

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 75

October 2003

Cutting Ties Is to Rule by Elite, not Majority

Every sitting of the NZ House of Representatives since 1854, 149 years now, has started with the following prayer:

“Almighty God, humbly acknowledging our need for Thy guidance in all things, and laying aside all private and personal interests, we beseech Thee to grant that we may conduct the affairs of this House and of our country to the glory of Thy holy name, the maintenance of true religion and justice, the honour of the Queen, and the public welfare, peace, and tranquillity of New Zealand, through Jesus Christ our Lord. Amen.”

Progressive MP Matt Robson, who describes himself as a “rationalist and humanitarian”, wants MPs to replace the parliamentary prayer with a statement reflecting the secular status of the House and the “diverse and multicultural” nature of New Zealand. Therefore he believed it was time for a change. So did the Sikh, Jewish, Muslim and Christian leaders he consulted, which is hardly surprising in the case of the first three and no mystery in the last case given the total capitulation to secularism of many “Christian leaders” today. Oh, and he also personally feels uncomfortable with the prayer.¹

Note, this has nothing to do with what the majority wants: the majority opinion is no longer sought in this country, if the track record of the present Government is any indication (Prostitution Reform Bill passage, abolition of appeal to Privy Council, determination to ban spanking). It is the nebulous idea of multi-culturalism, being as all-inclusive as possible. This is in it-

self, of course, a political and religious world-view, one those on the political left have found is very much in line with their political aspirations.

Even the Secretary for Education, Howard Fancy, said in the Statement of Intent (2003-2008): “No longer are we the hands-off Ministry that followed *Tomorrow’s Schools*. We are working to become more skilled about how,

when and where we intervene.” This is a complete reversal of the 1989 shift towards greater local autonomy enshrined in Labour’s own *Tomorrow’s Schools* policy document.²

The writer has had quite an increase of calls from parents now considering home education whose local schools have been closed down (300 to get the chop) in Labour’s move to economise... no, rationalise. Even “well-run schools” (the term is to this writer an oxymoron) have been and are being axed while the MoE itself is in growth mode and spending many millions on ICT (including laptops for teachers) and Profes-

(Continued on page 2: *Cutting*)

Socialisation Again!

Post:

Regarding the socialization question: I always like to know what people mean when they ask the socialization question. You see, I don’t think that people know what they themselves mean! They seem to be afraid that we are missing out on the socialization that goes on in schools. Well frankly, I’m glad to have missed out on the type of socialization which goes on in schools: the bullying, the promiscuity, the politics, the henpecking, the ostracizing of the tall-poppy, perversions, polluted by bad language and bad attitudes - and this is just by the teachers. We haven’t even got onto the negative **peer** socialization which goes on!

Posted by: Genevieve in NZ

Response:

That is so true Genevieve. I went to public school for 12 years and I truly believe that if a lot of the people who criticise home schooling attended a public school for just one day they would change

their opinion immediately! It isn’t only that public schools are full of bad language and disrespectful attitudes, it’s just their entire atmosphere and culture. It’s an environment where people are thought “strange” if they show respect to teachers or if they don’t join in inappropriate conversations. It’s a place where people are made fun of if they won’t use bad language or if they try to do well at their schoolwork. No matter what strong values a young person is taught at home, I think it’s extremely difficult for them to hold to those standards when they’re surrounded by such bad influences.

The only good thing I learned from public school was that I **never** want to send my children into that environment!

Posted by: Pianogirl in Wales

(From the bulletin board of VirtuousWomanhood.com, October 2003.)

(Continued from page 1: *Cutting*)

sional Development for teachers. It is so bad, even socialist commentator Chris Trotter has described the situation as *statist* rather than state education.² And the emphasis with *statist* education (or *statist* politics, economics, media, anything) is one of control and compulsion. Majority vote or the desires of parents are not high on their priorities.

