

KEYSTONE

the Journal of Christian Home Educators

Established to promote the concept of home education within the Christian community and beyond, **Keystone**'s editor Craig Smith (BA) and his wife Barbara founded Christian Home Schoolers of NZ in 1985. First published in November 1989, **Keystone** will inform, challenge, encourage and inspire by providing a number of regular columns such as:

- ♦ **Front Cover's Feature Family**
- ♦ **The Faith of Us Fathers**, articles especially for Dads in their home education role as head of the house under the Lordship of Jesus Christ
- ♦ **Home Educators Did It**, a focus on the accomplishments of individual home educators
- ♦ **Home Education Research**, findings from research in the UK, Australia, USA, NZ and beyond
- ♦ **In Line with Scripture**, exploring the application of Scripture passages to the task of home education
- ♦ **Tough Questions People Ask**, in-depth answers to vexing questions not only from skeptics and opponents but from fellow home educators as well
- ♦ **Learning Disabilities**, looking at what these are and how home educators can most effectively deal with them
- ♦ **Bits of Books**, snippets from great books relevant to the high calling of home education
- ♦ **Graduates Speak**, words of wisdom, encouragement and advice from young people who were home educated and are now in the big wide world of academia, commerce or home making.
- ♦ **Teaching Tips**, ideas for passing on knowledge and concepts more effectively
- ♦ **Letters to the Editor**
- ♦ **World Views in Focus**, articles highlighting the foundational thoughts and presuppositions behind what people say. This will help you teach your children to recognise where others are coming from and also help you all to think more consistently from a Christian Biblical perspective rather than just follow the lead of the unbelievers, pagans and humanists around us.
- ♦ **Over a Cuppa**, friendly, relaxed ponderings and humorous comments



The A4-sized, 36-page Journal is published four times a year.

John Angelico, editor of the Australian Home Schooling newsletter Families Honouring Christ said, "This top quality journal of international ranking comes out of New Zealand. We think you'll like this thoughtful, Godly and practical journal."

Bill and Diana Waring who have been speaking to home school conventions in the USA and Canada for 10 years said, "The Keystone magazine that Craig & Barbara Smith put out, in my mind, is head and shoulders above any other home schooling magazine in the world....and I've read them all."

A mum in Renwick (near Blenheim) wrote to us on 6 April 2004, "Another Keystone arrived....how you continue to bless with your 'straight shooting'! Don't ever change; we need you and your ministry."

A mum in Australia wrote on 15 October 2004, "I wonder if you know what a lifeline the mentoring relationship you provide through Keystone is to so many home school parents. Thank you for upholding standards for us to strive for which are no longer a part of our culture. This kind of leadership which models not only the standards but their nitty gritty practical application is priceless."

(See inside cover at the back for Subscription information.)

TEACH Bulletin (Thorough Education Achieved in a Caring Home) is a bi-monthly newsletter of the Home Education Foundation. Articles deal with political developments which may affect New Zealand home educators, statist and professional trends, correspondence with politicians and educationalists and other items of general interest to home educators. Published since January 1997, **TEACH Bulletin** has been used to sound legislative alerts, rallying home educators to write submissions to their MPs and Parliamentary Select Committees when legislation unfavourable to home educators was introduced into Parliament. The A-4 sized six to eight-page newsletter comes out 6 times a year (on odd-numbered months) for an annual subscription of NZ\$9.00 or two years for NZ\$18.00.

The Home Education Foundation is a charitable trust established to serve, promote and strengthen the home education community in New Zealand. The Home Education Foundation, Christian Home Schoolers of New Zealand and the projects they take on are supported entirely by home educators subscribing to *Keystone* and/or *TEACH Bulletin*, investing in books the Foundation sells or making tax-deductible donations either by cheque, credit card or by automatic bank payment (ask us for a form). Please consider giving.



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**Can mere parents really teach properly?
But only the schools know what to teach, don't they?
How can kids taught at home function in society?
So how do home educated kids measure up?**

The Evidence

of the Superiority of

Home Education

over Conventional Schooling

by pioneer home educators Craig & Barbara Smith

will answer these and many other questions about home education in New Zealand.

This research is consistent and overwhelming: average parents educating their own children at home routinely produce children who average way ahead both academically and socially when compared to the average of their conventionally schooled peers on standardised tests. The tutoring/mentoring scenario of home education gives you logistical and relational advantages that teachers in classrooms can only dream about, virtually ensuring that your children will excel.

Legally, socially, politically and financially the environment for home education in New Zealand is among the best — if not *the* best — in all the world. And access to tertiary education, career paths and entrepreneurial endeavours are not in the least inhibited by home education. Indeed, there is a good argument that home education enhances one's prospects in all these areas.



Craig was born and grew up near Fresno, California, came to New Zealand as a 21-year-old in 1973 and has lived here ever since. He has a BA in Social Policy from Massey University. Barbara grew up on a high country sheep station in the Hakataramea Valley in South Canterbury. They have four natural children, three by adoption and one ward, aged from 30 down to five (in 2011), all being exclusively home educated from day one. Converted to Jesus Christ in the 1970s and disciplined by the Navigators, Craig & Barbara established Christian Home Schoolers of NZ in 1986 which later became the Home Education Foundation.

Evidence of the Superiority of Home Education over Conventional Schooling

(Compiled in 2010)

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1) “The evidence shows overwhelmingly that these children perform extremely well, above average, when they re-enter formal education. That appears to be across the board, whether they sat at home and had formal lessons...or whether they were up-a-tree hippies who had no formal learning pattern. On any measure you like, socially or academically, they will do better.” -- **Jeff Richardson, Monash University, Melbourne**

2) How do we pass on all this knowledge to infants and young children? Well, from birth, almost instinctively, we as parents provide our children with a kind of communication support system. We even respond to babies’ burps, gurgles and wind as if they’re conversation openers, which in a sense I suppose they are! As children get older, we answer hordes of questions, we point out things we think might be of interest and talk about them. And we take up anything our children show an interest in and talk about that, all in the course of day-to-day living. In other words, we are constantly in tune with the Child’s Theory of Learning, which they have to abandon once they start school. This has been graphically described in the celebrated study by Professors Barbara Tizard and Martin Hughes at London University. They compared the quality of learning of three to four year olds in pre-school, which the children attended in the mornings, with unintentional learning at home in the afternoons. Against all expectations, the researchers were struck by the high quality of language and learning at home, irrespective of the parents’ level of education. -- **Alan Thomas, Senior Lecturer in Psychology, University of Northern Territory, Darwin.**

3) At home, children discussed topics like work, the family, birth, growing up and death - about things they had done together in the past, and plans for the future; they puzzled over such diverse topics as the shapes of roofs and chairs, the nature of Father Christmas, and whether the Queen wears curlers in bed. But at pre-school, the richness, the depth and variety which characterised the home conversations were sadly missing.

