

TEACH Bulletin

Thorough Education Achieved in a Caring Home

Number 81

May 2004

Normal Kids Are Now "At Risk"

According to the NZ Principals' Federation (NZPF), teachers are spending an increasing amount of time and energy dealing with "crowd control" and behaviour management, rather than in actually teaching. Growing numbers of unruly primary school children are not only destroying teachers' resolve but also paralysing the education of their better-behaved classmates.

The situation is such that NZPF President Kelvin Squire has come out with the incredible statement that normal, well-behaved children are the new "at-risk" group. It would be nice to think that this will forever silence those critics of home schooling who claim that our children need to be in the schools to act as salt and light, to model good behaviour and provide the less-advantaged with positive role models. It is clear they will get damaged trying to do this. It is clear that they will not be at all successful either.

The NZPF went on to say that larger numbers of emotionally disturbed children are taking up a significant amount of teachers' attention. According to Mr Squire, "Teachers are being told to improve their teaching practice but at the same time are responsible for a raft of social issues which keeps them from doing their job. In turn, the other children in the class do not get the access to the teacher they need."

In an article by Stuart Dye, education reporter for the *NZ Herald*, it was claimed, "Every primary school principal contacted by the *Herald* agreed there had been a significant increase in anti-social behaviour, particularly among younger chil-

dren beginning school."

Carolyn Osborne, deputy principal of Elm Park School in east Auckland, said the biggest increase in troublesome youngsters was among five-year-olds starting school. "There's a big difference between a naughty child and one with severe emotional problems. It's the latter we are seeing increasing."

That's not the only happening on the rise at NZ schools. The increasing use of knives and other weapons in schoolyard fights is alarming many educators. The Ministry of Education figures for the 2002-year showed 537 teach-

ers were physically assaulted by students. In addition, 4763 students physically assaulted their classmates. Weapons were used in 229 schoolyard attacks and the highest assault rates occurred in Auckland, Waikato and Canterbury. Suspensions for bringing weapons to school have almost doubled in the past three years, and the latest MoE report shows pupils were kicked out of school more than 24,700 times last year for continual disobedience, beating up classmates, abusing teachers, arson, theft, vandalism, drugs and alcohol.

PPTA president Phil Smith said violence was increasing in New Zealand schools and was exacerbated by greater access to drugs and alcohol. "New Zealand seems to be more accepting of violence and it (school assaults) looks like it is getting worse," he said. Wainuiomata High School princi-

(Continued on page 2: At Risk)

University at Home

In the past year, the number of Canterbury University lecturers using the internet as a teaching tool has doubled and is still rising. Many students can now download lecture notes before a class begins or even catch up afterwards through video or voice recordings posted on the internet.

But even though someone like Dr Mick Grimley, a teaching and learning specialist in Canterbury's education department, says e-learning is the way of the future, he still does not believe it will ever replace real-life lectures. He said it wasn't feasible to eliminate all lectures, even though he was quite happy to declare, "We all learn differently. Probably the worst way of learning is to sit in a lecture theatre with 200 other people, listening to someone spout

off." I suspect the *feasibility* may have something to do with the lecturer's financial *viability* once he no longer draws 200 people to his lectures because of the internet.

The Tertiary Education Commission has \$28 million available through the e-Learning Collaborative Development Fund over four years to fund projects which improve the capability of institutions to provide Internet-based learning, and it is certain they will not let that fund lie neglected. Gregor Ronald, who handles IT teaching technical support for Canterbury University, said more than 370 lecturers already used the internet for teaching. The implications are clear: more and more tertiary degree courses will become available to home educators to be accomplished at home.

(Continued from page 1: *At Risk*)

pal Rob Mill said school ground fistfights were a perennial issue, but otherwise he had not noticed any change in the levels of violence. It would appear that a certain level of violence may be acceptable for it is always there in the background, just like the muzak in shopping malls. The latest MoE figures also revealed 3163 reports of students verbally abusing teachers. Canterbury primary principals association president Jacqui Duncan said violence in primary schools was often a kick or a punch or slamming the door in a teachers face.

