

Committed to the Wrong Track?

In releasing the Professional Development Sustainability research on 24 July, Minister of Education Hon Trevor Mallard boldly stated, "Family background does not need to restrict learning". He is convinced that "quality teaching practices can have a direct - and lasting - effect on the reading levels of six-year-olds." All it takes is for teachers to have the right kind of support and to raise their expectations. The research indicated that reading scores improved when teachers were upskilled in early literacy teaching, which, from what the Minister said, meant groups of teachers poring over reading comprehension data, making changes in the classroom, and rechecking results to assess any gains. This sounds like simply massaging the data to make it say what you want. In this way, according to the report, teacher satisfaction about programmes and teacher turn-over made no difference in student achievement levels. Neither was achievement related to the socio-economic background of the students.¹

While surely there are few who ever seriously believed socio-economic status *alone* determined one's ability to learn, anyone unfortunate enough to be compelled to sit in a classroom all day will soon tell you just exactly how highly unmotivating it is to experience an unsatisfied teacher or a high turnover of teachers. Once again, Mr Mallard shows us his remarkable talent for reading exceptionally positive outcomes into pretty mediocre research.

The previous day, 23 July, the government announced the first major step in the nationwide Project

PROBE (Provincial Broadband Extension), developed jointly by the Ministry of Education and the Ministry of Economic Development. Its aim is to lift education and economic development in regional New Zealand. July 23 saw the launch of high speed internet access to the Waikato, Taranaki and Wellington regions.

Economic Development Minister Jim Anderton and Education Minister Trevor Mallard named Telecom, in partnership with BCL (Broadcasting Communications

Limited), as the preferred supplier for the delivery of broadband internet in the three regions.

"Today's announcement is the first major step in bringing broadband coverage to all rural areas, opening up significant and exciting opportunities for businesses, schools, students and rural communities. By the end of 2004 every region will have high speed internet access," the ministers said. "Our government is spending *tens of millions* of dollars on this project. It is a critical infrastructure investment that will ensure students and families, businesspeople and workers, will have the same opportunities, in education and in economic development, regardless of where they live and work."

The government has clearly committed us taxpayers to funding this

Cambridge International Examinations

The Cambridge International Examinations (CIE) are international qualifications accepted by many universities around the world, including those in NZ. There are about 25 Cambridge-registered schools in NZ offering these exams, usually in addition to the NCEA qualifications.

The Cambridge exams are academically rigorous, requiring careful study of the syllabus and preparation. There are two levels of exam, IGCSE (Year 11) and AS-level or A-levels (Year 12-13). Details about the exams and the syllabuses are available at www.cie.org.uk. Note that a number of the subjects, especially the sciences, have an internally assessed component, particularly at AS and A-level.

NZ universities will accept three AS-levels at C grade or higher for entry, but the entry requirements also include specific literacy and numeracy requirements. Doing English Language and Maths AS-levels will satisfy these requirements, or three AS-levels including English Language plus IGCSE maths, for example.

These exams are available to Home Educators although with one caution. We have to enter and sit these exams at a Cambridge-registered centre. This

generally means a Cambridge-registered school, although the British Council in Wellington is an alternative possibility. Two Auckland schools have indicated their willingness to provide access to the CIE for HE. These are Carey College in Panmure and the Bridge Academy in Flatbush. Contact details: Carey College (09) 570-5873 exams@carey.school.nz The Bridge Academy Jill Meyer (09) 535-0574 or Helen Huggins (09) 534-7813

Not all Cambridge-registered schools are open to HE sitting the CIE. It seems that their main concern is that they will be required to field many inquiries from individual HE, or have people phoning the day before the exam and wanting to sit it (apparently this has happened)! However some have indicated they may be happy to be approached by a single HEing representative.