So too was the sense of intellectual struggle, and of the real attempts to communicate being made on both sides. The questioning, puzzling child we were so taken with at home was gone. Conversations with adults were mainly restricted to answering questions rather than asking them, or taking part in minimal exchanges about the whereabouts of other children, and play material. -- **Professors Barbara Tizard and Martin Hughes at London University.**

4) “A half century of research has failed to find any significant relationship between teacher certification and pupil achievement. The writer grieves to admit that, especially after a long career preparing teachers for certification. The one valid measure of teacher effectiveness is pupil achievement. Home schoolers have little difficulty in equaling or surpassing the pupil achievement of state certified teachers.” -- **Sam B. Peavey, Professor Emeritus of Education, University of Louisville.**

5) “The government says it wants lifelong learners, but in their formative years puts children through a course in practical slavery. This model of schooling, with subjects separated by bells and a prescribed curriculum, was established when we needed to staff factories in large numbers.” -- **Rolland Meighan, special professor of education at Nottingham University.**

6) Unresearched government-decreed practices in schools could socially, emotionally and intellectually deform children, says Christchurch Teachers’ College principal Colin Knight. Dr Knight said the education system placed children at risk by continuing to neglect educational research. “It is of serious concern to me that, despite the far-reaching effects of teaching on society, few educational practices have a sound research basis” He said changes in what went on in schools were mainly brought about by politically initiated reviews and reports on questionnaires and Gallup polls, by parliamentary debate and political expediency. – **Manawatu Evening Standard, 4/12/1990.**

7) This position raised for us [Parliamentary Science and Education Select Committee] how well taught home schooled children might be in comparison with those in state schools. The [Education Review] Office advised us that there was no statutory requirement for any child to be well taught. – **“Home schooling”, Report of the [New Zealand Parliamentary] Science and Education Select Committee, 1996/97 Financial Review of the ERO, p. 94.**

8) In 1960 Harold G. McCurdy examined “The childhood pattern of genius” in a study supported by the Smithsonian Institution of Washington, D.C. In summary, McCurdy wrote: “The typical developmental pattern includes as important aspects:

- (a) a high degree of attention focused upon the child by parents and other adults, expressed in intensive educational measures and, usually, abundant love;
- (b) isolation from other children, especially outside the family; and
- (c) a rich efflorescence of fantasy as a reaction to the preceding conditions.

“It might be remarked that the mass education of our public school system is, in its way, a vast experiment on the effect of reducing all three factors to a minimum; accordingly, it should tend to suppress the occurrence of genius.” – **Quoted in Doctoral thesis of Brian D. Ray, President, National Home Education Research Institute, Seattle, Washington, 29 July 1986.**

9) Another answer to those critics who argue that homeschooled students are deprived socially is provided by Dr. John Wesley Taylor V. He used the Piers-Harris Children's Self-Concept Scale, one of the best self-concept instruments available for measuring socialisation, to evaluate 224 home schooling participants aged 9 through 18. Over half scored in the top 10% of the scale. 77.7% ranked in the top 25% of the scale. Only 10.3% scored below the norm. Home schooled children score significantly higher than their conventionally schooled peers in this measurement of socialisation. -- **John Wesley Taylor V. "Self Concept in Home Schooling Children", Doctoral dissertation, Andrews University, Michigan, May 1986.**

10) Reviews for individual homeschooled children:

Findings to date indicate that this is a low risk area in terms of:

1. Crown expenditure, which is relatively low per child
2. the wellbeing and safety of homeschooled children
3. the quality of adult supervision of children
4. the regularity and comparability of the education provided for the children by their parents or guardians.

-- **Education Review Office Comments, Ministerial Briefing (to new incoming Minister of Education), December 1999**

11) “If you ask what schools are for the obvious answer is to educate kids, but there’s an equally important answer. And that is to socialise them, to bring them up to be comfortable in adult society and I think this has always been a feature of the education process, otherwise it wouldn’t take so long. You don’t need 15 years to educate somebody but you need 15 years to socialise somebody.” -- **Sir Neil Waters, Past Vice-Chancellor of Massey University, NZ Qualifications Authority Board Chairman, LEARN magazine, Issue 10, Nov 1996, p. 8.**

12) This paper has.... empirically demonstrated that the academic *and* socialization outcomes for the average home schooled child are superior to those experienced by the average public school student. There is one overriding lesson for policymakers to learn from this survey of home schooling. As home schooling researcher Isabel Lyman pithily described the American experience: “Home schooling has produced literate students with minimal government interference at a fraction of the cost of any government program” (Lyman, 1998). A breakdown of the respective American costs produces a startling comparison. For example:

The parents spent, on average, \$546 per child per year for home education. State schools spent an average of \$5,325 per student (pre-kindergarten through the 12th grade) during school year 1993-94 (US Department of Education, 1996). This cost in state schools did not include construction, equipment and debt financing... It is clear that the direct costs of public (state-run) schooling in the United States are at least 975 percent (or about 10 times as much) of what the home education families in this study spent on educational materials and services (Ray, 1997a, ch. 4).