All these charming extra-curricular activities, the beatings one may participate in or simply watch, the drugs, booze, theft, vandalism, arson, knife threats, verbal abuse and so on are all part of the MoE's hidden curriculum. It is acknowledged that such happenings reflect society at large and cannot be eliminated from schools. Again, one must ask the question: why should we home educators feel the least bit guilty about *not* sending our young and impressionable children into these sordid environments on the strength of a half-baked philosophy that they will be a good influence on these

bad apples? If the state-trained teachers, the principals, the administrators, the trust boards, the counsellors and the entire staff of the MoE, all of whom are filled with years of expensive training and experience and who are also backed by mountains of money extracted from us by the tax man; if all of this cannot have a good influence on the hooligans in the classroom, what hope does my little 10-year-old Millie have of stemming the tide? Get real.

There is a bit of disagreement as to the probable causes. A predictable line was offered by Mr Squire: New Zealand's high rate of poverty. Almost one-third of all children in New Zealand live in poverty, says Children's Commissioner Dr Cindy Kiro. The figure has risen over the past 15 years and includes some 20,000 who live in homes with no heating. Yet this so-called "poverty" does not explain why children turn up at school with few language or social skills, with emotional and behavioural problems. It doesn't cost money to teach under-fives to speak, to behave and to provide them with emotional security: parents have been doing a sterling job

in these areas since history began. It really stretches credibility when people say that NZ has a high level of poverty when there is no world war going on, no Great Depression, little internal strife, insignificant inflation, low to moderate unemployment as well as one of the most generous social welfare regimes ever. And the observation by PPTA's Phil Smith that drugs and alcohol are increasingly in evidence hardly brings to mind the scenario of poverty, since these items are very expensive.

The British charity Young Minds says bad behaviour in pre-teen children can be triggered by long periods without supervision,

erratic and harsh discipline, rejection by the parent or not enough parental involvement. This makes a lot of sense. And it is easy to see that in all these things the problem lies with the parents and the schools, not the children. When parents by law have to deposit their children with others who care far less for them than the parents do, is it any wonder the children feel rejected? When generations are forced to repeat the same mistake, carry their own feelings of rejection and have so little time with their own children who are off at school most of the time, such parents simply don't know how to get involved with their children, for their parents were not involved with them. Parenting, bearing children and staying out of the workforce to be a keeper at home all suffer really bad press these days. But we see from the causes of the current problems that it is only Political Correctness which generates the bad press: logically and historically and experientially, parenting and family oriented vocations are the best for all concerned. And home-based education is the Rolls Royce of these family oriented vocations.

References:

1. *NZ Herald*, 30/4/04, " 'Normal' pupils new at-risk group, say principals", <http://tinyurl.com/23lcd>
2. *The Press*, 29/3/04, "Schools battle growing violence", <http://tinyurl.com/2cp93>
3. *Dominion Post*, 30/3/04, "Principals say parents need to give children strong values," <http://tinyurl.com/3bdxo>
4. *Dominion Post*, 22/4/04, "Armed pupil incidents double," <http://tinyurl.com/2obyd>

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

The Language Police, Part 1

As a member of the NAGB¹, I reviewed one- and two-page passages that had been prepared by the testing consortium for President Clinton's "voluntary national test" of reading in the fourth grade. After I had read about a dozen such passages, a combination of fiction and non-fiction, I realized that the readings themselves had a cumulative

(Continued on page 3: *Police*)

Trading Post



Wanted:

Saxon Maths Books, any grade considered for 3 HE children aged 5-13.

Contact:

Debbie
Ph. (03) 572-7565

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

subtext: the hero was never a white boy. Instead, the leading character — the one who was most competent, successful and sympathetic — was invariably either a girl (of any race) or a nonwhite boy. Almost without exception, white boys were portrayed as weak and dependent. In one story, a white boy in a difficult situation weeps and says plaintively, “If only my big sister were here, I would know what to do.”

The passages, I discovered, had been edited to eliminate anything that might be perceived by anyone as a source of bias. In an essay on a giant Sequoia tree, for example, the editors deleted a phrase that compared the Sequoia’s shape to that of a Christmas tree because the analogy was considered religious and might be offensive to non-Christians. A passage from a well-known fable was also edited to remove the moral of the story. The original had ended with the conclusion that “God helps those who help themselves.” To avoid any reference to a deity, the editors had replaced this phrase with the advice that “People should try to work things out for themselves whenever possible.” I did not know whether these editorial revisions were the work of an unusually sensitive group of editors or whether there was some predetermined policy at work. My puzzlement ended in mid-1998, when our committee met with representatives of Riverside Publishing, the company that was selecting the passages for the voluntary national test, editing them, and writing test questions. When I asked why so few reading passages were drawn from classic children’s literature, the publisher explained that *it was a well-accepted principle in educational publishing that every-*

thing written before 1970 was rife with racism and sexism. Only stories written after that date, he said, were likely to have acceptable language and appropriate multicultural sensitivity.

