

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 70

May 2003

Money Matters

(The following figures were pulled straight off the Treasury web site at www.treasury.govt.nz/budget2003/estimates/est03educ.pdf).

The Budget recently released shows a whopping \$8,248,673,000 to be spent over the next year alone for education: pre-school through tertiary including state and integrated and private and work-based programmes and skill training and apprenticeships, both operating expenses and capital works. The total Crown Revenues for this same year are estimated to be \$57,977,641,000, of which only \$51,689,000,000 is taken by taxation. Now the education business will bring in to the Crown a capital amount estimated to be \$15,291,000. Subtract this figure from the \$8,248,673,000 total education figure and you get \$8,233,382,000, which is 15.93% of the country's total tax take.

So you could say that 15.93% of what the state takes from each of us in taxes is used in education. We get a home schooling allowance which some say is rather less than fair. After all, according to Treasury, \$2,036,494,000 is spent on between 484,000 and 490,000 (let's split the difference and call it 486,500) primary students or \$4,186 on each child, and our home schooling allowance is nowhere near that. And the state spends \$1,469,806,000 on (let's call it) 257,000 secondary students or \$5,719 each, and our home schooling allowances are **certainly** nowhere near that juicy figure. Actually the state also spends another \$251,635,000 on

29,400 special needs students. So let's add the money into the total, but we won't count the students, for many of them may already be counted, having been mainstreamed into conventional as opposed to special schools. Our grand totals then for primary, secondary and special needs students are \$3,757,935,000 spent on

Treated with Contempt

Education Minister Trevor Mallard recently tossed an extra \$55 million to early childhood education (ECE), bringing the 2003/04 budget total for ECE to \$421 million. Two goals are to increase participation and improve the quality of ECE services,¹ though this will probably necessitate fee hikes.

The push for more participation plus the rising costs of the quality reforms, including pay parity for kindergarten teachers, actually has Government officials reviewing how much in ECE fees parents could bear before they have either to quit their jobs/studies or to put children into cheaper, **substandard** care. A joint submission from four Government departments estimates that ECE providers would face extra costs of up to \$102 million a year by 2007. The Government clearly wants parents in the workforce or in training, and it wants children in ECE or schools. Hardly a family-friendly scenario. But the Early Childhood Council is worse. It fears fee increases will spark a return to "backyard care", where people such as parents, "aunts or the neighbours up the road" would mind the children. "We've spent the last decade moving away from people with no qualifications looking after children in an unregulated environment," said

743,500 students or \$5,054.38 each.

There are about 6,000 students being home educated. That multiplied by the average we just calculated per student of \$5,054.38 equals \$30,326,280, an amount you could say we home educators save the state. But wait, they do pay us the allowance. Let's average that to the second child figure of \$632, multiplied by 6,000, and we get \$3,792,000 which we need to subtract from the \$30,326,280. That leaves \$26,534,280. Divide this by 6,000, arriving at \$4,422.38. We could say each of

spokeswoman Sue Thorne.² Sue has poured contempt on you as a parent, on your auntie, your neighbours and your backyard environment all in one breath!

Mrs Thorne represents a sector worth \$500 million. To keep a 3-year-old in a care centre 40 hours a week is \$133 nationally, up to \$250 in the big cities. A steady stream of studies from the late 1980s have documented the **developmental risks** associated with childcare away from mum.³ Studies also show the home environment to be far richer and varied educationally than these care centres can ever be.⁴ So what is the motive of people like Mrs Thorne or Mr Mallard?

Notes:

1. "Extra funding for quality early childhood education" email from announce@executive.govt.nz, 15 May 2003.
2. *NZ Herald*, "Soaring early education costs likely to hit parents", 19 Feb 2003, <http://www.nzherald.co.nz/storyprint.cfm?storyID=3147086>
3. *Real Issues* No. Fifty-Nine, 17 APRIL 2003, Maxim Institute, www.maxim.org.nz.
4. Alan Thomas, Senior Lecturer in Psychology, University of Northern Territory, Darwin; Professors Barbara Tizard and Martin Hughes at London University; John Holt, *Growing Without Schooling*, USA.

(Continued from page 1: *Money*)

our children saves the state about this much per year.

