

# TEACH Bulletin

## Thorough Education Achieved in a Caring Home

Number 66

January 2003

### Millions for Pre-Schools

The state is set to spend about \$8.8M constructing and upgrading 89 childhood centres so as to provide an additional 1343 places for pre-compulsory-school-aged children. The places are to be allocated thusly: 407 new places for Maori children, 240 places for Pacific groups and 696 places for other children. Minister of Education Trevor Mallard said, "The Government is committed to ensuring that all children, no matter what their background, have access to quality early childhood education because we know that it makes a significant difference to the way they go on to develop later in their lives."<sup>1</sup>

Significantly the Minister does not elaborate on what he means when he says, "we know that [pre-school] makes a significant difference to the way they go on to develop later in their lives." He doesn't say whether the difference preschool makes is mainly beneficial to the individuals concerned or to advancing government social policy, to both, or to just one at the expense of the other. He does say "we know" but doesn't say how they know.

According to research at Oxford University in the UK (for a brief summary see *Oxford Today*, 2001, Vol. 13, No. 3) of over 3,000 children, the researchers concluded that "Children whose pre-school education encourages self-initiated play and learning with adult guidance are more likely to get higher grades and better jobs than those whose early experiences stress academic learning."

That is, not all preschool institutions are created equal, nor do they all have similar results. If they are little more than baby-

sitting services, the net gain is that the child has been separated from its parents to be influenced by others for that period of time each day. If they are more educational, the adults present may talk more to the children, though it is hard to rise above simply calling for attention and demonstrating how something works. The best institutions are those where parents also attend and interact with their children. Meaningful interaction can be difficult in these group settings, however, since the children are often far more attracted to the other cute, squirmy and energetic children they see there than they

are to the parents. Even so, the level of interaction and the security to many of these young children of having mum or dad so close are real advantages to positive bonding, personal security and avoidance of attachment disorders.

So if certain groups of children (usually identified by the Ministry of Education as Maori, Pacific Islander, and those of low socio-economic status) tend not to do well during the compulsory school years, what evidence is there that more of the same institutional schooling during these children's pre-compulsory years will bring these children any benefits?

(Continued on page 2: *Millions*)

### We Need Compulsory Schooling — Don't We?

**Q:** Without compulsory state schools, wouldn't most private schools deny enrolment to kids with low IQs, learning disabilities, emotional problems and behaviour disorders so their coveted "test scores" aren't brought down?

**A:** Once education is freed of compulsory school laws and a true free market in education develops, there will be caring teachers who will establish schools for those who are less than star students. These private schools will not be worried about test scores but will use other more appropriate means to demonstrate to parents whose children's circumstances require expert care and attention that they will meet the students' needs. We can think of one, the First Street School in New York, written about by George Dennison in *The Lives of*

*Children*. We recommend this book highly. Special needs schools represent an important niche in the education market, and we believe entrepreneurs will very successfully fill it. Parents care so deeply for their children they will make the effort to find such schools, and having found them, will sacrifice greatly to keep them open.

**Q:** There are many parents who would not send their children to school at all if it weren't for a compulsory attendance law. Within that group are parents who abuse drugs/alcohol, abuse/neglect their kids, don't discipline or control their kids, and just don't care about education in general. Schools are usually the first to discover and report abuse and neglect. For many of these kids, school is the only security and

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(Continued from page 1: *Millions*)

Dr. Raymond 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 education. "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."<sup>2</sup> Citing a study done by Goodlad, he 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."<sup>3</sup> Students at the Palmerston North College of Education have told this writer that as future teachers they can expect only *one minute* of personal one-to-one time with each student per day.