To clarify what was acceptable and what was unacceptable, the publisher gave our committee a copy of the company’s guidelines, called *Bias and Sensitivity Concerns in Testing*. These guidelines describe what sort of content and what sort of language can (and cannot) be included in educational tests. Riverside’s guidelines are in no way unusual. Almost every major education publisher in the United States has issued similar guidelines. They express the explicit consensus that now governs the educational publishing industry. They also shape the language and content of both tests and mass-market textbooks.

The passages had been screened for “language, symbols, gestures, words, phrases or examples that are generally regarded as sexist, racist, otherwise offensive, inappropriate or negative toward any group.” That seemed reasonable. But the guidelines also require that tests be “free of subject matter that many would consider controversial or emotionally charged” lest test takers become upset and distracted by the reading material and score poorly. Accordingly, the tests had to be carefully screened for:

Representational fairness. Is a particular subgroup over represented or underrepresented? Is there sufficient diversity in terms of “ethnicity, age, socioeconomic background, community setting and physical disabilities”? Are test materials “relevant to the life experiences of the test taker”?

Language usage. Certain ways of referring to people with disabilities or social disadvantages are purged. Almost any use of the word “man,” whether by itself, in a suffix (as in “salesman” or “workman”), or in a colloquial phrase (as in “the man in the street” or “mankind”), is treated as an unacceptable form of gender bias.

Stereotyping. The long list of forbidden stereotypes in the Riverside guidelines includes: men shown as “strong, brave and silent,” women shown as “weepy, fearful and emotional”; boys playing sports or girls playing with dolls; Asian Americans working in a laundry or a produce market or portrayed as academics; African Americans working as maids or portrayed as athletes; men working as lawyers; women working as nurses; elderly people suffering from physical deterioration; men portrayed as breadwinners; women portrayed as homemakers; and children portrayed as “bundles of energy.” Riverside actually invites its writers to *fight* stereotypes by reversing the role of key characters. For example, a mother might be shown fixing a roof, while a father tends to a sick child.)

Controversial subject matter. Forbidden topics include: abortion; scary or dirty creatures such as scorpions or rats; death, disease, violence, weapons and natural catastrophes such as fires and earthquakes; disrespectful or criminal behavior; evolution or any mention of fossils and dinosaurs since they imply evolution; high-priced consumer goods or vacations since some people cannot afford these; magic, witchcraft and the supernatural; politics; religion — even casual references to religious holidays are prohibited; social problems such as poverty, alcoholism, child abuse, animal abuse, divorce, addiction, gambling or unemployment; unsafe situations, unhealthy habits, junk food and references to even common drugs such as aspirin. Avoid topics dealing with nudity or implied nudity, pregnancy and birth, whether to animals or people; and controversial styles of music such as rap or rock ‘n’ roll.

These rules typify the guidelines used today by most major American publishers of educational materials. Some are even more restrictive.

Illustrators must not use pink for baby girls or blue for baby boys. They must portray both sexes “preening in front of a mirror,” with Dad using a blow-dryer.

According to the *Multicultural Guidelines* published by Scott

Foresman-Addison Wesley (1996), the aim of a textbook is not simply to help students master a specific field of knowledge; the goal is rather to create nothing less than “a Multicultural Person.”

(Edited by Genevieve Smith from an essay by Diane Ravitch entitled *Education after the Culture Wars*. Ravitch also authored *The Language Police: How Pressure Groups Restrict What Students Learn*.)

Note:

1. The National Assessment Governing Board, a small (U.S.A.) federal agency given the responsibility (and US\$50 million) by the Clinton Administration to develop voluntary national tests for use in public school assessments. The NAGB would approve various reading passages based on their quality and suitability for use on these tests before sending them to the bias and sensitivity review panel.