Let's say your family earned \$35,000 per annum. You are probably taxed at 24% PAYE, which equals \$8,400, and let's say the balance of \$26,600 is all spent bringing into the government coffers a further 12.5% GST of \$3,325. In reality, the state does not get anywhere near that \$3,325, but let's just pretend it does for now. So you pay in taxes \$8,400 plus \$3,325 or a total of \$11,725. If you earned \$45,000 per year, your tax contribution would be a total of \$15,075.

Remember back in the first paragraph: we saw that education spending was 15.93% of the tax take. So the proportion of our personal taxes going to education is 15.93% of \$11,725 or \$1,867.79 for someone earning \$35,000 or \$2,401.45 for someone on \$45,000.

There are a couple of things we could do with these figures of \$1,867.79 and \$2,401.45. Remember, these figures represent the amounts people on annual incomes of \$35,000 and \$45,000 respectively contribute to *total* government spending on education in a year.

Now, I am going to make a big assumption here: I will assume home educators would generally say it is fair, as fellow citizens of NZ, to pay our fair share of tax. Yes, we are paying for services we don't use (the schools), but so are lots of single people and childless couples and retired folks and companies, etc. (I wonder if many companies and businesses find they have to re-train school leavers to divest them of negative attitudes and poor work ethics plus up-skill them to supplement what they didn't learn at school? They too are paying twice for "education".) In addition we are also paying for plenty of other services we don't always use, or even want to use, but seem happy to pay for: hospitals, prisons, abortions, the DPB, unemployment benefits, the military, etc. We don't complain about having to pay for any of these things, do we? No. We don't ask for our contribution toward these to be given back to us when we don't use them, do we? No.

I am suggesting that it may be somewhat inconsistent, perhaps even arguably illogical, to ask for our tax contributions toward education to be given back.

more than our personal tax contribution to the state education system while we, on the other hand, are making no contribution at all toward the education of their children? This is not just unfair. It is unethical.

What about our personal tax contribution? Shouldn't we have a claim on that (even though we have already argued that it does seem somewhat illogical and inconsistent to do so)? Let's see, our contributions are \$1,867.79 if we're on \$35,000 and \$2,401.45 if we earn \$45,000. The simple answer is that we do get it back already: through the home schooling allowance. (No, I haven't already factored it into these, our personal tax contributions: I did earlier subtract it from what we home educators supposedly save the state by not having our children in school.) For one child we get \$743, for the second we get \$632 (a total of \$1,375 so far), for the third we get \$521 (totalling \$1,896), and for a fourth we get \$372, or a possible total of \$2,268 or more. You do the maths: I would say if you're collecting a home schooling allowance for three or more children, you really have little to argue about.

Actually, you have no leg to stand on. How can I suddenly say that? Because apart from rounding figures to our favour (not counting the special needs students; using the full GST figure), I made a huge error right at the beginning of these calculations: I based our personal tax contributions on the total state spend-up on education, the \$8,233,382,000, being 15.93% of the total tax take. We really need to compare apples with apples. We have been talking about our home educated children, those aged 6 to 16; that is, only primary and secondary students. Now, if you'll refer back to the third paragraph of this article, you'll see that the total spend by the state on primary and secondary schooling is \$3,757,935,000. This is only 7.27% of the total tax take of \$51,689,000,000.

What this means is that if you're on \$35,000, your contribution to the section of education under discussion, primary and secondary, is only

(Continued on page 3: *Money*)

TEACH Bulletin

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

All correspondence to:

The Editor, Craig S. Smith

PO Box 9064

Palmerston North

New Zealand

Ph.: (06) 357-4399

Fax: (06) 357-4389

hedf@xtra.co.nz

www.HomeEducationFoundation.org.nz

Hear, my son, your father's instruction,
and reject not your mother's teaching.

— Proverbs 1:8

Let's continue to look at the arguments. Isn't it true that we save the state \$4,422.38 for each of our children being home educated? Perhaps we do. But does it then follow that we are entitled to that \$4,422.38? Hardly. As we have already seen, that figure is heavily subsidised by all those who also do not use the schools, our fellow citizens. Our contribution to that is only \$1,867.79 if we're on \$35,000 and \$2,401.45 if we earn \$45,000. Are there those among us who are suggesting our fellow citizens should subsidise us for home educating our own children to an amount

Trading Post



Wanted:

Saxon Algebra 1 & Algebra 2

Contact:

Marilyn Corbett
Ph. (09) 620-8494
Auckland

Wanted:

Abeka Consumer Mathematics
(Text, Teacher Edition, and Solution Key).

