansion and acceptance of day care, and why, despite the growing body of evidence that shows that day care is bad for kids and their parents, politicians are afraid to take on the day care establishment. Robertson also gives evidence of how the day care lobby pours more and more money into elections, inducing public officials

to provide ever more public subsidies for commercial day care.

Brian C. Robertson reveals these and other chilling facts about day care today:

How educational and psychiatric "experts" have increasingly marginalized parents and hoodwinked them into thinking that raising children is a matter best left to professionals

Why increased federal involvement in regulating the day care industry is *not* effective in raising the quality of care

The serious flaws of a major and widely reported study that claimed to prove that children are not harmed if their mothers work outside the home

Why even many "family values" conservatives are oblivious to the implications of the drastic increase in hours devoted to marketplace labor for the average family over the last 30 years

Debunked: the myth that if government didn't subsidize the day care system, it would take away the freedom of mothers with young children to work

How the day care establishment, aided and abetted by the liberal media, distorted findings proving that kids in day care were generally more aggressive than those raised at home

(From [http://www.thbookservice.com/bookpage.asp?prod\\_cd=c6301](http://www.thbookservice.com/bookpage.asp?prod_cd=c6301))

### Mallard's Ministry of Manipulation

Education Minister Trevor Mallard wanted to tackle a problem he'd seen. According to *Sunday Star-Times* reporter Amie Richardson, "Mallard wanted to buy change rather than dictate it." Mr Mallard is quoted as saying, "Sometimes getting (school staff and boards of trustees) to focus on the issue through offering them some extra funding is a better way of doing it." Accordingly, since last year's budget allocated an extra \$11 million for sports co-ordinators in secondary schools over four years, Mr Mallard decided he would give the extra funds only to schools with appropriate measures in place to combat this issue.

Now it is interesting to note that this funding itself, being for sports co-

ordinators, would appear to directly combat the very problem eating away at Mr Mallard's sensitivities. Indeed, Celia Murphy, the executive director of a national lobby group<sup>1</sup> formed specifically to fight this very same problem, said all schools needed sports co-ordinators. Mallard appears to be fighting against himself. Yet in this same article he is quoted as saying, "I think it is important that . . . we don't have policies in schools that work against each other." Green MP Sue Kedgley said Mallard's initiative was a step in the right direction, but it did not go far enough.

The issue is child obesity and the ethics of schools hosting vending machines and tuck shops selling unhealthy foods.<sup>2</sup>

Look at all the nasty stuff this little episode has brought out into the open. First, Mr Mallard is totally open about his intentions to unilaterally bribe all schools down a certain path, one which many would argue has absolutely nothing to do with his portfolio. He is boldly hesitant in publicly manipulating and interfering in the responsibilities and decision-making processes of school trust boards. The whole point of the massive Tomorrow's Schools policy changes of 1989-1990 was to transfer this kind of "Mickey Mouse" administrative detail to volunteer, local trust boards composed of parents. It was assumed these parents could at least handle this kind of thing (certainly not curriculum content issues: these are firmly held by the professional propagandists...oh, I mean, educational experts within the Ministry of Education). But clearly Trevor has been reading Helen Clark's equivalent of *Mein Kampf*<sup>3</sup> and sees the government's role as "whatever the government defines that role to be."<sup>4</sup> Therefore he has no pangs of conscience as he goose-steps over the faces of these parents/trust board members.

Second, while this issue may seem harmless enough and may even be paved with honestly good intentions, it is aimed at creating a certain philosophically driven *food* environment in the schools, at restricting the students' choices of what they eat and in modifying their ac-

(Continued on page 6: **Manipulation**)

# Coming Events

## Sat 3 April 2004

### 9th Annual TEACH Leadership Forum

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

**Cost:** Donation - Bring your own  
lunch, hot drinks supplied

**Contact:** Craig and Barbara Smith.  
Phone (06) 357-4399, Email:  
hedf@xtra.co.nz

#### Details

**Time:** 10am to 4pm

TEACH (Thorough Education Achieved in a Caring Home) Forums have been held annually since 1996 in various parts of New Zealand, by Craig and Barbara Smith of the Home Education Foundation. They are designed to be gatherings of equals to discuss, share and explore any topic the home educators attending wish to raise. The Forums are open to any home educators but are specifically intended for those carrying some responsibility within the local support group, such as co-ordinator, leaders, newsletter editors and other volunteers. It is also for those wanting to start up a support group or are involved in helping others in their home education endeavours.