Most tellingly, perhaps, the \$546 spent per home schooled student produces an average 85th percentile ranking on test scores; the \$5,325 spent per public school student produces an average 50th percentile ranking. – **A Fraser Institute (Canada) Occasional Paper**, www.fraserinstitute.ca/admin/books/files/homeschool.pdf

13)

Academic Achievement

The largest data set on the academic success of the home educated reveals positive things. 16,311 students from across the country were tested with the nationally normed Iowa Test of Basic Skills. The nationwide average for the homeschooled on the Basic Battery (i.e., reading, language, and math) was the 77th percentile. They were at the 79th percentile in reading, the 73rd in language, and the 73rd in math. (The national average is the 50th percentile.) See the table on this sheet.⁶

	Reading	Language	Math
Conventional Schools	50	50	50
Home Education	79	73	73

Canada’s largest study of its kind revealed similar findings on the academic success of the home educated. Dr. Brian Ray found the students scoring, on average, at the 80th percentile in reading, the 76th in language, and the 79th in math. Students whose parents were certified teachers did no better than the other students.⁷

Dr. Steven Duvall compared the academic engaged time (AET) and basic skill development of learning disabled students who were home educated to those in public school special education programs. Higher rates of AET and greater academic gains were made by the home educated. "... parents, even without special education training, provided powerful instructional environments at home..." (p. 11).⁸

Repeatedly, across North America, the home educated score as well as or better, on average, than those in conventional schools: 15 to 30 percentile points higher.⁹

Dr. Brian Ray, president of the National Home Education Research Institute, recently completed the largest-ever study of home education across the United States and published it in a book entitled *Strengths of Their Own—Home Schoolers Across America*. Data were collected on 5,402 students from 1,657 families. Home school students' academic achievement was very high (see table). In addition, the home educated did well even if their parents were not certified teachers and if the state did not highly regulate home schooling.¹⁰

	Reading	Language	Math
Conventional Schools	50	50	50
Home Education	87	80	82

Dr. Howard Richman and his colleagues have found that the home educated in Pennsylvania score, on average, at the 86th percentile in reading and the 73rd percentile in math.¹¹ (The national average is the 50th percentile.)

A nationwide study (Ray, 1990), using a random sample of 1,516 families from one organization's membership, found home educated students to be scoring, on average, at or above the 80th percentile in all areas on standardized achievement tests. Note: The national average on standardized achievement tests is the 50th percentile.

14)

Social and Emotional Adjustment

Dr. Johnson (1991) concluded that home educators carefully address the socialization needs of their children in every area studied (i.e., personal identity, personal destiny, values and moral development, autonomy, relationships, sexuality, and social skills).

Dr. Taylor (1986) found that the home educated have significantly higher self concepts than those in public schools.

The home schooled are well adjusted socially and emotionally like their private school comparison group. The home educated, however, are less peer dependent than the private school students (Delahooke, 1986).

Dr. Montgomery (1989) found that home schooled students are just as involved in out-of-school and extracurricular activities that predict leadership in adulthood as are those in the comparison private school (that was comprised of students more involved than those in public schools).

Dr. Larry Shyers (1992) observed children in free play and group interaction activities. Conventionally schooled children had significantly more problem behaviors than did the home educated. This is probably because the primary models of behavior for the home educated are their parents.

Home educated children are more mature and better socialized than are those sent to school, according to Thomas Smedley's personal interaction and communications approach to understanding socialization (1992).

Public school, conventional Christian school, and homeschool graduates at a large, Christian liberal arts university were examined and compared for their college academic preparedness and college academic achievement. Dr. Rhonda Galloway (1994) found that the home educated performed as well or better than the others on these measures.

Dr. Gary Knowles (1991), of the University of Michigan, explored adults who were home educated. None were unemployed and none were on welfare, 94% said home education prepared them to be independent persons, 79% said it helped them interact with individuals from different levels of society, and they strongly supported the home education method.

15) One of our major findings, based on many years of research in many classrooms, is that student learning is not the focus of what goes on in schools. We found that most teachers, most of the time, do not know what their students are learning or not learning. We give awards to our best teachers without paying any attention to what their students learn. The Education Review Office evaluates the effectiveness of schools without obtaining any direct evidence about student learning. The Qualifications Authority accredits courses and institutions without paying any attention to whether students in those courses or institutions are learning anything or not. The Ministry of Education carries out “network reviews” of schools (amalgamating smaller schools) without any evidence about whether the changes will affect student learning. Put simply, the education system is a fraud. – **Professor Emeritus Graham Nuthall, University of Canterbury, New Zealand, March 2004.**

16)

Choosing to Home School

By David W. Kirkpatrick
BS (Ed), MA (History)

Departments of education in such states as Alaska, Tennessee and Washington have conducted studies that found the typical home schooled student comes out ahead on virtually every significant measurement. Achievement tests in the 1994 school year found that these students averaged 30 percent higher than both public and private school students.

Self-esteem is a much proclaimed goal for students by many public educators. A 1986 study found that home-schooled children did far better when measured for this attribute, only 10% even being below the national average.

Studies by Cornell University Professor Urie Bronfenbrenner suggest that, at least until age 10 or 12, students who spend more time with other children their age than with their parents tend to rely on other children for their values. The result? They tend to have a lower sense of self-worth, of optimism, of respect for their parents, and, ironically, even of trust in their peers.

Furthermore, more than 200 colleges, including such prestigious institutions as Harvard, Yale and Princeton, actively seek to attract such students because of not only their high SAT scores but their advanced social skills as well.

The problem, therefore, is not one of academics, social adjustment or the public interest one. It is political because of the difficulty of convincing legislators or, more importantly, their constituents that there are sound reasons to assist parents in educating their children if they are so inclined. Certainly no one should be persuaded to do this if they aren't interested, since home-schooling is a major commitment not to be undertaken lightly. But since those who voluntarily do so have an unmatched track record literally going back for centuries, to give them a modest bit of assistance would be in the public interest.

[David W. Kirkpatrick, 2323 Rudy Road, Harrisburg, Pennsylvania, 17104-2025. Phone: (717) 232-2146, Fax: (717) 232-2164. E-mail (Kirkdw@aol.com) David is the author of *Choice in Schooling*, 1990 and *School Choice: The Idea That Will Not Die*, 1997. He is an independent researcher/writer, a Senior Fellow with the Allegheny Institute for Public Policy in Pittsburgh and Director of the Institute's School Choice Project.]

17)

How Well Do Homeschoolers Perform Academically and Socially?

Researchers cannot tell whether the same children would perform better or worse academically in a classroom or at home. State testing data do not necessarily reflect all homeschoolers because not all comply with the testing requirement. Other testing efforts rely on volunteers.

Keeping that caveat in mind, where testing data are available, homeschoolers do well. For example, in Alaska, the state's Alyeska Central School has tested its homeschooling children for several decades. As a group they usually score above average in any subject area and at all grade levels. The largest study to date, commissioned by the Home School Legal Defense Association, involved 12,000 students tested through the Bob Jones University testing services. The homeschooled children placed in the 62nd to the 91st percentile of national norms, depending on grade level and subject area (Rudner 1999).