Teacher Key for Skills and Review Exercises.

All *must* be the 1984 edition.

Contact:

Marlene
happyinnz@xtra.co.nz or
Ph. (03) 312-8109

For Sale:

Christ Centred Curriculum

(Phonics, reading, spelling, writing programme for 3-7+ years) Includes wall charts and alphabet cards, etc.....\$155

Tattletail Sparkie & other stories (Rod & Staff).....\$12

Pearables (Modern day parables)

Booklets: The Alchemist, You Can't Shoot the Bears, The Viewing Box, The Governor's Plot, The House the World Built, (Fair Condition).....\$15

Histomap of World History (Rand McNally) Rise & fall of peoples and nations for 4,000 years, 11 1/2 inches x 64 inches.....\$6

(All prices include postage.)

Contact:

M.A. Winnington
Ph. (03) 546-6615
Winning1@xtra.co.nz

(Continued from page 2: *Money*)

\$852.41; if you're pulling in \$45,000, it's only \$1,095.95. Therefore, even at the higher income, as soon as you receive a home schooling allowance for a second child, you are getting back from the state *more than you have contributed* to that sector of the education of your children.

There are other reasons to shy away from *ever* asking the state for money. Even though New Zealand does have a long history of government grants for all kinds of reasons

with never a string attached, such a state of affairs cannot be assumed to continue forever. By all means, let us enjoy it while it lasts! Yet it is only what used to be called "common sense" that dictates the day will come when "he who pays the piper will call the tune." When that day comes, home educators, if we have preserved our sense of independence and self-reliance, will simply refuse to play the tune called for by the state agency trying to buy us back into the state schooling fold. We must already be on constant guard of becoming either emotionally or financially dependent on the home schooling allowance we currently receive. To go asking for more is to go asking for trouble.

Review the History

It is instructive to review where this home schooling allowance came from and why we get it. Phil Goff was Minister of Education when the supervisory allowance (as it was then called) was introduced back in 1990 as a result of a recommendation by the Picot Report and then the Tomorrow's School's Policy document that home educators get the same allowance as NZ Correspondence School families get. An officer within the MoE told me that a search under the Official Information Act came up with nothing in regards to home educators lobbying for it or any rationale for the MoE to offer it. It is given because of a policy decision of the MoE. They are not legally obliged to give it, and we home educators have no legal right or entitlement to it.

The Picot Report seemed to think it made sense for home educators to get the same "allowance" parents of NZ Correspondence School students got. Now these parents *did* lobby for it. The following is from the NZ Correspondence School's "Financial Support for Parents Assisting Correspondence School Pupils" document of 11 October 1985, signed by Ormond Tate:

The Correspondence School Parents Association has requested payment for parents who assist

Correspondence School pupils with their lessons. The first request was made in 1950 and it has been submitted regularly since 1968.

Teaching mothers of full-time primary pupils of the Correspondence School have no choice but to bear the responsibility of supervising and giving teaching help to their children, running a normal family home, being a wife in the context of the family enterprise and denying themselves the avenues of other activities which other mothers enjoy to the full.

The family is taxed on the same basis as other families who enjoy normal schooling, but the mother receives no reward for one thousand hours of work she has to do as a result of isolation.

The work is either mandatory to her or else the family must in some way provide an alternative teacher or housekeeper involving further cost.

Failure to undertake these roles results in a truancy charge situation – undertaking the rules results in no recompense.

Parents of Correspondence School pupils: a) provide a service by assisting their children with supervision, teaching and resources; b) save the state money for these services, both capital and operating costs; c) are affected as this service encroaches on their working and home life and prevents them from doing other things.

The payment is recompense for facilities and services provided and should be non-taxable. A graduated decreasing payment per additional child is proposed as the amount of parent time in supervision or the cost of resources and services provided does not double or treble with two or three children, as it would if the children boarded away from home.