## Sat 3 April 2004

### Home Education Evening - Papakura

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

**Cost:** \$5 per person/couple

**Contact:** Dawn, ph. (09) 274-3296  
burgins.of.auckland@xtra.co.nz

#### Programme

6:30pm Registration

7:00pm Two Electives

1. Home Education From a Biblical  
Worldview - Craig Smith

2. Approaches to Home Education:  
Charlotte Mason, Classical/  
Greek vs Hebrew, Unschooling,  
Unit Studies.

8:00pm panel "Things We Wish We  
Had Known"

9:15pm supper

## Wed 7 April 2004

### Home Education Evening - Whangarei

**Venue:** Otaika Gospel Chapel, cnr  
State Highway 1 and Tarewa  
Road

**Cost:** \$3 per person \$5 for family

**Contact:** Sharyne, Phone: (09)  
437-2725 Email: sjfam-  
ily@maxnet.co.nz

#### Programme

7:00pm Registrations and look at  
resources

7:30pm Two electives:

1. Home Education on Biblical  
Foundations - Craig Smith

2. Keeping Going When the Go-  
ing Gets Tough - Barbara  
Smith

9:00pm supper

## Sat 10 April 2004

### Northland Home Educa- tors Workshop - Kaitaia

**Venue:** Kaitaia Christian Fellow-  
ship, 103 Commerce St.

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

**Contact:** Carol - Ph: (09) 408-  
4926 E m a i l : n c .  
burroughs@hyper.net.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, doing exemp-  
tion 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

4. Training Children's Minds,  
Tools of Learning and Motiva-  
tion - Barbara

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

1:30pm Two Electives

5. Home Educating Through Sec-  
ondary and Preparing for Ter-  
tiary Education and the Work-  
force - Craig

6. Training Our Children and  
Youth in Purity - Barbara

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Education From a Bibl-  
ical Perspective - Craig

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

4:30pm View resources

5:30pm Finish

## Tue-Fri 18-21 January 2005

### Christian Worldview Conference

**Venue:** Willowpark, Auckland

**Contact:** Carol: Ph. (09) 410-3933,  
Email cesbooks@intouch.co.nz

**Keynote speaker:** R C Sproul, Jnr.

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(Continued from page 5: **Manipulation**)

tual personal preferences in this area. Actually this kind of thing is **indeed** part of Mr Mallard's portfolio: the MoE document, *Education in the 21<sup>st</sup> Century*, says "attitudes, values and understandings" are all part of what schools are there to inculcate. Trevor Mallard said back in July 2000, "It is not an easy thing to meet the obligation to include attitudes and values as an integral part of the New Zealand curriculum."<sup>5</sup> This bribery scheme he's hatched may demonstrate that it's easier than he once thought.

Third, note all the special interest groups who are not only quick to jump onto the band wagon but who also appear already to have the MoE's ear and a fairly straight shot at imposing their hobby-horse attitudes onto hundreds of thousands of young people forcibly herded into these school environments. Soon their choice of food and drink will be, like the rest of the school environment, totally artificially and mostly politically contrived.

Home Educators can be thankful that their children are not routinely subjected to such Big Brother bully tactics. But pity our neighbours.

#### Notes:

1. Obesity Action Group.

2. *Sunday Star-Times*, 28 March 2004, "Cash Lure for Schools to Get Healthy", <http://www.stuff.co.nz/stuff/0,2106,2858173a7694,00.html>

3. Hitler's National Socialist (Nazi) agenda.

4. NZ Prime Minister Rt Hon Helen Clark says the Government's role is whatever the Government defines that role to be. - *Dominion Post*, 4 March 2003, p.1. Spoken in reply to a question as to whether it was Government's role to fund the next America's Cup challenge to the tune of \$5.6 million.