As reported in *TEACH Bulletin* No. 73, August 2003 (“Committed to the Wrong Track?”), Minister of Education Trevor Mallard is using an inadequate research base as part of the justification for spending \$10 million on professional development for teachers in low decile schools. A Massey University Education Policy Group, which includes experts in data analysis, sociology and literacy, analysed the research and found that the design and the results of the study do not lend themselves to the claims made and the policy conclusions drawn from it. The group says it is unacceptable that such research has been subject to inaccurate interpretation and media promotion by people who clearly have not read the reports and have little understanding of the research or of the technical difficulties

involved in it. “This new initiative may prove to be an expensive and wasteful use of public funds,” the group said.³

The removal of the prayer in Parliament, just like the proposed removal of the cross from atop the clocktower in Palmerston North’s Square (which generated a huge number of letters to the editor), is charged with highly significant symbolism if nothing else. Abolishing the appeal to Privy Council is also hugely symbolic even if it makes very little difference on an everyday basis. All represent a clear cutting of ties to our history and all the precedents and definitions and understandings built up over the centuries of the English Christian Parliamentary system.

Yet a cutting free is not replacing what we had with anything in particular. It is not a responsible approach, such as a desire for *reform*, wherein one takes out the trash collected over the years but preserves the good things of lasting value. It is a radical approach, such as a desire for *revolution*, wherein one gets rid of what we’ve got — all of it, good, bad and indifferent — and builds something bold, brave, new (and untried) in its place. Since the masses are by nature conservative and will drag their feet when bold changes are proposed, these things need to be fomented and sparked by an elite group of social planners who have a better overall perspective than and also know what’s best for the man in the street.

Which means this present Government resembles Maoist and Stalinist communism, keeping the revolution alive and stirred from the top, rather than a democratic growth toward republicanism. Such movements have a lot of casualties and make a lot of internal enemies for them emanate solely from relig-

iously held ideologies with few and tenuous links to the real world.

Notes:

1. *NZ Herald*, “Replace House prayer says MP”, 16 Oct 2003, <http://www.nzherald.co.nz/storydisplay.cfm?storyID=3529098&thesection=news&thesubsection=genera>
2. Maxim Institute, Real Issues No. Eighty-Five, 16 October 2003.
3. *Massey News*, 17 Sept 2003, http://masseynews.massey.ac.nz/2003/press_releases/17_09_03.html

Two Way Terror

Former Hutt Vally teacher William Alexander Baine, 75, was jailed this month for three short years after pleading guilty to seven charges of indecent assault on boys under 16. He had originally faced far more serious charges. These seven were merely representative for, as High Court judge William Young said, Baine had used his teaching career as a front for his persistent sexual predations for an unbelievable *fifty years*. One victim said he felt Baine had been indoctrinating him to be a paedophile. In spite of all this and the fact that Justice Young said Baine showed little signs of genuine remorse, it was said that, apart from the offending, Baine had a good character!¹ Apparently he was a good teacher in schools, as teachers go. When even High Court judges effectively say that a horribly perverted character is basically a good character as long as his perversions remain hidden and he does a good job otherwise, what message and degree of fear is a three year sentence going to give to other paedophiles presently operating in the system or thinking about joining the system? What degree of comfort does this give parents and students about their safety at schools?

395 students were ejected from schools last year for assaulting teachers. The assaults are part of a pattern of growing violence in classrooms. (One doesn’t really wonder that students strike back when they are compelled daily to associate with people like Baine.) This figure is up 15% from the previous year, although the school roll

(Continued on page 3: *Terror*)

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



Wanted:

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54 & 76, Grade 1,2 & 3

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Mrs Cheryl Cobb
Ph. (07) 825-2900

For Sale:

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Olympus Research binocular microscope with instruction manual and dust cover.....\$380

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Contact:

Teresa Cleary
Ph. (03) 454-5025

Wanted:

Abeka - Grade 6 New World History - Answer Key to Text Questions to go with version no. 14540010.

Also answer key to the old Grade 6 Student Test and Quiz Booklet.