This writer remembers seeing Correspondence School parents on TV arguing that they were doing the state's job when they taught their own children at home. Maybe not all CS parents felt that way, but it seemed to this writer to be a shocking thing to say. Certainly the ra-

tionale in the letter quoted above is less than water-proof: if CS mums “have no choice but to bear the responsibility of supervising” their own children at home, how can it say in the same sentence that these same mums are “denying themselves the avenues of other activities which other mothers enjoy to the full”? If there aren’t any schools in the area, I’ll bet there aren’t many coffee shops, concerts or shopping malls around either. So they’re hardly denying themselves these things....they likewise have no choice, or more accurately, are living with the consequences of their choice.

Back in 1999 the then Minister of Education, Hon Dr Nick Smith, wrote the following in regards to the home schooling allowance:

The Government meets its obligations for the education of our children by putting in place arrangements to provide education for all students of compulsory school age. Homeschoolers, by their own choice, can seek an exemption from those arrangements and the requirements of the Education Act for enrolment in a registered school. I agree with the views of the previous Minister of Education that homeschoolers assume too much if they argue that the exercise of their own choice should automatically lead to resourcing from the state at a level equivalent to, or related to, per pupil expenditure in the state of other registered schools. They know the funding situation when they make their choice, so it is part of the context in which they exercise that choice. There is no requirement on the state to provide for each child in the way every parent wants. The core government requirement is to ensure equitable access to a state school for all New Zealand children. Once a student moves out of that framework, it is a Government policy decision as to what level of support is appropriate.

The money thing can be a trap. Various states in the USA are sadly using it very effectively to lure home educators back into using state mandated curriculum materials. The Bible says, “The love of money is the root of all evils” (I Timothy 6:10). It’s not the money, per se, but our love for it, what we’re prepared to do to get it.

A Radical Ideology for Home Education

(Part 2)

John Holt first gained national attention as an educational critic with the publication of *How Children Fail* in 1964, a book which helped usher in the radical school reform movement that began in the mid-1960s. He based the book on memos and letters to a teaching colleague written between February 1958 and June 1961 dealing with his teaching experiences in Carbondale and Boston. Holt’s main theme was the learning process and his belief that most school environments actually hinder true learning. Holt insisted that a large majority of American children fail in school in the sense that “they fail to develop more than a tiny part of the tremendous capacity for learning, understand and creating with which they were born and of which they made full use during the first two or three years of their lives.”¹ He attributed this large-scale failure to an educational system consumed with disseminating a fixed body of information and distrustful of the interests of children. Thus manipulated by teachers and administrators, the children, in turn, become manipulators of the system in order to deal with the fear, boredom and confusion fostered by a schooling process insensitive to their needs. Holt wrote that children “are afraid, above all else, of failing, of disappointing or displeasing the many anxious adults around them, whose limitless hopes and expectations for them hang over their heads like a cloud.”¹ Specifically, Holt protested the curriculum forced on students which he regarded as irrelevant to their lives and which was increasingly geared to merely improving scores on standardized achievement tests. He was particularly perturbed with three “absurd and harmful”² educational assumptions — first, that there is an essential body of knowledge that everyone should know; second, that a person’s level of education should be determined by how much of this knowledge he or she has mastered; and, third, that the duty of schools is to impart to students as much of this essential knowledge as possible. *How Children Fail* did not just criticize American education, however, but went on to offer a general prescrip-

tion for school reform. Holt’s vision called for schools and classrooms that offered children a “smorgasbord”³ of learning opportunities which each child could pursue in his own way based on his own interests, with teachers offering direction only when asked by the student.⁴

In 1967...Holt penned its sequel, *How Children Learn*, in which he... explained how children’s instinctive experimentation leads to learning. Holt believed that: “man is by nature a learning animal. Birds fly, fish swim, man thinks and learns. Therefore, we do not need to ‘motivate’ children into learning.... What we need to do...is bring as much of the world as we can into the...classroom; give children as much help and guidance as they need and ask for; listen respectfully when they feel like talking; and then get out of the way. We can trust them to do the rest.”⁵

By insisting that children are inherently good and curious and develop more positively apart from intrusive authority figures, Holt placed himself squarely in the Romantic tradition of Rousseau, Tolstoy, Dewey and A.S. Neill. A friend of Holt later suggested that it was not that Holt had been influenced by his ideological predecessors, but that he had, through independent observation, reached the same conclusions.

1. Holt, John (1964). *How children fail*. New York: Pitman Publishing Corp., p. xiii.
2. *Ibid.*, p. 175.
3. *Ibid.*, p. 180.
4. *Ibid.*
5. Holt, John (1967). *How children learn*. York: Pitman Publishing Corp., p. 189.