5. In a speech launching UNESCO and Living Values Trust "Values Education" seminars, *TEACH Bulletin*, No. 41, Aug 2000, p. 4.

# Coming Events

## Fri/Sat 23/24 January 2004

### Shore Home Educators Network Seminar

**Venue:** Windsor Park Centre, 550 East Coast Rd, Mairangi Bay, North Shore City

**Cost:** One Day: \$25 individual; \$35 per couple. Two Days: \$40 individual; \$60 per couple

**Contact:** Email: shenet@ihug.co.nz, Ph.: (09) 478-3339. For a map of the area go to: [www.nzmaps.co.nz/viewmap.php3?Map=az17](http://www.nzmaps.co.nz/viewmap.php3?Map=az17). For more information on Diana Waring History Alive go to: [www.dianawaring.com](http://www.dianawaring.com)

**Seminar Speaker:** Diana Waring of History Alive!

**Hosted by:** Shore Home Educators Network and Home Education Foundation

#### Programme:

### Friday 23 January 2004

(From a Christian worldview)

**10:15am** Registration, Resource viewing, Morning Tea

**11:00am** Welcome

**11:30am** Session One: Ancient Civilisations & the Bible

**12:30pm** Lunch

**1:45pm** Session Two: Whatever Happened to Church History?

**2:45pm** Afternoon Tea

**3:30-4:30pm** Session Three: Raising World Changers

### Saturday 24 January 2004

(From a more general worldview)

**8:45am** Registration

**9:30am** Welcome

**9:45am** Session One: Roots and Wings

**10:45am** Morning Tea

**11:30am** Session Two: Unlocking the Mysteries of the Middle Ages

**12:30pm** Lunch

**1:45pm** Session Three: The Elements of Success: Learning Styles, Modalities & Intelligences

**2:45pm** Afternoon Tea

**3:30pm** Session Four: Things We Wish We'd Known — Panel Discussion

**6:00pm** Venue closes

## Mon 26 January 2004

### Rotorua Home Educators Seminar

**Venue:** Destiny Church, Cnr Tutanakai & Pukaki Strs, Rotorua

**Cost:** \$10.00 per person/couple

**Contact:** Kate, Ph: (07) 345-4135 [datamaki@xtra.co.nz](mailto:datamaki@xtra.co.nz)

**Keynote Speaker:** Diana Waring  
**Programme:**

**7:00pm** Registration

**7:30pm** Beyond Survival - Diana Waring

**8:30pm** Questions, supper and look at resources

## Thur 29 January 2004

### Wellington Home Educators Workshop

**Venue:** Rimutaka Baptist Church, Upper Hutt

**Contact:** Wendy (04) 526-3210

**Keynote Speaker:** Diana Waring  
**Programme:**

**1:30pm** Registrations

**2:00pm** Three sessions:

1. Heroes of the Faith - Diana Waring
2. Getting Started, Dealing with ERO, MOE exemption Application - Craig Smith
3. Keeping Going When the Going Gets Tough - Barbara Smith

**3:00pm** Afternoon Tea

**3:30pm** Elements of Success - Diana Waring

**4:30pm** View resources/Open question time

**6:00pm** Close

There may possibly be a creche and activities for children at the same venue so that mothers are free to attend.

## Sat 31 January 2004

### Manawatu Home Education Workshop

**Venue:** Reformed Church, 541 Ruahine St., Palmerston North.

Map at: [www.palm.org.nz/pnmap.asp?Mapxy=357,393&ID=33](http://www.palm.org.nz/pnmap.asp?Mapxy=357,393&ID=33)

**Cost:** \$25 per person/couple; youth \$5 with parents.

**Contact:** Barbara Ph: (06)357-4399, email: [hedf@xtra.co.nz](mailto:hedf@xtra.co.nz).

**Main Speaker:** Diana Waring.  
See [www.dianawaring.com](http://www.dianawaring.com)

#### Programme:

**8:45am** Registration

**9:30am** Welcome

**9:45am** Three Electives:

1. Raising World Changers (from a Biblical Worldview) - Diana Waring

2. Getting Started, dealing with MOE/ERO, pulling children out of school, filling in an exemption form, etc. - Craig Smith