More cognitive demands are placed on four-year-olds at home by mothers than at nursery school

by teachers.<sup>4</sup> Significantly more complex language is used at home by parents and children than at school by teachers and children.<sup>5</sup> One research team aimed "...to see whether young children's questions, especially their 'why' questions, were more frequent in certain contexts, settings, (home vs. 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.<sup>6</sup>

A number of child development researchers have recognized that normal children who are admitted to school too early will often become underachievers and display developmental problems. Dr. David Elkind, Tufts University psychologist, explains:

"There is really no evidence that early formal institutionalization brings any lasting or permanent benefits for children. By contrast, the risk to the child's motivation, intellectual growth, and self-esteem could well do serious damage to the child's emerging personality. It is reasonable to conclude that the early instruction of young children derives more from the need and priorities of adults than from what we know of good pedagogy for young children."<sup>7</sup>

One of the most widespread sources of childhood stress is the separation of children from their parents at young ages. Karl Zinsmeister, Adjunct Research Associate at the American Enterprise Institute for Public Policy Research, says:

"Declining parental attachment is an extremely serious risk to children today. The verdict of enormous psychological literature is that time spent with a parent is the very clearest correlate of healthy child development."<sup>8</sup>

Research indicates it is advisable to move away from formal academic instruction to a developmental approach for early childhood education. Children who are at home with their parents can develop the skills necessary for learning in the day-to-day setting and thus be prepared for the academic setting.

Dr. Jean Piaget, long respected in the academic community for his studies in development research, found a child's cognitive abilities usually show maturity between the ages of seven and nine. Many children are put at risk by compulsory attendance statutes that do not take into account slower maturation rates.<sup>9</sup>

(Continued on page 4: *Millions*)

## 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:

Harold Jacobs Elementary Algebra Student Text Book, Teacher's Guide & Test Masters; brand new; never used ..... \$100

## Contact:

Loran (09) 415 9939  
loranreid@clear.net.nz

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## For sale:

Getty & Dubai Italic Instruction Manual - 3rd Edition.....\$10

## Contact:

Barbara Smith  
Ph: (06) 357-4399  
craig.barbara.smith@xtra.co.nz

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## Wanted:

Power Glide German Course.  
Jr German course by "The Learnables".

## For Sale:

We have 100s of books going now that we're moving. Anyone in Christchurch interested in coming to have a look, please ring.

## Contact:

Michele  
Ph. (03) 355-9876

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## For Sale:

Learn to Write the Norel Way (KONOS complete language arts course).....\$90

## Contact:

Susan  
Ph. (06) 343-9993  
Wanganui

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## For Sale:

### Young Australia Maths

Teachers Guide level 2.....\$20  
B.L.M. Level 2.....\$15  
Student Bks Levels 1 & 2.....\$5@

Moving on in Whole Language by Brian Cutting.....\$10

Bright Ideas: Teacher handbook: Developing Children's Writing.....\$10

Starting Points for Writing, 3, by Margaret Brownie.....\$10

Nuffield Mathematics, The first 3 years.....\$15

School Mathematics, Book 1A & 1B.....\$15 for both

Children and Learning by Walter McVitty.....\$5

Balancing the Basics by Trevor Cairney (Scholastic).....\$10  
Nelson English, Teachers Resource bk 1, Student bk 1.....\$15 set  
Tricks of the Trade Spelling notebook.....\$5  
Spelling and Language Skills, Level 1-3 (Scholastic).....\$10

## Contact:

Phone Lucy at (03) 249-8220 and leave a message for Catherine who lives in a very isolated area way south of Haast and has no phone or email. She will return your call when she visits Lucy in mid to late February.

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## Wanted:

Saxon Maths – Math 54, Math 65, 76, 87, Algebra ½

## Contact:

Julie Ferguson  
Ph. (09) 238-6384

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*(Continued from page 1: Compulsory)*  
chance they have at a better life. What happens to these kids?