At least one intriguing study suggests that student achievement for homeschoolers is not related to the educational attainment of the parent (Duvall and others 1997). This is consistent with tutoring studies that suggest the education level of a tutor has little to do with achievement of a tutored child.

College admission also may suggest success. Homeschoolers have reported admission to over 1,000 different U.S. colleges and universities (Bunday 2001).

People disagree about whether homeschooling helps or hinders a child's social development. Homeschooling children spend less time with peers and more time with people of different ages. Most participate in scouting, church groups and other associations. Many volunteer in their communities. Some operate a business. There is no conclusive research suggesting that additional time with same-aged peers is preferable to more time with individuals of varying ages.

(Patricia M. Lines, PhD, is a Senior Fellow at the Discovery Institute (www.discovery.org) and a Research Associate at the U.S. Department of Education's National Institute of Student Achievement.)

18) Here are a few good websites with tons of info as to why home education is superior, far superior, in both academic and social terms. In fact, socially, home educated children shine even more than they do academically.

Some statistics from New Zealand Ministry of Education:

<http://tinyurl.com/dfpnvz>

Statistics from overseas:

www.fraserinstitute.ca/admin/books/files/homeschool.pdf

A Canadian educational institute's report on
"Home Schooling: From the Extreme to the Mainstream."

Homeschooling Grows Up

<http://www.hslda.org/research/ray2003/Socialization.asp>

"Homeschooling Grows Up" is the largest research survey to date of adults who were home educated. Over the last decade, researchers, professionals, parents, the media, and many others have asked repeatedly: How do homeschooled students turn out? Can a homeschool graduate get into college or get a job? How do they fit into society? Are they good citizens? Are they happy? In 2003, HSLDA commissioned Dr. Brian D. Ray, president of the National Home Education Research Institute, to conduct a study to answer these questions. The results of his research demonstrate that homeschoolers are succeeding.

Home Schooling Achievement

<http://www.hslda.org/docs/study/comp2001/HomeSchoolAchievement.pdf>

or

<http://www.hslda.org/docs/study/comp2001/default.asp>

Home Schooling Achievement provides a concise look at home school achievement test score data, followed by a more in depth comparison of student's scores with parent education levels, money spent on home school curriculum, government regulation, and race, and gender. In all categories, home school students' successes defy the standard predictors. The final chart examines activities and community involvement and resoundingly explodes the myth that home schooled children lack adequate socialization opportunities

Home Schooling Works!

<http://epaa.asu.edu/epaa/v7n8/>

Official Rudner study site with data in tabular form

or

<http://www.hslda.org/docs/study/rudner1999/Rudner0.asp>

HSLDA's Rudner study with many colourful graphs. 20,760 student achievement test scores and their family demographics make this the largest study of home education to date! Results demonstrate that home schooled students are doing exceptionally well and provide an informative portrait of America's modern home education movement. Conducted by Dr. Lawrence M. Rudner, Director of the ERIC Clearinghouse on Assessment and Evaluation

<http://hslda.org/elink.asp?id=1892>

Here is a succinct "Summary of Academic Statistics on Homeschooling" over the last 20 years from Chris Klicka, HSLDA.

www.nheri.org

National Home Education Research Institute web site.

www.hslda.org

Home School Legal Defense Association web site.

Some Questions for Policy Makers

Do the Children of Well-Educated or Certificated Parents Do Better in Home Education?

A number of researchers have explored whether the academic achievement of the home educated is related to selected variables that might be of particular interest to policymakers and others. One of these factors of interest is whether the parents are government-certified teachers. Studies in Alabama, Oklahoma, Pennsylvania, Texas, nationwide twice, and nationwide in Canada all revealed that there was no significant relationship between student achievement and the teacher certification status of their parents.¹ Steven Duvall and his colleagues, on two occasions, have found that even special-needs children were successfully home educated by parents who were not certified teachers.² One study in Montana found that whether the father was a certified teacher was not significant but that the mother's certification status was significant.³ Richard Medlin, likewise, found a weak relationship between achievement and whether the mother was a certified teacher.⁴

The educational attainment of parents is another factor that is of interest to policymakers and some researchers. Several studies found no relationship between parents' educational attainment and the academic achievement scores of their home educated children in Texas, Alabama, Oklahoma, and nationwide.⁵ Others have found weak to moderate relationships between parents' formal educational attainment and their children's achievement scores.⁶ Even with these correlations, which do not necessarily indicate a causal relationship, the home educated – even of parents with lower formal education – still tended to score above average on achievement tests.

Is the Money Spent on Home Education Related to Student Achievement?

Research findings suggest there is little to no relationship.⁷ That is to say, homeschool students whose parents do not spend as much on their education tended to score above average on achievement tests even in the one study that found a relationship. On average, home educated youngsters on whom their parents spent an average of \$500 per annum scored at the 78th percentile while the public school average spend is \$7,000 per annum and the average score is at the 50th percentile.

Should Home Schooling Be Regulated More Heavily by the State?

Research to date has shown little to no relationship between degree of regulation by the state and students' academic achievement.⁸ Parents are doing well with their children without government intervention.

(From *Worldwide Guide to Homeschooling: facts and stats on the benefits of home school*, by Brian D. Ray, Ph.D., 2002, Broadman & Holman: Nashville, pp. 76-78.)