Just Because They're Taught Doesn't Mean They Learn

As one high school principal told University of Canterbury's Professor Emeritus Graham Nuthall, teachers assume that when they're teaching, students are learning. The professor's findings, based on 40 years of internationally lauded research, provide persuasive evidence that this is far from the reality. In fact, the whole learning process is so haphazard that it's a wonder children learn anything at all.

Nuthall has found, through painstaking and minute observation of students whom he videoed and interviewed, that most students already know about 40 to 50% of what teachers intend to teach them; that students learn just as much from average teachers as experienced, award-winning teachers; that so-called low-ability students learn just as much as high-level students when exposed to the same experiences; that all students, no matter what their ability, needed to experience information at least three to

four times before it was imbedded in their knowledge.

As well, he says, most teachers know little about what goes on in their classrooms (sexism and racism were alive and flourishing even when the teacher actively promoted inclusive learning activities). Not that he blames the teachers. They simply teach the way they've been taught. Their teaching practices are also bolstered by a web of supporting beliefs or myths that justify the way these rituals are played out, the most significant being academic ability.

Nuthall's findings challenge the myth that inherent ability — intelligence — is the reason some children do better than others. Students succeed, he says, because of their own motivation and cultural background. Children who perform best are those who go into the classroom with a larger store of background knowledge, which makes it easier for them to connect what they are learning to what they already know.

But teach all children well, he says, and ability and background become irrelevant. If a school is effective, all children are successful regardless of their background. It's a scary proposition. Imagine how much better all our kids could be doing. It also makes all this obsession with exam pass rates deeply irrelevant. Nuthall believes in slowing down and spending more time on a topic rather than jumping on to the next thing. He sees little point in students cramming knowledge (for exams) that is soon forgotten and does little to reflect true learning.

(*NZ Herald's* Tapu Misa, 19/5/04, <http://tinyurl.com/22c2y>)

Running Schools

I'd like to point out that one of the most pernicious effects of State-controlled schooling is that those involved are reduced to petty bickering over details that seem far removed from teaching and learning: dress codes; policies on piercings, jewelry and hairstyles; setting “voluntary” fee levels;

Trust Board elections; dealing with nits; etc., etc. And the degree of political correctness required has many students honestly wondering what connection their schooling has with the real world out there. Squabbles such as this blind us to the outrageous uniformity that the State imposes on all forms of official schooling.

Compulsory attendance laws literally make schools a prison sentence for many children who would otherwise choose to go into the work force. Proponents of compulsory attendance would no doubt retort that our nation will not tolerate millions of children who lack basic reading and math skills. But guess what? That's exactly what the current system is producing. I can't think of a better way to sabotage learning than to fill classrooms with children who are ultimately only there because of truancy officers.

As in other contexts, the proponents of massive deregulation in education are at a loss to describe exactly what the market would erect if the State's propaganda centers (schools) were allowed to crumble. After all, that's one of the strongest arguments for liberty: we just don't know what improvements will be discovered by clever entrepreneurs. (If we did, concerned parents would already be lobbying for such changes at their current schools.) But one sure sign that the present system is horribly failing is the success of the homeschooling movement.

Children who have no desire to sit through classes should no longer be forced to do so. The remaining children would be the ones who wanted to learn. Moreover, once students (or their parents) were forced to pay the full tuition expenses, as in a fully privatized environment, the students would work much harder and schools would become much more competitive. Although, on average, students would receive fewer years of formal schooling, this would not translate into less educated students, for the time spent in school would be used far more efficiently. Yes, fewer students would have college degrees, but even high school diplomas would be a much stronger signal to employers once

schools were completely privatized.

(From "What is the Proper Way to Run a School?", 5 May 2004, by Robert Murphy, an adjunct scholar of the Mises Institute (<http://www.mises.org/fullstory.asp?control=1508>) and the Mackinac Center in Midland, Michigan. He teaches economics at Hillsdale College and can be contacted at: robert_p_murphy@yahoo.com.)

Changes at Correspondence School

Established in 1922, the NZ Correspondence School (TCS) was originally directed at isolated children, kids who lived in lighthouses (all of which are today fully automated) or on high country farms or those who could not go to school because of long-eradicated illnesses such as polio. Today TCS is more likely to cater to urban children who may have a range of behavioural and/or health problems which then exclude them from conventional schools. There may be 10 or more agencies working with just one of these children.