Contact:

Bev. Nicholson
North Chatton
3 RD
Gore
d.b.nicholson@e3.net.nz
Ph. (03) 207-2862

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

only increased by 1.9%. Some schools have given teachers cell phones to call for help should they be attacked. The PPTA goes further and wants teachers in remote classrooms to have such phones as a health and safety requirement.²

In addition to that, 3998 students were asked to leave school for at least a short time last year for attacking other students, 86 for arson, 1007 for drugs, 114 for sexual harassment, 96 for sexual misconduct

and 148 for weapons. These serious crimes add up to 5844 offences, that being 33% of the grand total of 17,912 students who were stood down in 2002, compared with 17,141 in 2001, a 4.5% increase. Now since 87% of these stand downs were for only 1 to 3 days, it means only 13%, or 2329 students, were kicked out for longer. We'll assume all of these were from that group of 5844 serious offenders. That means 5844 minus 2329 or 3515 students who committed serious offences, such as attacking other students, drugs, arson, sexual misconduct, etc., were basically rewarded for their crimes by being given 1 to 3 day holidays from school. The more serious offenders are mostly only given longer holidays from school, with no other penalties at all. Remember that these figures are only some of those that were caught, the ones the school authorities decided to stand down. The rest who were caught and the many we can safely assume went unreported and uncaught remained at school. It seems that a reign of criminal terror is allowed to flourish virtually unchecked in one sector of our society: *students* perpetrating their crimes *while on school grounds*.

Secondary Principals' Association president Paul Ferris said he was amazed at the figures, they were so bad. It was hardly reassuring when ACT education spokeswoman Deborah Coddington said the figures proved classrooms were unsafe and blamed Education Minister Trevor Mallard for not protecting teachers, or when Mr Mallard retorted that schools were responsible for the safety of their own teachers, yet politicians expressed little concern for the students. Perhaps it is because they're too young to vote. Teachers, however, knew where to point the bony finger of blame: PPTA president Phil Smith said violence teenagers were exposed to on television and computer games seemed to affect their moods in the classroom. "And those teenagers are more prepared to stand up for their rights these days. They are very good at telling you their rights, but not their responsibilities." Rotorua Girls' High School

teacher Jalaja Balakrishnan, whose hair was set ablaze by a 13-year-old girl with a cigarette lighter, believed the growth in classroom violence was caused by a change in the way young people thought. "Teenagers have a lot of liberty now. They have a lot more rights than we had as children."² It all points to a faulty philosophical ideology (held by the state school system and far too many parents) of the child as one

(Continued on page 4: **Terror**)

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

Fri/Sat 6/7 February 2004

Mainland Conference

Venue: Bishopdale Church, 92

Highsted Road, Bishopdale, Christchurch

Contact: Adrienne, ph. (03) 347-7168

Main Speaker: Diana Waring

Programme:

Thursday 5 February

6.30pm Registrations, resource viewing

7.30pm Welcome

7.45pm Keynote message

8.45pm Supper & resource viewing

Friday 6 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Session One

10.45am Morning tea and resource viewing

11.30am Session two

12.30pm Lunch

1.45pm Session three

2.45pm Resource viewing

3.30pm Venue closes

Saturday 7 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Session One

10.45am Morning tea and resource viewing

11.30am Session two

12.30pm Lunch

1.45pm Session three

2.45pm Afternoon tea and resource viewing

3.30pm Question time

6.00pm Venue closes

Session topics will be on the webpage later this week.

For more information, including registration forms for each event, please visit: www.HomeEducationFoundation.org.nz

A Brief History of Home Education in New Zealand, Part 4

The Federation, whose official name, remember, is the NZHSA, held a two-part AGM on 29 November 1997 and 14 February 1998 with a view to winding up. In a letter dated 18 October 1997, Claire Aumonier wrote: "There is a real possibility that, if it is not wound up, the NZHSA could very easily be amalgamated with 'special interest' or 'extremist' groups with whom most members would not wish to be associated." The writer invites the reader to think about the logic of that statement for a moment: if most members would not wish to be associated with these "special interest" or "extremist" groups, how then could they possibly "very easily be amalgamated" with them? But one must be aware that the Federation has always been fairly selective regarding its associates, as will be illustrated shortly.