Notes:

1. Jennie F. Rakestraw, "Home Schooling in Alabama", *Home School Researcher*, 4 (1988): 1-6; Joan Ellen Havens, "A Study of Parent Education Levels as They Relate to Academic Achievement Among Home Schooled Children" (Ed.D. dissertation., Southwestern Baptist Theological Seminary, Fort Worth, TX, 1991); Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Home Education in Oklahoma: Family Characteristics, Student Achievement, and Policy Matters* (Salem, OR: National Home Education Research Institute, 1992); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997); Brian D. Ray, "Homeschooling in Canada", *Education Canada* 41 (2001): 28-31.
2. Steven F. Duvall, D. Lawrence Ward, Joseph C. Delquadri, Charles R. Greenwood, "An Exploratory Study of Home School Instructional Environments and Their Effects on the Basic Skills of Students with Learning Disabilities", *Education and Treatment of Children*, 20(1997): 150-72; Steven F. Duvall to Brian D. Ray, January 23, 1999, personal communication.
3. Brian D. Ray, *Learning at Home in Montana: Student Achievement and Family Characteristics* (Salem, OR: National Home Education Research Institute, 1995).
4. Richard G. Medlin, "Predictors of Academic Achievement in Home Educated Children: Aptitude, Self-Concept, and Pedagogical Practices". *Home School Researcher* 10(1994): 1-7.
5. Jennie F. Rakestraw, "Home Schooling in Alabama, *Home School Researcher*, 4(1988): 1-6; Joan Ellen Havens, "A Study of Parent Education Levels as They Relate to Academic Achievement Among Home Schooled Children" (Ed.D. dissertation., Southwestern Baptist Theological Seminary, Fort Worth, TX, 1991); Brian D. Ray, *Home Education in Oklahoma: Family Characteristics, Student Achievement, and Policy Matters* (Salem, OR: National Home Education Research Institute, 1992); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997), 57; Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Home Education in North Dakota: Family Characteristics and Student Achievement* (Salem, OR: National Home Education Research Institute, 1999).
6. Jon Wartes, *The Relationship of Selected Input Variables to Academic Achievement Among Washington's Homeschoolers* (Woodinville, WA: Washington Homeschool Research Project, 1990); Lawrence M. Rudner, "Scholastic Achievement and Demographic Characteristics of Home School Students in 1998", *Educational Policy Analysis Archives*, 7 (1999); retrieved 2 August 2001 online <http://epaa.asu.edu/epaa/v7n8/>.

7. Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997); Brian D. Ray, *Home Education in New Mexico: Family Characteristics, Academic Achievement, and Social and Civic Activities* (Salem, OR: National Home Education Research Institute, 2001); Lawrence M. Rudner, “Scholastic Achievement and Demographic Characteristics of Home School Students in 1998”, *Educational Policy Analysis Archives*, 7 (1999); retrieved 2 August 2001 online <http://epaa.asu.edu/epaa/v7n8/>.
8. Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997).

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Ministry of Social Development Literacy Report August 2004

<http://tinyurl.com/arhgs>

An unbelievable 46% of adult NZers – virtually all being graduates of NZ state secular schools – are highly illiterate!!! (Read the following extract from the Ministry’s own website address given above.) Definition: The proportion of the population aged 16-65 with literacy skills in English (defined as prose, document and quantitative skills at Level 3 or above), as measured in the 1996 International Adult Literacy Survey (IALS). Level 3 is defined as a “suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry”. Prose literacy is the ability to understand and use information from texts including editorials, news stories, brochures and instruction materials. Document literacy is the ability to locate and use information contained in formats, including maps, tables and job application forms. Quantitative literacy is the ability to apply arithmetic operations to numbers embedded in printed materials, such as balancing a chequebook or completing an order form. Current Level: Results from the first international literacy survey in 1996 show that 54 percent of New Zealand’s population aged 16-65 had prose literacy skills at Level 3 or above, 50 percent had document skills at Level 3 or above, and 51 percent had quantitative skills at Level 3 or above.

21)

**Relationship Between Various Independent Variables
and Academic Achievement Test Scores
of Home School Students**

(From *Worldwide Guide to Homeschooling: Facts and Stats on the Benefits of Home School*, by Brian D. Ray, Ph.D., 2002, Broadman & Holman: Nashville, p. 83.)

Factor Studied	Whether Related to Academic Achievement in Home Education
Money spent on education	No relationship.
Family income	No relationship most studies. A few studies found a weak positive relationship.
Degree of state regulation	No relationship.
Legally registered with the state	Typically no relationship. One study found underground performed better.
Father's formal educational level	Mixed results; some slight positive.
Mother's formal educational level	Mixed results; some slight positive.
Father been certified teacher	Typically no relationship. A few studies found weak positive.
Mother been certified teacher	Typically no relationship. A few studies found weak positive.
Gender of student	No relationship.
Years student home educated	Typically no relationship. A few studies found weak positive.
Time spent in formal instruction	No relationship.
Age began formal instruction	No relationship.
Use of libraries	Typically no relationship. An occasional slight positive relationship was found.
Use of computer	Typically no relationship. An occasional slight positive relationship was found.
Who administered test to student	Typically no relationship. An occasional slight positive relationship was found.

22) Early Childhood Development Best at Home

Dr. Moore is a Developmental Psychologist; founder and former president of Hewitt Research Foundation, Washougal, Washington; and regarded by many as the foremost authority on home schools in America. "The consensus of scientific evidence on the home versus the preschool is clear for the majority of children. They receive a better foundation for future development and learning from a secure and responsive home environment in which understanding parents are the teachers." (7) "Whether the focus is on achievement, on behaviour, on sociability, or on such other aspects of a child's development as the brain, the senses, cognition, coordination, or socialisation, available evidence overwhelmingly suggests that, unless the child is handicapped or acutely deprived (a condition not necessarily linked to socioeconomic status), he or she should be allowed to develop physically and to explore personal fantasies and intuitions until somewhere between ages 8 and 12.....Except for highly specialised clinical services, even handicapped children are best taught in their homes prior to the age of 8 or 10." (8) Citing a study done by Goodlad, they deduced that each student in a public school averaged one or two personal responses per day from his or her teacher. "In contrast, our counts of daily responses in typical home schools ranged from about 100 to more than 300." (9)

Their 1982 study, "Adults' Cognitive Demands at Home and at Nursery School," *Journal of Child Psychology and Psychiatry*, 23, found that more cognitive demands were placed on four-year-olds at home by mothers than at nursery school by teachers. One study done in 1983, "Language and Social Class: Is Verbal Deprivation a Myth?", *Journal of Child Psychology and Psychiatry*, 24, found that significantly more complex language was used at home by parents and children than at school by teachers and children.