Phillipa Williams is also acting as a national HEing representative for HEers interested in sitting the CIE. Phillipa is in touch with Simon Higgins, the NZ CIE representative, and is able to provide information about the exams and to investigate possible exam centres, primarily for those who do not live in Auckland. To contact Phillipa, kellyw@ihug.co.nz or ph (06) 378-7345.

extension of highspeed internet capability to every corner of the country, whether the folk there want it or not. Some will want it of course, and they'll be clear winners in all this, just as Telecom and BCL are. To answer the question, "Why was this scheme developed?", the two Ministers revealed that recent research and regional pilots had shown demand for high speed internet access is rapidly increasing along with the capability to utilise it. They didn't elaborate on this in regards to business except to say the usual things about becoming more internationally competitive. However, it seems in the education sector "projected demand for downloading graphic intensive learning objects, two-way video conferencing and high intensity classroom use" were the items that won the day. Plus that fact that without the high-speed connections, many schools, although they are connected, cannot in a practical sense fully use all the expensive ICT hardware they're sitting on for teaching, professional development or administration. Or so the Ministers said in their press release.

This year's Budget saw nearly \$78 million made available for the de-

velopment of information and communication technologies (ICT) in the school and early childhood sectors over the next four years. This is in addition to the "tens of millions of dollars" our government is giving Telecom, BCL and others through the tendering process involved in setting all this up.

The MoE is still committed to the vision that "Broadband access will enable teaching and learning to become more effective" even though their own research into this particular question has failed to turn up any corroborating evidence (see *TEACH Bulletin* 71, June 2003, "Money, Politics & Social Engineering"). For further information on this government initiative see www.probe.govt.nz ²

Just a month earlier, on 24 June, National MP Don Brash, former head of the NZ Reserve Bank, came out with the following tale of gloom: "Far too many people are ending 11 or even 13 years of schooling without even the rudiments of literacy or numeracy. Even those who come out with good qualifications are too often unable to write grammatical English. A 2001 survey revealed the

reading skills of New Zealand nine-year-olds were the second worst among English-speaking countries. The gap between the reading skills of New Zealand boys and girls was the largest in the world – on a par with that in Iran and Belize. A 1996 survey of adult literacy found more than 40% of all adult New Zealanders had a level of literacy below the minimum required to perform adequately in a modern society. Perhaps we should spend more on education?"

Fortunately, Mr Brash was only being rhetorical with that question. But he points out that this government "already spends more on primary and secondary school education,

relative to the size of our economy, than any other developed country." He already told us that we aren't getting the value for money such spending would be expected to bring.

He sees problems in three areas. First: the seriously dysfunctional families from which many school-age children now come. "This means that fixing our poor educational outcomes involves not finding ways of improving the educational system, but finding much more effective ways to help and strengthen families."

Second: "anecdotal evidence that too many teachers are insufficiently educated themselves and insufficiently trained as teachers. Allan Peachey, principal of Rangitoto College, has said that about 400 out of the 500 applications he received from teachers last year lacked the academic credentials he required for the subject or 'did not even make sense'."

Third: the educational system itself. "The overwhelming majority of New Zealand children attend state-owned or state-controlled schools. Less than 4% attend independent schools...There is little scope to reward good teaching performance, and almost no scope to dismiss teachers for poor performance. The highly centralised system has a major impact on what is taught, on how it is taught and on the way children's performance is assessed."³

The state system will continue to be plagued by such problems as long as it forcibly fractures the essential tie between a child and its parents, creating dysfunctional children who become dysfunctional parents, teachers and cogs in the system.

Notes:

1. From email@executive.govt.nz on behalf of announce@executive.govt.nz 24 July 2003.
2. From email@executive.govt.nz on behalf of announce@executive.govt.nz 23 July 2003, "Govt pushes high speed internet into rural NZ".
3. *New Zealand Herald*, "A Lesson Money Can't Teach", 24 June 2003. <http://www.educationforum.org.nz/documents/articles/Issue42.pdf>

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

Increased School Spending Reduces Literacy, Part 1

by Vin Suprynowicz

I got a phone call last week from the head of one of the many departments in the Clark County School District which I had mentioned in my March 16 essay on elephantine school districts, headlined “Mission Creep.”

“Do you even know what my department does?” demanded the fellow, whose listing in the district’s administrative phone directory says only “Warranty Department.” I had no idea, I said. And, I continued, that was the whole point of the listing: The sheer number — hundreds — of bureaucrats being paid \$60,000 and \$80,000 and more per year, leeches living off taxpayer funds to do things the average taxpayer doesn’t know about, doesn’t understand, has never been told about, and couldn’t possibly be expected to explain, justify or favor if he were asked to.