The Federation decided not to wind up. But the February 1998 half of the AGM passed the following resolutions: "18(a). that the following people be censured by this Meeting for bringing Homeschooling into disrepute: (There follows a list of 13 names, Craig Smith being one of them). 18(b). that this AGM believes that (same list of 13 names) should be, as appropriate, either expelled and never readmitted as members of the NZHSA, or never admitted or readmitted as members of the NZHSA. 18(c). that this Meeting direct the Caretaker/Manager to forward the Minutes of the Meeting to appropriate Government departments, emphasizing that the individuals mentioned in 18(a) and (b) above have not been acting with the authority of the NZHSA." These three resolutions were moved and seconded by six different Federation members; a real team effort.

Craig Smith subsequently rang a number of these six people to see if they could enlighten him on how he and the other 12 had brought home schooling "into disrepute". Nothing specific was forthcoming. However, one of the six apologized for his actions and subsequently arranged a meeting between Craig and a senior

executive of the Federation. At this meeting it appeared the Federation was somewhat concerned about possible legal repercussions upon themselves as a result of these near-libelous resolutions. Fortunately for the Federation Executive, the 13 aggrieved home educators were more profitably occupied with other pursuits.

When NZ First became part of the Government in coalition with National in 1997, MP Brian Donnelly actually brought to the bargaining table and actually got written into the formal coalition agreement, a provision for the re-introduction of regular ERO reviews of HEs. He even got a substantial provision written into the Budget the following July to finance these reviews of HEs. It was at this point that HEs began to recognise that regular reviews could not be conducted according to the Education Act. The Government noticed this as well, so introduced the Education Legislation Amendment Bill to give to the ERO the unfettered power to conduct reviews whenever, wherever, on whomever for whatever reason and to beef up their powers relating to how reviews are conducted with HEs. HEs lobbied hard to pare down some of the powers being promoted in this bill. Of the grand total of 177 submissions on the Bill, 125 of them were from home educators addressing clauses 59 & 60, the ones dealing with reviews! (*TEACH Bulletin* did a lot to inform and mobilize home educators to action, providing accurate information and possible courses of action). They certainly brought themselves to the attention of the Science and Education Select Committee, whose comments in Hansard show they were impressed with the commitment of HE parents (see these comments in *TEACH Bulletin* #19, August 1998).

At the end of 1997 Craig Smith was invited to present a submission to the (Margaret) Austin Panel who were reviewing the ERO. Christina Coward, founder of the Wellington Home School Association, accompanied me, and we both saw first hand some of the very negative attitudes

some professionals and politicians have toward home educators. We also visited with Dr Judith Aitken, Chief Review Officer of the ERO for a very cordial hour that same afternoon.

The TEACH Forum of 1998 (which was held in Palmerston North over two days at Waitangi weekend) launched a huge initiative to lobby both the Science and Education Select Committee regarding the Education Legislation Amendment Bill and the Attorney General about the illegal way ERO reviews had been conducted over the years. This writer spent untold hours on the phone and in correspondence over these issues and writing two submissions, one for the *ad hoc* TEACH Forum group and one for CHomeS.

This TEACH Forum also instituted a steering committee to form a national group which would be an alternative to the Federation. CHomeS was always more of a service organisation, and being Christian, was off-putting to the growing number of secular HEs. The steering committee meetings revealed a multitude of concepts as to what was required. Some simply wanted to formalise the very extensive network that already existed among HEs and support groups. Others wanted a highly organised incorporated society with democratic elections, AGMs, etc., which would offer a total alternative to the Federation and in fact compete with it. The end result, incorporated in July of 1999, was the National Council of Home Educators of NZ, Inc. (NCHENZ). (Continuing.)

(Continued from page 3: **Terror**)

who should be autonomous, given lots of rights and liberties and few responsibilities. Hopefully most home educators are more closely connected to reality than this.