In a 1983 study, this team aimed "...to see whether young children's questions, especially their 'why' questions, were more frequent in certain contexts, settings, (home v. nursery school) and social class groups than in others. We assumed that such questions were potentially valuable both as expressions of curiosity and also because they provided occasions for adults to enlarge the child's understanding." Some of their findings included: Many more questions were asked by children at home than at school; Ten of the 15 working-class girls asked no "why" questions at school; Most children's questions were asked when the adult was stationary for a prolonged period of time and not too busy--a context rare at school; Persistent questioning (at least 22 turns of adult-child conversation) was rare at school compared to at home; "...teachers asked a far larger proportion of questions than did mothers..."; "...the children seem to learn very quickly that their role at school is to answer, not to ask questions"; Most "why" questions and persistent questioning concerned non-play objects and events, especially those outside the present context, whereas most school conversations were just the opposite; Working-class girls were particularly affected by the school setting, asked

fewer questions, asked more procedural questions and exhibited less curiosity. (10)

Notes:

(7) Moore, Raymond S., *Better Late Than Early*, 1975, New York, N.Y.: Reader's Digest Press, p. 8-9.

(8) Article entitled "It Depends on Your Aim" in *Phi Delta Kappan*, 67, p.63, in which Dr. Moore refers to a federally sponsored review of more than 8,000 studies by the Hewitt Research Foundation of Washougal, Washington.

(9) Article entitled, "When Education Becomes Abuse", *Journal of School Health*, 56, 1986, p. 74.

(10) "Children's Questions and Adults' Answers", *Journal of Child Psychology and Psychiatry*, 24.

23)

Dumb Comments We Have to Bear

(though the last one's rather nice)

Recently, when I told our boys' singing teacher that they were Home Schooled, she commented "Wow, and they don't even seem backward!" – Ruth, South Island, NZ

A friend of mine took her 6 year old daughter to numerous doctors and specialists about a sore throat that she'd had for 18 months. One doctor told her, "*It's because you homeschool. She needs to go to school so she can talk more.*" Fortunately one more enlightened diagnosed tonsillitis, so was able to fix the problem. – Wendy, North Island, NZ

My daughter attended a sports class. When she mentioned she was home educated, one of the school kids asked, "What do you do for PE?" Not to be outdone, another one asked, "Does that mean you never leave your house?" – Julie, North Island, NZ

My son was asked at orchestra lessons, "Does your mother email your schoolwork from her work?"

Son: "No, she doesn't go out to work; she teaches me herself."

School friend, "But how do you learn?"

Son: "From books."

School friend: "From books????!!!" – Susan, South Island, NZ

I was at a night class recently when a lady asked how many of my children were in school. Upon discovering that I home educate, she naturally asked why. One of the reasons that I mentioned (in my VERY long list!!) was the level of violence, bullying etc. in schools these days. She replied, "But they need to be at school, to learn to cope with violence and bullying"! – Rebecca, NZ

While attending a music-based play morning in our community, one interested mum asked where I was going to send my son to school when he turned five. On hearing that we were homeschooling our children, an odd expression crossed her face as she replied, "You must really love your children!" – Chelle, NZ

24) Quotes from all over.

It is possible to store the mind with a million facts and still be entirely uneducated. – **Alec Bourne**

An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't. – **Anatole France (1844 - 1924)**

Education is what survives when what has been learned has been forgotten. – **B. F. Skinner (1904 - 1990)**, *New Scientist*, May 21, 1964

Education... has produced a vast population able to read but unable to distinguish what is worth reading. – **G. M. Trevelyan (1876 - 1962)**, *English Social History (1942)*

College isn't the place to go for ideas. – **Helen Keller (1880 - 1968)**

Bachelor's degrees make pretty good placemats if you get 'em laminated. – **Jeph Jacques**. (Born 17 June 1980) writer of comic strip, *Questionable Content*, 01-04-2007.

Education's purpose is to replace an empty mind with an open one. – **Malcolm Forbes (1919 - 1990)**, in *Forbes Magazine*

I have never let my schooling interfere with my education. – **Mark Twain (1835 - 1910)**

It is nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry. – **Albert Einstein**.

I believe that school makes complete fools of our young men, because they see and hear nothing of ordinary life there. – **Petronius, Roman writer**.

I have not the least doubt that school developed in me nothing but what was evil and left the good untouched. – **Edvard Grieg**

Ever wondered why we go to school? ... It's societies' way of turning all young people into good little robots and factory workers, that's why we sit on desks in rows and go by bell schedules, to get prepared for the real world, cause "that's what it's like." – **Eric Harris**, shooter at the Columbine High School massacre, in his journal.

I suppose it is because nearly all children go to school nowadays, and have things arranged for them, that they seem so forlornly unable to produce their own ideas. – **Agatha Christie**

Drop out of school before your mind rots from exposure to our mundane educational system. Forget about the Senior Prom, go to the library and educate yourself if you've got any guts. – **Frank Zappa.**

There is, in fact, only one solution: the state, the government, the laws must not in any way concern themselves with schooling or education. Public funds must not be used for such purposes. The rearing and instruction of youth must be left entirely to parents and to private associations and institutions. – **Ludwig von Mises.**

Each year the child is coming to belong more to the state and less and less to the parent. – **Elwood P. Cubberly.**

Our schools are in a sense factories in which the raw materials are to be shaped and fashioned into products to meet the various demands of life. – **Elwood P. Cubberly.**

I am as sure as I am of Christ's reign that a comprehensive and centralized system of national education, as is now commonly proposed, will prove the most appalling enginery for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social, and political, which this sin-rent world has ever seen. – theologian **A.A. Hodge**

The sooner you institutionalize your children, the sooner they'll institutionalize you. – **Dr Raymond Moore.**

...we have come to realise that for most men the right to learn is curtailed by the obligation to attend school – **Ivan Illich**

A lot of fellows nowadays have a B.A., M.D. or Ph.D. Unfortunately, they don't have a J.O.B. – **Fats Domino**

A tax supported, compulsory educational system is the complete model of the totalitarian state. – **Isabel Patterson, *The God of the Machine***

All men who have turned out worth anything have had the chief hand in their own education. – **Sir Walter Scott**

An investment in knowledge always pays the best interest. – **Benjamin Franklin (1706-1790)**

An orchestra requires men with different talents and, within limits, different tastes; if all men insisted upon playing the trombone, orchestral music would be impossible. Social co-operation, in like manner, requires differences of taste and aptitude, which are less likely to exist if all children are exposed to the same influences than if parental differences are allowed to affect them – **Bertrand Russell**

Another merit of home is that it preserves the diversity between individuals. If we were all alike, it might be convenient for the bureaucrat and the statistician, but it would be very dull, and would lead to a very unprogressive society. – **Bertrand Russell**