3. Keeping Going When the Going Gets Tough - Barbara Smith

**10:45am** Morning Tea

**11.30pm** Keynote Session 1: Roots and Wings by Diana Waring

**12:30pm** Lunch

**1:45pm** Keynote Session 2: Got Teens! - Diana Waring

**2:45pm** Afternoon Tea

**3:30pm** Things We Wish We'd Known - Panel Discussion

**6:00pm** Venue closes

## Fri/Sat 6/7 February 2004

### Mainland Conference

**Venue:** Bishopdale Reformed Church, 92 Highsted Rd., Bishopdale, Christchurch

**Cost:** Thursday/Friday or Thursday/Saturday: \$25.00 single, \$35.00 per couple; Full weekend: \$40.00 single, \$60.00 per couple; \$5.00 per day per teenager accompanied by a parent. Pre-registration is required by 31 January 2004 to assist with organisation and catering.

**Contact:** Adrienne, ph. (03) 347-7168, [cheinc@free.net.nz](mailto:cheinc@free.net.nz)

**Main Speaker:** Diana Waring  
**Programme:**

### Thursday 5 February

**6.30pm** Registrations, resource viewing

**7.30pm** Welcome

**7.45pm** Keynote 1: Box Free Living.

**8.45pm** Supper & resource viewing

### Friday 6 February

**8.45am** Registration and resource viewing

**9.30am** Welcome

**9.45am** Keynote 2: Roots and Wings

**10.45am** Morning tea and resource viewing

**11.30am** Keynote 3: Unlocking the Mystery of the Middle Ages

**12.30pm** Lunch

**1.45pm** Keynote 4: Got Teens!

**2.45pm** Resource viewing

**3.30pm** Venue closes

Saturday 7 February

**8.45am** Registration and resource viewing

**9.30am** Welcome

**9.45am** Two Electives:

1. Heroes of the Faith — Diana Waring.
2. Avoiding Burnout: Symptoms, Causes, Strategies — Craig & Barbara Smith

**10.45am** Morning tea and resource viewing

**11.30am** Two Electives:

1. Whatever Happened to Church History? — Diana Waring
2. Books, Great Books and More Books: Creating your own library and how to use it — Barbara Smith

**12.30pm** Lunch

**1.45pm** Two Electives:

1. Raising World Changers — Diana Waring.
2. ERO Reviews — Lennie Harrison

**2.45pm** Afternoon tea and resource viewing

**3.30pm** Question time

**5:00pm** Resource Viewing

**6.00pm** Venue closes

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For more information, including registration forms for each event above, please visit: [www.HomeEducationFoundation.org.nz](http://www.HomeEducationFoundation.org.nz)

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Sat 13 March 2004

**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](mailto:datamaki@xtra.co.nz)

**Speakers:** Craig and Barbara Smith

Sat 27 March 2004

**North Taranaki Home Educators Workshop**

**Venue:** Well of Life Family Church, 150 Ngamotu Road, New Plymouth

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

**Contact:** Virginia (06) 751-3231 email: [bryan6@maxnet.co.nz](mailto:bryan6@maxnet.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. 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 Tertiary Education and the Workforce - Craig Smith

6. Training Children and Youth in Purity - Barbara Smith

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Education from a Biblical Perspective - Craig Smith

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

4:30pm Final look at resources

5:30pm Finish

Tue-Fri 18-21 January 2005

**Christian Worldview Conference**

**Venue:** Willowpark, Auckland

**Contact:** Carol: Ph. (09) 410-3933, Email [cesbooks@intouch.co.nz](mailto:cesbooks@intouch.co.nz)

**Keynote speaker:** R C Sproul, Jnr.



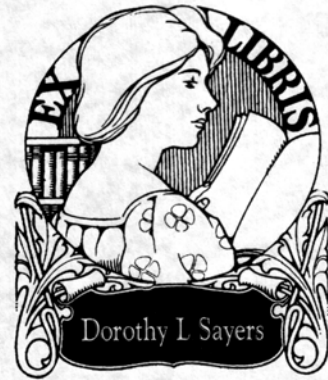
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