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

Coming Events

Sat 31 May 2003

Napier/Hastings Home Education Workshop

Venue: Reformed Church of Hastings, 903 Florence Street, Hastings

Cost: \$15 for the day per person/couple, or \$5 a session. \$5 charge for infants in creche

Contact: Fiona: Phone (06)873-5432 email wfvantsant@actrix.co.nz

Programme

9:00am Registration and view resources

9:30am (Welcome) and SESSION 1

1. Father's Role and A Vision for the Future - Craig Smith

10:30am Morning Tea

11:00am SESSION 2 (2 electives)

2. Keeping Going when the Going gets Tough (Avoiding Burnout - Symptoms of burnout, Causes of home school burnout, Strategies for avoiding burnout) - Barbara Smith

3. Goals of Homeschooling/ Assessment of Child/Dealing with the MOE - Craig Smith

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

1:30pm SESSION 3 (2 electives)

4. Training our Children's Minds, Tools of Learning and Motivation - Barbara Smith

5. Developing Your Own Curriculum and The Vital Nature of Reading Aloud - Craig Smith

3:00pm Afternoon tea

3:30pm SESSION 4 (2 electives)

6. Home Education Through Secondary and Preparing for Tertiary Education and the Work Force - Craig Smith

7. Training our Children and Youth in Purity - Barbara Smith

Break at 5pm

7:30pm SESSION 5

8. Panel with parents and young adults

Fri 6 & 20 June 2003

Radio Rhema

A talk with Craig Smith on Home Education, 11:05-11:30am.

Mon 9 June 2003

8th Annual TEACH Leadership Forum

Venue: Quinn's Road Chapel, Christchurch. No cost.

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

Time: 10 am to 4 pm

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

Mon 9 June 2003

Evening Meeting on Home Education

Venue: Quinn's Road Chapel Christchurch. 7:30pm

Contact: Dot Brown, phone: (03) 312-8790, i.brown@ext.canterbury.ac.nz

Topic: Training Children and Youth in Emotional Purity—Craig and Barbara Smith. This is for everyone whether your child is a toddler or at the end of the teen years. The evening will end with a general Question and Answer session on home education. It would be helpful if Dot was given questions beforehand.

Thur 12 June 2003

Evening Meeting on Home Education

Venue: Musselburgh Baptist Church, Musselburgh Rise, Dunedin

Cost: \$10 per family.

Contact: Yolanda, Phone: (03) 477-3039, email: roland.storm@clear.net.nz

Programme

7:00pm Devotional to encourage everyone in Developing a Vision for their Home Educating - Craig.

7:30pm Keeping Going When the

Going Gets Tough - Barbara

8:30pm Supper

8:45pm Encouragement for Fathers and the Latest on the Political Situation - Craig

9:45pm General Question and Answer Session on Home Education

Sat 14 June 2003

Southland Home Educators Workshop

Venue: Invercargill Central Baptist Church

Cost: \$10 single, \$15 couple, or \$5 per session, Young adults free with parents

Contact: Bev (03) 207-2862 d.b.nicholson@e3.net.nz or Gay (03) 214-4493; bgibson@ezysurf.co.nz

Programme

8:45am Registration and view resources

9:15am Welcome

9:30am SESSION 1

**Home Education -- Getting things into Perspective and a Vision for the Future — Craig Smith

**Training our children to worship — Barbara Smith

10:30am Morning Tea

11:00am SESSION 2 (2 electives)

**Keeping Going when the Going gets Tough (Avoiding Burnout - Symptoms of burnout, Causes of home school burnout, Strategies for avoiding burnout) - Barbara Smith

**Home Schooling from a Christian Perspective — Craig Smith

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

1:30pm SESSION 3 (2 electives)

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

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

3:00pm Afternoon tea

3:30pm SESSION 4 (2 electives)

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

**Developing Your Own Curriculum and The Vital Nature of Reading Aloud — Craig Smith

7:30pm SESSION 5 (2 electives)

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

(Continued from page 5: *Events*)

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

****Dad's Essential role in Home Education — Craig Smith**

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.