**A:** Yes, there are many parents who would not send their children to school, and we suspect some of them are "bad" parents. We too are concerned about child abuse. The abuses of bad parents are serious and should not be tolerated. There are, and have always been, laws aimed at curbing such abuses. Unfortunately, to attempt to use compulsory school attendance as one of them is neither efficient in terms of meeting the goal of eradicating abuse, nor is it moral in that to do so infringes on the liberties of all parents — good and bad — in the name of apprehending the tiny minority who are criminals. Our traditions of justice demand that we treat people as innocent until proven guilty, including parents. Restricting the liberties of everyone in order to catch a few criminals is directly antithetical to that tradition. To use compulsory attendance as a measure to control child abuse is to treat all parents as guilty by the very fact of their being parents. We think you can see how this is destructive of liberty and must be changed. Separating schools from the state will free all parents, the vast majority of good parents, as well as the very few bad ones. Let's instead use the laws against assault to pursue the real crimi-

nals.

(From "The School Liberator" e-Newsletter, January 27, 2003 Vol. 3, No. 2. Contact [deschoolcuthbert@aol.com](mailto:deschoolcuthbert@aol.com) or visit [www.sepschool.org](http://www.sepschool.org))

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## Reform State Schools and Do It Right

by Charley Reese

Below are the first steps necessary to reform government schooling. You will quickly realize there is no political will to do any of them. Ergo, government education cannot be reformed and must be scrapped.

Step one to real reform is to repeal compulsory attendance laws. Don't worry. The kids will show up. In the first place, there are no farms where their labor is needed anymore. In the second place, the worst parents view schools as free baby-sitting services. They'll make sure the children show up in the classroom.

The real virtue of repealing compulsory attendance, however, is that it gives the school administrators and classroom teachers leverage they have lost. With no compulsory attendance, they could kick disruptive kids out of school permanently.

They also could explain to parents that, while this service is available, it is conditional. And the conditions are that parents must civilize their little savages — teach them manners and personal hygiene — before they will be accepted for attendance. And should the students fail either to meet behavior or academic standards, back home they go.

The second necessary step is to pay according to performance. Paying a bad teacher more money will not make that person a better teacher. In fact, paying a *good* teacher more money will not make that person a better teacher. Good teachers are good because of their character and talents, not because of their paychecks. The noxious and false notion that you can acquire quality with money should be forever discarded from our thinking.

What rewarding good teachers can do is encourage them to stay in the

profession, but you need more than pay to do that. You have to make sure that no student can insult, much less assault, a teacher, which means school administrations must back up their teachers without question.

So, let's review for a moment. We're going to repeal compulsory attendance laws; we're going to introduce performance-based pay; we're going to set strict behavior and performance standards for all students; and we're going to back the classroom teacher 100 percent.

The next step is to destroy the false god of egalitarianism once and for all. Students are not equal. They vary in IQ. To expect teachers to wave magic wands and produce uniform results is a fool's errand and cruel example of child abuse. Yet today's politicians and editorial writers seem to be fixated on uniform performance.

Finally, students with serious mental or emotional problems should be segregated, taught in a special facility by specialists.

These are only preliminary and necessary first steps. The curricula need to be seriously reformed and bland or ideological textbooks burned in one big pile.

The main point, however, is the system is a political system and there is not the political will to make these changes. That's why I say abandon government education. It cannot, or perhaps I should say, will not ever be reformed.

Home-school your children, and if you can't do that, put them in a good private school. No public-school system which employs armed guards, barbed wire fences and metal detectors can be called even an acceptable system, much less successful.

(Condensed and edited by Craig Smith. Mr. Reese is a recently-retired syndicated columnist with the *Orlando Sentinel*. He may be reached at (407) 420-5315 or [creese@orlandosentinel.com](mailto:creese@orlandosentinel.com). The Trustees and Board of Reference of the Home Education Foundation do not necessarily endorse Mr. Reese's views.)