Notes:

1. Dominion Post, Teacher jailed for child abuse, 2 October 2003, <http://www.stuff.co.nz/stuff/0,2106,2677566a11,00.html>
2. Nearly 400 students ejected from school for assaulting teachers, 3 October 2003, <http://www.stuff.co.nz/stuff/0,2106,2678860a7694,00.html>

A Radical Ideology for Home Education Part 7 (End)

Third, *Should the government operate schools and compel parents to send their children to them?* This two-fold question is perhaps the most controversial and provocative raised by Holt. Especially after his exposure to the ideas of Ivan Illich, Holt came to see the institution of the school as inherently evil, destructive of children's innate learning abilities, a tool of the rich to oppress the poor, and with no hope of reform. He joined with Illich in calling for the "deschooling of society." The central issue involves the proper jurisdiction of the state and whether that jurisdiction should extend to the education of children. Are children mere creatures of the state, or are there other jurisdictional powers such as parents or God that have legitimate interests in the lives of children? Who is responsible for the education of the young — the state, parents, or, as Holt claimed, children themselves? Does government have a legitimate interest in ensuring an educated citizenry and, if so, how should the interests of government and the rights of parents in the nurture of their young be justly balanced?

While the dismantling of government-run school systems might be an attractive option to some, Holt's reasons for suggesting such a thing are not so attractive. If the legitimacy of public education is to be debated, it should be done so on the immediate basis of *parental* rights and ultimately on theological grounds, not children's freedom. It is obvious that parents bear the primary responsibility of meeting the needs of their children; it is equally obvious that this parental responsibility includes educational decisions and that governmental involvement in the educational arena can quickly become a usurpation of parental prerogative.

Thomas Jefferson, though an ardent proponent of public education, established grounds other than parental rights on which the legitimacy of government education might be dis-

puted. In his efforts to disestablish the Anglican church and establish religious liberty in Virginia, Jefferson argued that free men should not be forced to subsidize through their taxes religious ideas they held to be abhorrent. With the overwhelming predominance of naturalism/secularism in public education, coupled with the judiciary's misguided application of the separation of church and state doctrine, one might legitimately argue that religiously-minded men should not be forced to subsidize through their taxes the anti-religious worldviews embraced by

Are children mere creatures of the state?

government schools. State legislatures and the general public, however, have shown little if any inclination to undo the public schools, so the discourse now turns to the compulsory attendance issue.

In 1642 and 1647, Massachusetts Bay set colonial precedent by passing educational laws requiring townships to establish tax-supported schools. Massachusetts remained in the forefront of educational development after the American Revolution of 1776. The first free, public elementary schools (referred to as common schools), appeared in Massachusetts, while Bostonians founded the first free, public high school in America in 1821. Massachusetts was the first to establish a state school board with a state school superintendent (1836) and the first state to pass a compulsory school attendance law (1852). Ironically, a little over 100 years later, John Holt moved to Boston and began to question, then attack, some of the established practices concerning government involvement in education, particularly the idea of compulsory attendance. In calling for educational alternatives based on personal freedom, Holt and other like-minded reformers helped spawn the free school movement. Jonathan Kozol, citing the failure of public schools, established one of the first free schools in Boston in 1966.

The social flux of the 1960s and 1970s brought about significant criticism of government-run schools and growing calls for educational alternatives. This environment eventually produced not only free schools, but also a burgeoning Christian school movement and ultimately thousands of home schools. Fortunately, state legislatures, forced to deal with growing numbers of home educators, recognized that education can occur in settings outside of public schools, even in homes. But these legislatures, in rewriting state compulsory school attendance laws in order to accommodate home education, were not motivated by Holt's wrong-headed call for children's rights,¹ but by the more reasoned notion of parental rights. For this state of affairs, parents involved in their children's education can be grateful.

During the tumultuous 1960s, 1970s and early 1980s, John Holt stepped forward as an advocate of children and eventually education in the home. Generally speaking, Holt's educational ideology represents one of the two major philosophical strains which comprise the intellectual base of the present home school movement in the U.S. Holt exemplifies the ideology of freedom, popularized by the radical school reformers of the 1960s and 1970s and embraced by much of the counterculture. The second strain is the ideology of conservative Christianity, which far overshadowed the radical element within the home school movement, at least, it appears, through the decade of the 1980s. But that is another story for another day.