“And you think just because the taxpayers are too stupid to understand the importance of what my department does, that’s a reason we should be closed down?” he asked. Even though I had not proposed any specific department be “closed down”, I wrote down his words, because I couldn’t possibly have invented such a succinct summary of bureaucratic arrogance if I’d tried.

It’s apparently fine to require the great unwashed masses of cud-chewing taxpayers, at gunpoint, to pay for all this bureaucratic overhead (the fellow’s department apparently double-checks to make sure private contractors are building new school buildings properly). But the bureaucrats should in no way be subject to the whims of those taxpayers, should they try to stop funding functions they don’t understand, which have never been explained to them, and which have never been tested against any free-market competitive model to find out if they’re truly necessary, or even being done at anywhere near as low a cost as possible. (Care to compare administrative and maintenance costs at the

average private or parochial school to those at a tax-funded campus?)

“Leeches?” my supercilious caller shrieked, pretending to laugh but instead issuing forth with something more like the chattering of an African pack scavenger. “There are no guns involved,” he sneered. “Taxes are paid voluntarily.”

“You’re telling me that if I refuse to pay the property taxes that prop up the government schools, men with uniforms and guns won’t eventually come and surround my house with yellow police tape, set my belongings out on the sidewalk, and auction it off?” I asked. “Well, of course,” my caller replied. “If you don’t pay your taxes you have to pay the consequences. That’s the free choice you have — to pay your taxes or to face the consequences.”

That was his definition of “voluntary”, as opposed to coercion. Comply or get evicted from your own home — and if you resist that, run the risk of getting shot or burned out with incendiary grenades. (He lost the argument right there. If you’re not willing to admit that taxes are mandatory, that they’re collected by the coercive use of force — even if it’s only applied to the occasional protester to “set an example” — then there’s no common moral ground on which you can continue that discussion.)

My chortling caller next tried to get me to admit that building new government school buildings was necessary.

Just the opposite, I said. New York state (government) teacher of the year John Taylor Gatto, in his book *The Underground History of American Education*, cites statistics from the National Adult Literacy Survey and the National Assessment of Educational Progress confirming that the literacy rate in this country in 1940 was 96% for whites and 80% for blacks, but fell over the next 60 years to 83% for whites and 60% for blacks.

“Put another way,” Gatto reveals,

“black illiteracy doubled; white illiteracy quadrupled,” despite the fact that “we spend three or four times as much real money on schooling as we did 60 years ago.”

Why this change since the 1940s? It was during the Second World War that the government schools began to abandon the old, tried-and-true, phonetic method of teaching reading, Mr. Gatto reports.

If we built fewer government schools, that would increase pressure on parents to either homeschool or get their kids into private schools, which would rescue more millions of souls from the enervating government youth indoctrination camps.

My caller could respond only by alternating between snorting, chuckling and cackling his disbelief that I could actually dare to say such things. “Where would all these private schools come from?” he sputtered.

“That’s the same question they used to ask in the Soviet Union when it was suggested the state get out of the food distribution business and allow the private sector to take over: ‘Where would all these so-called “private grocery stores” come from?! The greedy capitalists would charge such high prices that millions would starve!’ Yet it turns out the free market works just fine, as always; in America everybody gets more and better food for less.”

“What about the special-ed kids?” my increasingly desperate caller now tried as his last gambit, pulling out what the statisticians have always figured was an unbeatable trump card. “You conservatives never have an answer for how the private sector is going to take care of the special-ed kids!”

OK: Next time, we’ll take a closer look at this “special needs” red herring.

(From *Las Vegas Review-Journal*, 13 April 2003, <http://tinyurl.com/9h58>. Vin Suprynowicz is assistant editorial page editor of the *Review-Journal* and author of the books *Send in the Waco Killers* and *The Ballad of Carl Drega*.)

(Continuing.)

A Brief History of Home Education in New Zealand, Part 2

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

David Worboys of ACE and Craig Smith of Christian Home Schoolers (CHomeS) hosted Dr Raymond Moore and his wife Dorothy for a week of speaking engagements in October 1988, flying from Auckland to Hamilton to New Plymouth to Wellington to Christchurch with them in a private plane. Sadly bad weather caused them to bypass the planned New Plymouth stopover. There were also two radio talk-back shows held in Auckland with Dr Moore who proved a master of graceful debate, usually turning his opposition around so they would eat out of his hand.