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Martin Engle, who then headed the National Early Childhood Demonstration Centre, vowed that parents who insist on early schooling, for all its claimed advantages to their children, are either deceived or deceiving their children; and that in fact, the children feel rejected.<sup>10</sup>

He is supported by the late John Bowlby, London psychiatrist who headed the World Health Organisation early childhood programme. This rejection, suggests Dr. Bowlby, often amounts to a serious form of child abuse. We are depriving them of the security they need when we institutionalise them before they are ready. (Dr. Moore adds that the earlier you institutionalise your children, the earlier they will institutionalise you.) Says Dr. Bowlby, "...mothers who care for their children well are providing an irreplaceable service and one that society should hold in highest regard and be thankful for."<sup>11</sup>

Research and common sense confirm that when a parent has the child in a one-to-one tutoring or mentoring situation, the attention of the child is more focussed on the parent and the activity to hand. The interaction can be exclusively between the parent and the child, or with a couple of other siblings. The topics of conversation are raised in the context of the family and its own activities and can become quite intensely personal and of heightened interest. In this environment, abstract concepts can be broached in natural ways when the attention is already captured, and even the young child is more prone to grapple with such concepts when there is a minimum of outside distraction. Since the parent too is not distracted by social obligations to converse with the other adults present at the Early Childhood Education Centre, play group or whatever, the home education setting can allow for many more questions and answers or simple exchanges of thoughts in any period of time. It is the home, then, which can so easily, without travel or training or expensive resources, provide a much richer and varied intellectually stimulat-

ing environment for the child under six. The caring mother (or father) with her child, who delights in the interaction they can have throughout the day as they go about their tasks, is still the most powerful, effective and formidable agent for rearing confident, independent thinkers and leaders, those least likely to be swayed by fads or taken in by the propaganda of would-be social engineers.

#### Notes:

1. From "More Places Created in Early Childhood Education", *NZ Herald*, 5 December 2002, <http://www.nzherald.co.nz/storyprint.cfm?storyID=3007923>
2. Raymond S. Moore, *Better Late Than Early*, 1975, New York, N. Y.: Reader's Digest Press, p. 8-9.
3. From "When Education Becomes Abuse", *Journal of School Health*, 56, 1986, p. 74.
4. "Adults' Cognitive Demands at Home and at Nursery School," *Journal of Child Psychology and Psychiatry*, 23, 1982.
5. "Language and Social Class: Is Verbal Deprivation a Myth?," *Journal of Child Psychology and Psychiatry*, 24, 1983.
6. "Children's Questions and Adults' Answers", *Journal of Child Psychology and Psychiatry*, 24, 1983.
7. David Elkind, "Making Healthy Educational Choices," *Miseducation: Pre-schoolers at Risk*, 1987.
8. Cheri Fuller, "Early Schooling: An Idea Whose Time Has Gone?" *Southwest Policy Institute Policy Study*, No. 2, 1989. p. 3.
9. Lee Anne Lynn and Vicki Winstead, "Mandatory Kindergarten Means Parents Lose Even More Control," *The Birmingham News*, 5 June 1991.
10. Martin Engle, "Rapunzel, Rapunzel, Let Down Your Golden Hair: Some Thoughts on Early Childhood Education," Unpublished manuscript, National Demonstration Center in Early Childhood Education, U.S. Office of Education, Washington, D.C.
11. John Bowlby, *Maternal Care and Mental Health*, Geneva World Health Organisation, 1952.

## Learning Less During Lectures

Somehow the institutional setting is acknowledged to be *the* place for gaining academic acumen, when in fact it is probably only the most convenient place to find a large collection of academics and to gain a recognised paper qualification. Around 60 years ago, Hamilton Holt, an American college president, ridiculed the staple of the academic world – the lecture – as “that mysterious process by means of which the contents of the professor’s notebooks are transferred by means of the pen to the pages of the student’s notebook without passing through the minds of either”. Even with the introduction of high-tech Power Point Presentations, lectures still seem to fail to engage the student. Psychological research shows that students taught passively – that is, by sitting through lectures – remember little of the material presented to them, and understand even less.<sup>1</sup>