Chief Executive of TCS, Debbie Francis who took over in January this year, says they currently have a \$45-million-a-year budget. Of the role of 20,000, only 1,500 can be classed as geographically isolated. On the other hand, 6,000 or so are "at risk", meaning they have been excluded from face-to-face schools or are not suited to the classroom scenario for some other reason (allergies, phobias, a high level of training in sport or performance, itinerant lifestyle, etc.).

Almost half of the 20,000 are dual-enrolled; that is, students who are in face-to-face schools but who take some courses by correspondence, usually because their school is too small or under-resourced to provide the subjects they wish to pursue. Eight in 10 of TCS's secondary students are dual-enrolled, and 98% of NZ's secondary schools use the service.

The MoE feels it needs a fundamental review of the role of TCS, looking to implement changes in 2005. The review began before news broke that several teachers at the

school had been caught with inappropriate material on their computers, but the review will not examine that issue. It will instead look at how TCS fits in with the Government's overall education strategy, specifically who and what it should be teaching.

Ms Francis says the changes could include initiatives such as TCS providing a support role for face-to-face schools, possibly with the actual teaching provided much closer to the student. Dual enrolments could also be handled through "clustering" schools in some areas. For example, all students dual-enrolled in a certain subject are schooled together at one site.

"I think this is an incremental shift here. That support might be less in the form of direct delivery and more in the form of support for the face-to-face system," Ms Francis said. This scheme seems to emphasise the socialising aspect of schooling, to get the youngsters out of their homes and clustering together where the state's certified teachers can have access to them. The very set of circumstances conceded by everyone to be both best yet in such short supply — one-to-one attention and greater parental involvement — may get crowded out of TCS by the MoE's plans.

(*Dominion Post*, 8 May 2004, "All change at Correspondence School", p. A12.)

Get 'em Early

British Prime Minister Tony Blair is now wooing parents to give up their children to the state even earlier than they already do. On Monday, 3 May 2004, addressing the National Association of Head Teachers annual conference in Cardiff, Wales, he said starting children's education at five "no longer meets the future needs of Britain." He would like to see a trial of free nursery care for two-year-olds extended across the country. They already provide what is termed "free part time nursery education" for all three- and four-year-olds.

And NZ is not far behind. In the Government's Budget 2004, Mr Mallard, Minister of Education, said, "We are investing new funding of \$365 million over the next four years in early childhood education, bringing total annual funding by 2007-08 to approximately \$660 million. Funding will increase to around \$750 million annually in 2011-12. From the middle of 2007, three and four-year old children will be entitled to 20 hours free attendance per week at a community-based early childhood education service."

Both Mr Blair and Mr Mallard claim that research shows children dumped in early childhood centres do so much better in school later on and that the proposed centres yet to be commissioned will be of the highest possible quality. These words are as empty as they can be. Only last March, as highlighted in an article in last month's *TEACH Bulletin*, "Aiming at Minimums", Mallard confessed that today's schools cannot even guarantee their graduates at age 16 will be able to read, write or do numbers. If the uncountable millions of dollars spent on compulsory schooling since 1877 have not, *in the intervening 127 years*, enabled state educators to work out how to teach the three Rs, it is certain they won't do it by 2008, or even by 2012. And the four hours away from home each day, five days a week, from age three, which Mr Mallard is proposing, has been shown by research to do great harm to a child's security and welfare as well as to the family's wholeness and integrity.

The instances wherein such early childhood institutionalisation improves a child is when the family environment is totally dysfunctional. Dr Raymond Moore of *Better Late Than Early* fame quotes his own research as well as other developmental specialists such as John Bowlby and Urie Bronfenbrenner extensively, summarising his findings in the pithy statement: "The sooner you institutionalise your children, the sooner they will institutionalise you." Other research by Michigan State University's Anne Soderman, Martin Engle of the National Demonstration Center for

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Coming Events

Wed, 30 June 2004

3rd Annual Morrinsville Home Schoolers History Fair

Venue: Morrinsville Bible Chapel Hall, 139 Anderson Street, Morrinsville.

Cost: \$5 for 1-2 entries, \$10 for 3 or more per family.