Notes:

1. The author does not discount legitimate children's rights, but sees some of Holt's proposals as excessive.

(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.)

Coming Events

Fri, 7 November 2003

Radio Rhema

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

Sat, 15 November 2003

Kapiti Home Schoolers Workshop

Venue: The Meadows Church, Mazengarb Rd, Paraparaumu

Cost: Cost \$15.00 per person/couple

Contact: Leanne, (04) 298-9992 email: ImYourCMC@xtra.co.nz or Pipa, (04) 904-6686

Programme:

9:15am Registration

9:30am Elective options

**1. Getting Started, Dealing with ERO, MOE exemption Application - Craig Smith

**2. Keeping Going When the Going Gets Tough - Barbara

10:30am Morning Tea

11:00am **3. Curriculum with Megan McLeay

12:00 noon Lunch - Please bring your own, no shops nearby, coffee and tea provided

1:30pm **4. Panel of experienced Home Educators

2:30pm **5. Home Educating Through Secondary and Preparing for Tertiary Education and the Workforce — Craig Smith

3:15pm **6. Questions

4:00pm End of workshop

Registrations to: Jennifer Watson, PO box 628, Paraparaumu, Paul. Watson@paradise.net.nz

Fri/Sat, 23/24 January 2004

Shore Home Educators Network Seminar

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

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

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

Seminar Speaker: Diana Waring of History Alive!

Hosted by: Shore Home Educators Network and Home Education Foundation

Programme:

Friday 23 January 2004

(From a Christian worldview)

10:15am Registration, Resource viewing, Morning Tea

11:00am Welcome

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

12:30pm Lunch

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

2:45pm Afternoon Tea

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

Saturday 24 January 2004

(For a general home-educating audience)

8:45am Registration

9:30am Welcome

9:45am Session One: Roots and Wings

10:45am Morning Tea

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

12:30pm Lunch

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

2:45pm Afternoon Tea

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

6:00pm Venue closes

Mon, 26 January 2004

Rotorua Home Educators Seminar

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

Cost: \$10.00 per person/couple

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

Keynote Speaker: Diana Waring

Programme:

7:00pm Registration

7:30pm Beyond Survival - Diana Waring

8:30pm Questions, supper and look at resources

Thur, 29 January 2004

Wellington Home Educators Workshop

Venue: Rimutaka Baptist Church, Upper Hutt

Contact: Wendy (04) 526-3210

Keynote Speaker: Diana Waring

Programme:

1:30pm Registrations

2:00pm Three sessions:

1. Heroes of the Faith - Diana Waring

2. Getting Started, Dealing with ERO, MOE exemption Application - Craig Smith

3. Keeping Going When the Going Gets Tough - Barbara

3:00pm Afternoon Tea

3:30pm Elements of Success - Diana Waring

4:30pm View resources/Open question time

6:00pm Close

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

Sat, 31 January 2004

Manawatu Home Education Workshop

Venue: 541 Ruahine Street, Palmerston North

Cost: \$25 per person/couple

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

Main Speaker: Diana Waring.

Programme:

8:45am Registration

9:30am Welcome

9:45am Three Electives:

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

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

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

10:45am Morning Tea

11:30pm Keynote Session 1: Roots and Wings by Diana Waring

12:30pm Lunch

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

2:45pm Afternoon Tea

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

6:00pm Venue closes

Fri/Sat 6/7 February 2004

Mainland Conference

(Continued on page 3: Events)

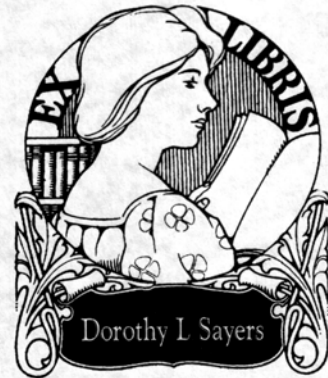
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