Teaching and learning were once very different. Classical scholars, Socrates particularly, eschewed didacticism, preferring instead to teach by interaction. Socratic dialogues, in which propositions and ideas were subject to close scrutiny and debate, were widely considered the best way to instil knowledge and creative thinking.<sup>1</sup>

The Middle Ages are often caricatured as a time when “active debate between teachers and students virtually disappeared. Students were expected to learn church-approved wisdom; teachers were priests whose job was to transmit religious teachings, not question them.”<sup>1</sup> This is quite different to the truth. According to the late Classical scholar Dorothy Sayers, debates during the Middle Ages on subjects such as “How many archangels could dance on the point of a needle?” were simply debating exercises, not the irrelevant focus of their intellectual pursuits. (In this particular example, one debated “the nature of angelic substance: were angels material, and if so, did they occupy space?” In what way could angels be like human thoughts, millions of which could be located

on the point of a needle but not actually take up any space there.) Their minds were sharpened to define terms and recognise flaws in logic. Unlike most of us today who have been flooded by a one-way flow of persuasive yet mostly meaningless words from the various media, the radio, TV and movies, the scholars of the Middle Ages were not a prey in their emotions to the words of crafty advertisers; they were masters of words in their intellects.<sup>2</sup>

Philosophers of the Enlightenment period such as Jean Jacques Rousseau argued that students learn best when they are allowed to discover knowledge for themselves. These ideas in turn greatly influenced people such as Swiss psychologist Jean Piaget and American educator John Dewey. These three are considered the forebears of “problem-based learning” or “discovery learning”, in which learners uncover facts, theories and relationships for themselves in the course of solving meaningful problems. The teacher’s role was to guide students and facilitate discussion. Some academics would say their job is “no longer to teach students but to show them how to learn.”<sup>1</sup>

This sounds great and such an approach is followed by many home educators. A philosophical problem accompanying this idea, however, one which each home educator must recognise and answer, is two-fold. First, is there any propositional, unchanging “truth” out there, a body of knowledge one would consider essential to learn and understand in order to live life today? Second, assuming there is, should you teach this to your children or let them discover it? These two imply other issues, of course, such as, if there is no necessary body of knowledge, no fixed ideas of “truth”, how could “teachers” under this new scheme of things even presume to so much as “guide” or “show” students anything?

### Notes:

1. From “Show Them How to Learn”, *The Guardian (U.K.)*, 29 October 2002, <http://education.guardian.co.uk/>

[highercomment/story/0,9828,820925,00.html](http://highercomment/story/0,9828,820925,00.html)

2. Dorothy L. Sayers, *The Lost Tools of Learning*, ©1947 The Trustees of Anthony Fleming, deceased.

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(Continued from page 6: *Events*)

- \*\*Looking After Yourself - Margie Hulse
- \*\*Montessori - Patricia Polderman-Charles
- 2.30pm Afternoon Tea
- 3.00pm Session Three - 4 choices:
  - \*\*Secondary and Beyond - Craig Smith
  - \*\*Musical Notes - Heather Parsonson
  - \*\*Rudolph Steiner - Karen and Fraser Palmer-Hesketh
  - \*\*Getting Started - Barbara Smith
- 4.30pm Resources open for sale
- 5.00pm Dinner
- 6.30pm Session Four - 3 choices:
  - \*\*Been There Done That: Ask us How - Parents and Young Adult panel
  - \*\*Optimising your child’s brain potential - Christine Ward;
  - \*\*Developing Your Own Curriculum - Craig Smith
- 8.30pm Conclude for the night