The NZ Home Schooling Assn. (NZHSA) had set up at least two branches, one in Tauranga and another in Hamilton. These branches wanted to start up their own local newsletters, but the parent organization wouldn't allow it. Acrimony over this and other tactics which appeared to some to be "heavy-handed" caused the two branches to become independent support groups in their own rights. Carol Brown of Hamilton emerged about this time as a formidable champion and supporter of home educators, known for her incredible sense of fairness, evenhandedness and willingness to work with anyone for the cause of home education. She has also put together some excellent newsletters and other home education publications over the years.

A crisis arose in 1989. The Department of Education, prompted by the Tomorrow's Schools policy document, wanted all HEs to write charters, just as the schools had to do, only these charters were to be 85% pre-written by the Department itself. At the time there were five Christian organisations with na-

tional networks: CHomeS, CHESM, ACE, Keystone newsletter and Carey College Correspondence (run by Michael Drake in Panmure). We all networked well among ourselves and also with Jean and Anne of Prunes to mobilize our respective networks to lobby against the charter idea. (Well, actually, Jean Hendy-Harris and Anne Denny couldn't understand why the rest of us were against the charter idea: to them we were at last being accepted as part of the nation's education system. This had always been part of the dream of the Prunes group.) But none of us six groups who did communicate well could get close enough to the NZHSA to co-ordinate activities with them. At last the government dropped the charter requirement for home schoolers. (It is interesting to note that schools today are wanting to drop the charter requirement.)

1990 saw the introduction of the Home Schooling Supervisory Allowance, under then Minister of Education Phil Goff. This writer knows of no home educators who were lobbying for it: it appeared as a suggestion in the 1988 Picot Report and was picked up and instituted by the Tomorrow's Schools policy document of 1989.

CHomeS put on two more national Christian home schooling conferences in 1988, one in Christchurch and the next one, back to back, in Auckland. Jean and Anne of Prunes and Claire Aumonier of the NZHSA were all invited to speak at the Auckland conference. The first two accepted, and while Claire did not speak, she did visit the conference for a short period. CHomeS put on another national conference in 1991 and a fifth in 1993 (both in Palmerston North). Attendances were up to 400 for the 2 ½ days of conference including a full children's programme. At least two other conferences were held in Auckland by the NZHSA at the end of the 1980s or early 1990s. Hamilton, Christchurch and Nelson have had regular camps and there have been functions in many other places.

In July 1994 Lockwood Smith

stopped the regular reviews of HEs by the ERO. He stated that he could not justify the expense of Review Officers travelling all over the country to review one or two children, virtually all of whom were doing excellently. All ERO annual reports have stated that HEs are a very low-risk group. Lockwood may have had another motive for dropping the reviews: the regular reviews were actually being conducted outside the parameters of the Education Act, which only provided for two occasions when reviews could take place on HEs: when a problem with a specific HE family came to the MoE's attention; and when the MoE turned down a parent's application for exemption, and the parent requested a review.

At Smith's canceling of all Reviews, the NZHSA hit the media saying the MoE had abandoned home schoolers and that "the home schooling sector", the term favoured by the NZHSA, wanted the MoE to re-instate the reviews right away. The idea was that home educators felt uncomfortable with no regular monitoring of them by the MoE, ERO or at least some state agency. Craig of CHomeS rang Claire of the NZHSA to enquire about the apparent policy change: the current statements by the NZHSA Varied greatly from the NZHSA's well-known stance of total non-interference by the state. She confirmed that there had been a policy change. Press Releases from the NZHSA, now calling itself the Homeschooling Federation of New Zealand, have ever since consistently reflected the idea that home educators both need and want more robust monitoring by the state's agencies in order to gain official affirmation and credibility in the eyes of the public.

In 1994 Glenys handed *Keystone* over to Craig & Barbara Smith. The first of the new-look *Keystone* Journal of Christian Home Schoolers of New Zealand came out in March 1995 as a bi-monthly. In January 1997 the political and school-oriented news was pulled out of *Keystone* and published monthly as the separate *TEACH Bulletin*. The full-colour cover format of *Keystone* featuring a different home education family was introduced in November 1998. (Continuing.)