Architect Frank Lloyd Wright told how a lecture he received at the age of nine helped set his philosophy of life: An uncle, a stolid no-nonsense type, had taken him for a long walk across a snow-covered field. At the far side, his uncle told him to look back at their two sets of tracks. “See, my boy,” he said, “how your foot prints go aimlessly back and forth from those trees, to the cattle back to the fence and then over there where you were throwing sticks? But notice how MY path comes straight across, directly to my goal. You should never forget this lesson!” “And I never did,” Wright said, grinning. “I determined right then not to miss most things in life, as my uncle had.” – **Frank Lloyd Wright**

Before there were television and video games, kids used to play outdoors, entertain themselves and work around the house in the afternoons. Kids don't choose television over people. They choose television because of lack of people interaction. – **Brook Noel**

Bless me, what *do* they teach them at these schools? – **CS Lewis, The Lion, the Witch, & the Wardrobe**

By bells and many other similar techniques they (schools) teach that nothing is worth finishing. The gross error of this is progressive: if nothing is worth finishing then by extension nothing is worth starting either. Few children are so thick-skulled they miss the point. – **John Taylor Gatto**

Concerns that homeschooled children are marginalised in terms of opportunities for socialisation are generally addressed by homeschooling parents and homeschool support groups through the provision of additional social activities. Not one report in this study suggested that a greater emphasis on social interactions would be beneficial. - **ERO, The quality of home schooling (1998)**

Education is not the filling of a pail, but the lighting of a fire. - **William Butler Yeats**

Education is the period during which you are being instructed by somebody you do not know, about something you do not want to know. - **G k Chesterton**

Education makes people easy to lead, but difficult to drive; easy to govern, but impossible to enslave. - **Henry Peter Broughan**

English is not history and history is not science and science is not art and art is not music, and art and music are minor subjects and English, history and science major subjects, and a subject is something you 'take' and when you have taken it, you have 'had' it, and if you have 'had' it, you are immune and need not take it again. (The Vaccination Theory of Education?) - **Independent Editorial 7/1/2000**

For all the most important things in education we have an inside track, since we reckon with the whole person, including heart and soul. - **Ruth Beechick, Popular home education conference speaker in *A Biblical Psychology of Learning* (1982)**

For thousands of years, in thousands of places, families educated their own. This tradition changed not because a better method was found but because economic conditions required it. To work one had to leave one's children; one's children, furthermore, had to be trained for tasks no-one in their purview could be seen doing. For these reasons institutionalised schooling was invented, and while it adequately addressed a set of economic problems, it inspired a new set of human ones that are psychological, emotional, and even spiritual in nature. - **David Guterson "Family Matters - Why Homeschooling Makes Sense"**

Great spirits have always been violently oppressed by mediocre minds. - **Albert Einstein**

He is educated who knows how to find out what he doesn't know. - **George Simmel, German Philosopher**

He who joyfully marches in rank and file has already earned my contempt. He has been given a large brain by mistake, since for him the spinal cord would suffice. - **Albert Einstein**

He who knows how to teach a child is not competent for the oversight of a child's education unless he also knows how to train a child. - **H Clay Trumbull, Hints on child training (1890)**

Homeschooling and public schooling are as opposite as two sides of a coin. In a homeschooling environment, the teacher need not be certified, but the child **MUST** learn. In a public school environment, the teacher **MUST** be certified, but the child need **NOT** learn. - **Gene Royer**

How is it that little children are so intelligent and men so stupid? It must be education that does it. - **Alexandre Dumas**

I am beginning to suspect all elaborate and special systems of education. They seem to me to be built upon the supposition that every child is a kind of idiot who must be taught to think. Whereas if the child is left to himself, he will think more and better, if less slowly. Let him come and go freely, let him touch real things and combine his impressions for himself, instead of sitting indoors at a little round table while a sweet-voiced teacher suggests that he build a stone wall with his wooden blocks, or make a rainbow out of strips of colored paper, or plant straw trees in flower pots. Such teaching fills the mind with artificial associations that must be got rid of before the child can develop independent ideas out of actual experiences. - **Anne Sullivan, Helen Keller's Teacher**

I am much afraid that the schools will prove the very gates of hell, unless they diligently labour in explaining the Holy Scriptures, and engraving them in the hearts of youth. I advise no one to place his child where the scriptures do not reign paramount. Every institution in which means are not unceasingly occupied with the Word of God must be corrupt. - **Martin Luther**

I have no patience with the stupidity of the average teacher of grammar who wastes precious years in hammering rules into children's heads. For it is not by learning rules that we acquire the powers of speaking a language, but by daily intercourse with those accustomed to express themselves with exactness and refinement and by copious reading of the best authors. - **Erasmus, Reformation theologian and teacher**

I have prevented my kids from watching MTV at home. It's not safe for kids. - **Tom Freston, President of MTV**

I didn't even dream it would be so good. But I would never let my children come close to the thing. - **Vladimir Zworykin, aged 92 on his invention, the television**

I learned most, not from those who taught me but from those who talked with me. - **St. Augustine**

I never teach my pupils; I only attempt to provide the conditions in which they can learn. - **Albert Einstein**

I remember that I was never able to get along at school. I was always at the foot of the class. - **Thomas Edison**

In general the best teacher or care-giver cannot match a parent of even ordinary education and experience. - **Dr Raymond Moore, Home Grown Kids (1981)**

One of the most robust things that advocates of parent-led home-based education have going for them is that there is no research (of which I know) that supports the claim that being in institutional schools (whether state-controlled or private) causes children and young people to be, or to become adults who are, better off academically, socially, or psychologically, or more beneficial members of society. In fact, the empirical evidence that exists indicates the contrary. I enjoy being in courts and legislatures and testifying to this and thus educate judges, guardians *ad litem*, and legislators. And I like helping attorneys and others ask the negative claimants (e.g., professors, teachers' union officials, public- and private-school teachers, etc.) to provide the empirical evidence that age-segregated institutional schooling with state-certified teachers creates youth and adults who are more socially, emotionally, and psychologically healthy than the home educated, more kind to their neighbors, more tolerant of varying opinions (i.e., understanding, not necessarily agreeable to or compromising of their own views), more involved in community service, less frequently on welfare, less often felons, and more civically engaged in this democratic republic. They cannot do it. – **Dr Brian Ray, Founder and President of the National Home Education Research Institute of Salem, Oregon, USA (www.nheri.org), in an email conversation of 24 August 2005.**