### Sunday 6 April

- 8.30am Registrations and resources open for sale
- 9.30am Welcome and morning tea
- 10.00am Session Five - 4 choices:
  - \*\*The Three Rs - Lennie Harrison
  - \*\*Games - Di Brown
  - \*\*Fathers and Home Education - Dean McLennan
  - \*\*Happy Snappy Unit Studies - Jennifer Pope
- 12 noon Lunch - resources open for sale
- 1.00pm Session Six - 4 choices:
  - \*\*Speaking with confidence - Tecorians
  - \*\*Lap Packs - Jill Hanna
  - \*\*Career Guidance - Career Services (Directed at parents)
  - \*\*Classical Education - Barbara Smith
- 2.30pm Afternoon Tea
- 3.00pm Session Seven - 4 choices:
  - \*\*Stepping Forward With Charlotte Mason
  - \*\*Unschooling
  - \*\*Learning Styles - Christine Ward
  - \*\*Educating children with special needs - Deraulle Hope
- 4.30 p.m. Conference closes

# Coming Events

## 22 February 2003

### Tauranga Home Schoolers Workshop

**Venue:** Mount Baptist Church, Tui Street, off Maunganui Road just past the Mount College.

**Cost:** \$15.00/day or \$5.00/session. Arrive 15 minutes early if you are going to pay on the day.

**Contact:** Ph: Jenny (07) 578-1904, email: jenkinsfamily@e3.net.nz

### Programme

9:30-10:30 Keeping Going When the Going Gets Tough — Craig and Barbara Smith

10:30-11:00 Morning tea.

11:00-12:30 2 Electives:

\*\* Home Education: Getting Things into Perspective — What's It All About; Schooling verses Education; Parents' Qualifications; Tutoring/Mentoring; Where Is This Going: Developing Vision — Craig Smith

\*\* Training Our Children's Minds/ The Tools of Learning/ Motivating Our Children — Barbara Smith

12:30-13:30 Lunch Time. Talking freely with people, displays etc.

13:00 till 13:20 There will be a sales table for people to sell their unneeded resources — label with price

13:30-15:00 2 Electives:

\*\*Home Educating Through Secondary and Preparing for Tertiary Education and the Workforce — Craig and Barbara Smith

\*\*Training your Children to Obey- Parenting from a Christian Perspective — Jenny Jenkins

15:00-15:30 Afternoon tea

15:30-16:30 2 Electives

\*\*Question and answer session — with Craig Smith, Jenny Jenkins, Margaret Hartnett and Gail Brockett

\*\*Training our Children and Youth in Purity — Barbara Smith

Break

7:30-9:00 Separate meeting for Christian home educators at 44 Puwhariki Road, Matapihi. No charge. "Fathers Role and a Vision for the Future" — Craig Smith

## 29 March 2003

### Home Education Foundation Workshop

**Venue:** Harmony House, 541 Ruahine Street, Palmerston North

**Cost:** \$15.00 per person/couple or \$5.00 per session per person/couple. Young adults free with parents

**Contact:** Barbara ph: (06) 357-4399; hedf@xtra.co.nz

### Programme

9:00am Registration and view resources

9:30am SESSION 1 (Welcome) Fathers Role and a Vision for the Future - Craig Smith

10:30am Morning Tea

11:00am SESSION 2 (4 electives)

\*\*Home Education on a Biblical Foundation - Craig Smith

\*\*Training our Children's Minds, Tools of Learning and Motivation - Barbara Smith

\*\*Hospitality as a Socialisation Tool - Eating and Meeting - Jenny Waldron

\*\*Home Business - David Waldron

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

1:30pm SESSION 3 (4 electives)

\*\*Building a Healthy Marriage (for men) - David Waldron

\*\*Building a Healthy Marriage (for women) - Jenny Waldron

\*\*Keeping Going when the Going gets Tough - Barbara Smith

\*\*Getting Started - Dealing with MOE/ERO, Pulling Children out of School, Filling in an Exemption Form, etc. - Craig Smith

3:00pm Afternoon tea

3:30pm SESSION 4 (4 electives)

\*\*Home Education Through Secondary and Preparing for Tertiary Education and the Work Force - Craig Smith

\*\*Sibling Rivalry or Sibling Friends - Jenny Waldron

\*\*Training our Children and Youth in Purity - Barbara Smith

\*\*Look at Curriculum and a tour of Dayspring

Dayspring will be open straight after this workshop

Break for tea about 5:00pm

7:30pm SESSION 5 (Panels)

7:30pm Young Adults Panel

8:15pm Veterans panel

9:00pm Supper

There will be tables available for you to bring your unwanted books to sell and look for second hand ones to buy.