A Radical Ideology for Home Education Part 5

The idea of education taking place outside of schools had been a major theme of Holt's writings for years, along with his advocacy of children's rights. So, it was not altogether surprising that he began to seek out parents who were actually taking the step to teach their children apart from the institution. Although Holt remained suspicious of parental authority, he believed the home could potentially offer a much greater degree of autonomy to children than the school (Farenga interview, 20 October 1994). In June, 1977, Holt wrote to an acquaintance who later engaged in home education: "I find myself writing letters... to a number of people, a growing number, many of whom are now beginning to write letters to each other, and it seemed to me that a newsletter would be a way in which we could all exchange our ideas and experiences. I'm quite excited about this, have lots of ideas for things to put in it, think it could be useful to many people." (Sheffer, 1990, p 199). The publication *Growing Without Schooling* (GWS), a bi-monthly newsletter (no longer being published - Ed.), grew out of this idea and became the focus of Holt's work from 1977 until he died in 1985. GWS's stated objective was to help individuals find alternatives to school, and so represented one of Holt's contributions to what he felt would be lasting social change and the realization of Illich's vision of a deschooled society. GWS included stories, news, and information about parents and their children who were actively engaged in educational activities outside of school. It also offered news about the home school movement, pen-pal listings, a home school family directory, reviews of recommended resources, and an ongoing dialogue among readers regarding common issues facing home educators (GWS, 1977; Sheffer, 1990). Holt told his readers in the first issue: "In starting this newsletter, we are putting into practice a nickel and dime theory of social change, which is that important and lasting social change always comes slowly, and only when people change their lives, not just their political beliefs..." (GWS, 1977, p

1). Along with the newsletter, Holt began a mail-order catalogue, "John Holt's Book and Music Store,"¹ which featured his own books and others which he recommended. At the same time, he grew close to many home schooling families through correspondence and personal visits (Sheffer, 1990).

The willingness of parents to share their home school experiences in GWS provided Holt with the inspiration and raw material for his final, complete book before his death in 1985, called *Teach Your Own: A Hopeful Path For Education* (1981). Convinced that children are born to learn and that schools hinder the process, Holt simply suggested that parents avoid schools altogether by withdrawing their children and providing alternative education at home. The title, addressed to parents, showed Holt's reluctance to grant full, immediate autonomy to children, but did reflect his belief that children would largely be more free at home than in school.

Holt began this work with a rationale for removing children from school, repeating previous charges against the system of compulsory education while introducing a new culprit, the peer group. In the home, he said, children could acquire basic academic and life skills, free from grades, competition, and the "mean-spirited, competitive, exclusive, status-seeking, snobbish..." peer society prevalent in schools (p 45). He then introduced through positive testimonials that had appeared in *Growing Without Schooling* a number of parents who were actually teaching at home. The message was that even parents with limited schooling could provide their children with a learning environment conducive to intellectual, emotional, moral, and social growth. Holt then addressed the obvious problem of dealing with authorities and compulsory school attendance laws along with the challenge of implementing an educational program at home. Summarizing court cases and legal strategies for circumventing state compulsory school attendance statutes, Holt concluded that parents are within

their rights to education at home. The author then informed would-be home schoolers of ways to teach at home, from correspondence courses to the idea of designing their own curriculum (Holt 1981).

Holt "caught flak" (Farenga interview, October 20, 1994) from feminists who felt that *Teach Your Own* was suggesting that they should give up all the gains of the Women's Movement and go back home to teach their children. Holt was not bothered by their objections, however, asserting that home education was not for everyone and that many women found great freedom and fulfillment by staying at home rather than pursuing a career (Farenga interview, October 20, 1994; Sheffer, 1990). In a letter to feminist Gloria Steinem, Holt voiced his support for the movement but exhorted her to establish a dialogue with women, such as his sister, who enjoyed being home. He wrote: "I think the 'Women's Liberation Movement' is of enormous importance and I hope it grows and succeeds...[but] I don't think it will have much chance of doing either unless it can....speak effectively to a large group of women [who] unashamedly admit to being 'a housewife'" (Sheffer, 1990, p. 105).

(Continuing.)