Tue 17 June 2003

Home Education Evening

Venue: Hokitika Church of Christ, Corner Stafford and Sale Street, Hokitika

Cost: no cost

Contact: Lloyd and Sonya, Phone: (03) 755-5300, email: mcgarveys@xtra.co.nz

Meeting with Craig and Barbara Smith. Start time: 7pm

Thur 19 June 2003

Nelson Home Education Workshop

Venue: Stoke Methodist Church Lounge, Nelson.

Cost: \$15 Couple, \$10 Single, \$5 per person per session

Contact: Phillipa, Ph: (03) 522-4213 email: zarephath@xtra.co.nz

Programme

10.30-11.00am - Registration

11.00am - SESSION 1 (2 electives)

****Getting Things Into Perspective - Craig**

****Training our children's minds - Barbara**

12.30-1.30 am - Lunch

1.30pm - SESSION 2 (2 electives)

****Home Educating Through Secondary - Craig**

****Getting Started - Dealing with MOE - Barbara**

3.00pm - Afternoon Tea - Provided

3.30-5.00 pm - SESSION 3

Keeping Going When the Going Gets Tough - Craig and Barbara
BREAK

7.30-9.30 pm - Craig - Where is this going? Developing a Vision.
Fathers Role In Home Education

Wed 2 July 2003

Homeschoolers History Fair

Venue: Kiwitahi Hall, Morrinsville,
Cost: \$5 per family, \$10 for families with 3 or more entries

Contact: Robyn Smith (07) 887-4909, email robyn_smith@clear.net.nz

Programme

9-10am setup, Start preparing now! Similar presentation to a Science Fair, i.e. 3 stand-up boards. Make implements, models to go with it. Dress up to match your time period! You can present a particular time period or the history of a people group/person or the history of a subject, e.g. the history of flight. This year individual exhibits will be judged by an outside judge with first prize and highly commendeds being awarded in each age group:

1. Up to 7yrs
2. 8-10yrs years.
3. 11 years and up.

Family entries are welcomed but will not be judged. Please pre-register by phoning Robyn Smith (07) 887-4909 to allow us to have some idea of numbers (or email robyn_smith@clear.net.nz). Bring finger food for a shared lunch.

(To get to Kiwitahi Hall from Hamilton: take the main road to Morrinsville. Before you get to Morrinsville, turn right into Kuranui Rd. At the end of that road, turn right, and then take the next road right (Kiwitahi/Walton Rd). Travel down this road about 5km, and the hall is on your right.)

Fri/Sun 25-27 July 2003

The Annual Heart Retreat for Homeschooling Mothers

Venue: Matamata Totara Springs

Cost: To be confirmed

Contact: Sue Abernethy, abernethy.clan@xtra.co.nz or Chris Bovil, Ph: (07) 883-2771.

Come and enjoy a weekend of refreshment, encouragement and nourishment for your body and soul.

Fri/Sat 22-23 August 2003

South Auckland Home Educators Workshop

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

Cost: Fri Night only \$10. Sat Morning only \$10. Sat Day only \$25. Fri & Sat = \$35.

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

Keynote speakers: Don & Heather Capill

Theme: Experiencing, Interpreting & Teaching the Arts.

Programme

Friday 22 August 2003

6:00 pm Registration

7:00 pm Why Focus on the Arts? Art and Music (Don Caphill)

Saturday 23 August 2003

8:30 am Registration and viewing resources

9:00 am Why Focus on the Arts? Literature (Don Caphill)

10:30 am Morning Tea

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

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

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

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

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

12:30 pm Lunch

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

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

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

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

D) "Tolkein Explained." Don & Helen Caphill

3:00 pm Afternoon Tea

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

A) "Developing a Passion for Good Literature." How to choose good literature and sharing some of the best literature available for reading to our families. For parents with 6-12 yr olds. Denise Walmsley

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

C) "Federal Fathers." Be involved in their lives. Murray Drinnan

D) Enjoying Music & Literature in context. Helen Caphill

5:00 pm Finish

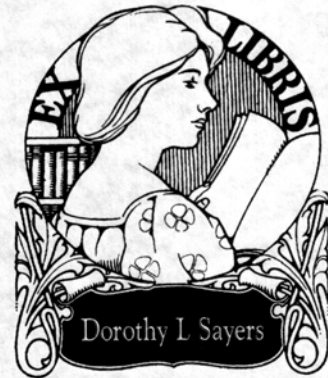
Hot off the Press!!

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.

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