## 4, 5 & 6 April 2003

### The Mainland Home Education Conference

**Venue:** Middleton Grange School, 50 Acacia Avenue, Riccarton, Christchurch.

**Cost:** \$45.00 pp or \$60.00 per couple for the weekend.

\$30.00 pp or \$40.00 per couple for Fri/Saturday or Fri/Sunday

Saturday evening meal included  
\$10.00 penalty incurred for registrations received after 1 March.

Billets available for the weekend.

Teenagers attending with their parents are free, if staying for Saturday evening dinner a surcharge of \$6.00 applies

**Contact:** CHEInc@free.net.nz, Website www.che.org.nz (link from here) or ph. (03) 347-7371.

### Programme

#### Friday 4 April

6.00pm Registration and resources open for sale

7.00pm Keynote speaker: Craig Smith - Home Education: Getting Things Into Perspective  
Supper

#### Saturday 5 April

8.30am Registration and resources open for sale

9.30am Welcome and morning tea

10.00am Session One - 4 choices:

\*\*Successful Creative Writing - Val Robb

\*\*Learning from the Masters: Shakespeare, Art Appreciation, and Poetry - Denise Walmsley

\*\*Work of Art - Maree Grant

\*\*Research Skills - Kerry Lyford

12 noon Lunch - resources open for sale

1.00pm Session two - 4 choices:

\*\*Helping Your Child Improve Their Writing - Val Robb

\*\*Defining and Refining Your Vision - Denise Walmsley

(Continued on page 5: *Events*)

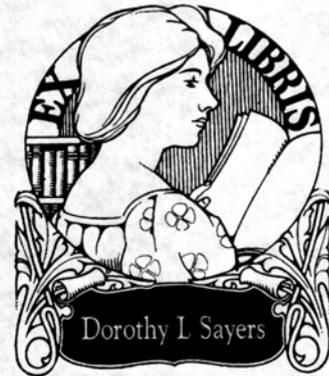
*Hot off the Press!!*

A New Zealand Home Educator's  
Guidebook

# Preparing for an ERO Review

by Craig S. Smith

# The Lost Tools of Learning



**Preparing for an ERO Review**  
20 pages of insightful and helpful comment on preparing for the arrival of the Review Officer. Chapters include: Overall Strategies, What they're looking for, What if you've changed curriculum, Access to children, At home or a neutral venue, Coping with a negative report, etc.

**Classic Essay on Education**  
Dorothy Sayers' delightful prose outlines the Classical Trivium approach to excellence in education used by most great Scholars, past and present. Train your children to think critically and learn for themselves.

## Order Form

Please send \_\_\_\_\_ copies of Preparing for an ERO Review at NZ\$5.00 each\*.....\$ \_\_\_\_\_

Please send \_\_\_\_\_ copies of Lost Tools at NZ\$5.00 each\*.....\$ \_\_\_\_\_

Donation to Home Education Foundation (gifts of NZ\$5 or more receive tax-deductible receipts).....\$ \_\_\_\_\_

Total.....\$ \_\_\_\_\_

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Enclosed find my cheque/money order (payable to Home Education Foundation) for \$ \_\_\_\_\_

OR Please charge my [ ] MasterCard [ ] Visa [ ] Bankcard

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Name on card.....

Signature.....

\* All prices include post and packaging.

Post/email/fax completed order form to:

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**PO Box 9064**

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Fax: (06) 357-4389

hedf@xtra.co.nz