Note:

1. Holt's interest in music, particularly the cello, is recorded in his 1978 book *Never Too Late: My Musical Life Story*, wherein he wrote: "If I could learn to play the cello well...I could show by my own example that...whatever we want to learn...we probably can learn; that our lives are not determined and fixed by what happened...when we were little, or by what experts say we can or cannot do" (Holt 1978, p 185).

References:

- Farenga, Parick (1994, October 20). Telephone interview with author (Unrecorded).
Growing Without Schooling, 1977, Issue #1.
Holt, John (1978). *Never too late: My musical life story*. New York: Delacorte Press.
Holt, John (1981). *Teach Your Own: A Hopeful Path For Education*. New York: Delacorte Press.
Sheffer, S. (Ed.)(1990). *A life worth living: Selected letters of John Holt*.

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

Coming Events

Fri, 29 August 2003

Radio Rhema

A talk with Jenny Waldron on Home Education 11:05-11:30am

Fri, 12 & 26 Sept 2003

Radio Rhema

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

Sat, 11 October 2003

Whangarei/Northland

Homeschool Conference

Venue: Kamo Christian Center at Kamo Springs

Contact: Michelle Jones (09)436-4474

Sat, 11 October 2003

Rotorua Home

Educators Workshop

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

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

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

Programme

9:00am Registrations and view resources

9:15am Introductions

9:30am Two Electives

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

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

10:30am Morning tea

11:00am Two Electives

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

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

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

1:30pm Two Electives

5. Home Educating Through Secondary and Preparing for Tertiary Education and the Workforce - Craig

6. Training Our Children and Youth in Purity - Barbara

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Schooling from a Christian Perspective - Craig

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

4:30pm break for tea

7:30pm Keynote Session

9. A Vision for the Future - Craig

13-18 October 2003

Home Education

Awareness Week

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

Sat, 18 October 2003

Wairarapa Home

Educators' Workshop

Venue: St James Church, 116 High St, Masterton

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

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

Programme

9:30 am Registration

10:00 Keynote Session with Craig Smith

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

11:00 Morning Tea - provided

11:30 Session 2, Two Electives:

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

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

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

1:30 Session 3, Two Electives

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

5. Dad's Role - Craig

2:30 Session 4, Two Electives

6. Home Educating Through Secondary and Preparing For Tertiary Education and the Workforce - Craig

7. Avoiding Burnout (Keeping Going when the Going Gets Tough) - Barbara

3:30 Afternoon Tea - provided

Wrap up. No children's programme; nursing mothers welcome.

Sat, 25 October 2003

Wanganui Home

Educators Workshop

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

Cost: Cost \$10.00 per person/couple

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

Programme

9:00am Registrations

9:15am Introductions & 2 Electives

1. Getting Started, Exemption Process, etc - Marice Hill/Nola Flack

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

10.30am Morning tea

11.00am Three Electives

3. Improving learning and behaviour through diet - Sharyn Wylie

4. Home Education - getting things into perspective - Craig Smith

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

12.30 Lunch - BYO, hot drinks provided. View Resources.

1:30pm Two Electives

6. Home Educating Through Secondary, Preparing for Tertiary and the Workforce - Craig

7. Training our children and youth in purity - Barbara

3.00 Afternoon Tea

3.30 Keynote session

8. A Vision for the Future - Craig

4.30 Finishing up - Q & A time.

No creche facilities will be offered. Nursing babies welcome.

Sat, 15 November 2003

Kapiti Home Schoolers

Workshop

Venue: The Meadows Church, Mazengarb Rd, Paraparaumu

Contact: Leanne, (04) 298-9992

email: ImY-ourCMC@xtra.co.nz

co.nz or Pipa, (04)

904-6686



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

Columbus, Ohio: Ohio State Univ. Press.

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

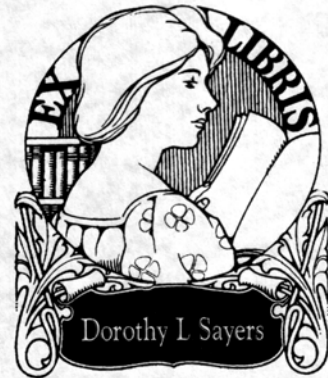
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A New Zealand Home Educator's
Guidebook

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by Craig S. Smith

The Lost Tools of Learning



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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

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