A thorough knowledge of the Bible is worth more than a college education. – **Theodore Roosevelt, 26th U.S. President, (1858–1919).**

My education was a long and concerted attack on my individuality. – **Neil Crofts, present day top leadership consultant.**

We are creating a one-size-fits-all system that needlessly brands many young people as failures, when they might thrive if offered a different education whose progress was measured differently. – **Robert Reich, former US Labour Secretary.**

Education is what remains after one has forgotten what one has learned in school. – **Albert Einstein**

A child educated only at school is an uneducated child. – **George Santayana (1863-1952), Spanish-American philosopher, essayist, poet, and novelist.**

Give me four years to teach the children and the seed I have sown will never be uprooted. – **Vladimir Lenin, leader of Russian Marxist revolution and communist politician during early 1900s.** (Quote retrieved 14 December 2010 from <http://www.brainyquote.com/quotes/quotes/v/vladimirle153238.html>)

We who are engaged in the sacred cause of education are entitled to look upon all parents as having given hostages to our cause. – **Horace Mann, a key advocate of state-run school in America in the 1800s.** (Quote is from Richman, Sheldon (1994), *Separating school and state: How to liberate America's families*, Fairfax, VA:The Future of Freedom Foundation, p. 46.)

25) Quotes Showing the Political Nature of New Zealand State Schools

(I've put some words in *bold italics* for added emphasis):

George Clarke, a missionary who was also Civil Commissioner of the Bay of Islands, from *Appendices of the Journals of the House of Representatives*, 1863, E-9:

“...schools will give the government an immense moral influence in the country such as is not attained in any other way.”
(Page 18).

***Political Issues in New Zealand Education*, edited by John Codd, Richard Harker & Roy Nash, published in 1985 by Dunmore Press in Palmerston North:**

“The attentive reader will be left in no doubt that state schooling in this country is *an inherently political instrument for social and cultural reproduction* which has developed a variety of modes whereby dominant social fractions exercise their power through what Gramsci called hegemony.” (Page 10).

“*The state controls what knowledge is taught in schools*, at least in broad outline through a regulated core curriculum and, in closer detail, through teacher education and certification, and grading inspections tied to the internal career structure. *Why does the state want such levels of control over the education system?* There cannot be a simple answer to this question. It should be noted, however, that *universal compulsory schooling for the working classes has always been concerned with social control*. This was a major theme in the parliamentary debates that preceded the Education Act of 1877 and *political socialization has continued to be an important function of schools*. Whether by direct inculcation through such rituals as school cadets and flag-raising, or by fostering a particular ‘democratic’ notion of citizenship, *the schools have always been required to transmit state ideology* and provide a mantle of authority for the symbols of the dominant culture.” (Pages 11-12).

“Compulsory schooling is one of the most obvious institutions through which *the state exerts a direct influence over people’s lives.*” (Page 23).

“At the centre of [the transformative image of schooling] is the belief that the school, properly organized, can be one of the major forces for *planned change in society*...When viewed in this way, *the school can be seen as an active agency of cultural change.*” (Page 34).

Roger Openshaw, Greg Lee, Howard Lee; *Challenging the Myths: Rethinking New Zealand’s Educational History, 1993, Dunmore Press: Palmerston North:*

“Ironically, while the Department [of Education] heartily congratulated the country’s non-Maori secondary schools for their examination achievements, the Te Aute [Maori Boys’ College] tradition and reputation for academic excellence attracted the wrath of educational officialdom who condemned the school for directing all its energies and resources to ‘academic’ subjects...*The purpose of Maori education* [said William Bird, inspector in charge of native schools from 1901-1916] *was to teach Maori those practical skills that fitted them for living in their own rural communities.*” (Pages 52-53).

“What many observers failed to grasp was the simple fact that what they had considered to be objective ‘standards’ (as laid down in the curriculum and measured by examinations) in reality *had been manipulated in previous years to produce a particular result desired by the government of the day.* To this end, the history of the Proficiency Examination [forerunner to School Certificate] provides a clear demonstration of *the usage of a public school examination as an instrument for the dissemination of public policy.*” (Page 201).

Eve Coxon et al, *The Politics of Learning and Teaching in Aotearoa-New Zealand, 1994, Dunmore Press: Palmerston North:*

“The 1877 Act contained a clause to make schooling *compulsory.* This idea had not been supported by all communities. Nevertheless, as McKenzie observes, the claim that ‘in the interest of equality of enjoyment of individual right, *parental discretion should be forgone and attendance at school be*

enforced upon all children of legislatively defined school age' became one of the moral imperatives underpinning the Act. (It is important to remember, however, that *compulsory schooling was also sought for other reasons, particularly that of social control.*)” (Pages 43-44).

“There were some other complicating factors, however, that had to be resolved. In taking over the control of the schools, *the state was taking control away from the churches.*” (Page 44).

“Fraser’s statement, while it appears to aim at the fulfilment of the individual, poses some important questions: if each individual was to be given the kind of education for which he or she was ‘best fitted’, *who was to decide what that was – the individual or the state?* And on what basis could such decisions be made? In fact *it was the state*, as we shall see, *that largely came to control such decisions* through the schools, particularly through the institution of IQ and aptitude tests, examinations and entrance qualifications.” (Page 68).

***Vying for Our Children: the Ideological Struggle for Hearts and Minds* Paul Henderson, 2003, Maxim Institute, Auckland.**

“In summary, *postmodernism is perhaps the most successful ideology of all in the struggle for the curricula.* It also works easily with the political intentions of neo-Marxism and *rejects authority, culture and morality.* It is warm and inclusive, but cannot brook a world view which holds to the possibility of objectivity and epistemological certainty.” (Pages 135-136).

Michael Reid, From Innocents to Agents, 2006, Maxim Institute, Auckland:

“But in the later decades of the twentieth century, children moved from being viewed as innocents in need of protection, to being politicised agents with autonomous rights guaranteed by the state. Together with a new balance between local and international law, *the state has shifted* from supporting the authority and place of families *to supporting the emancipation of children from their parents.*” (Page 15).