Contact: Robyn - Ph. (07) 889-1189, robyn.mellar-smith@maxnet.co.nz

Programme

9:00am Setup

10:am Exhibits Open

12:00 noon lunch/chatting/cleanup.

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. Bring finger food for a shared lunch.

This year, individual exhibits will not be judged officially, however spot prizes for excellence may be awarded by our sponsors, Morrinsville Books and More, who will probably have a book stall there.

Each child/exhibit will receive a certificate.

There are 3 age groups:

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

Family entries are welcome.

Please pre-register by phoning Robyn Smith, (07) 889-1189 or email: robyn_smith@maxnet.co.nz to allow us to have some idea of numbers. All welcome!

Sat, 31 July 2004

Wanganui Home Educators Workshop

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

Cost: \$10.00 per person/couple

Contact: Marice Hill, 10 Urquhart St, Wanganui, Phone (06) 345-3660, jmmmhill@xtra.co.nz

Programme

9.00am Arrival

9.15am Welcome

9:30am 1. Home Education: Getting things into perspective and Keeping Going When the Going Gets Tough - Craig and Barbara Smith

10.30am Morning Tea

11.00am 2. Four electives

2a. Choosing a Curriculum - Craig Smith

2b. Raising our Daughters to be Godly Wives and Mothers - Barbara Smith

2c. Improving Behaviour through Diet - Sharyn Wylie

2d. The Exemption Process - Marice Hill

12.30pm Lunch - byo - hot drinks provided

1.30pm 3. Four Electives

3a. An Introduction to History Alive and Diana Waring's Material - Catherine Sandbrook

3b. Getting Started - Marice Hill

3c. Raising Our Sons to Be Godly Providers, Husbands and Fathers - Craig Smith

3d. Educating through Secondary, Preparing for Tertiary and the Workforce - Barbara Smith

3.00pm Afternoon Tea

3.30pm 4. A Vision for the Future

4.30pm 5. Question and Answer session with some of our local Homeschooled children/teens.

Question and Answer session also with our speakers.

5.00ish Finishing up.

Mon-Sat, 11-17 Oct

Home Education Awareness Week

Tue-Fri, 18-21 Jan 2005

Christian Worldview Conference

Venue: Willowpark, Auckland

Contact: Carol: Ph. (09) 410-3933, Email ces-books@intouch.co.nz

Keynote speaker: Dr R C Sproul, Jr., a totally committed home schooler, a graduate of Reformed Theological Seminary, Grove City College and received his D.Min. from Whitefield Theological Seminary. R. C. is the editor of *Tabletalk magazine*, associate pastor of teaching of Saint Peter Presbyterian Church, and the director of the Highlands Study Center.

He has written or edited nine books, and contributed to several others. The important thing is that he is the husband of Denise, and the father of home educated children Darby, Campbell, Shannon, Delaney, Erin Claire, and Maili. At the Highlands Study Center, R.C. teaches the Tuesday Night Bible study for the community, most of the Highlands Academy classes, the resident students, and serves as senior editor of *Every Thought Captive*.

(Continued from page 5: *Get 'em Early*)

Early Childhood Education in Washington, D.C., John Holt, Ivan Illich, John Wesley Taylor V, Barbara Tizard and Martin Hughes of London University, Roland Meighan of Nottingham University, Jeff Richardson of Monash University in Melbourne, Alan Thomas in Darwin, Brian Ray of the Home Education Research Institute and others concur that limited contact with other children and warm, responsive interaction of even the most unstructured and informal nature with parents is a superior environment for both the academic and social development of pre-school-aged children.

An astounding aspect of the U.S. research into home education (astounding to professional educationalists, not to home educators themselves), is the findings of analyses conducted to determine which independent variables significantly related to academic achievement. The analyses demonstrated that there was no significant relationship between achievement and (a) whether the father was a certified teacher, (b) whether the mother was a certified teacher, (c) family income, (d) money spent on education, (e) legal status of the family, (f) time spent in formal instruction, (g) age formal instruction began and (h) degree of state regulation of home schooling.

Jeff Richardson of Monash University sums it all up nicely: "On any measure you like, socially or academically, [home schoolers] will do better."

Coming Events

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

(From a more general worldview)

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 Smith

3:00pm Afternoon Tea

3:30pm Elements of Success - Diana Waring

4:30pm View resources/Open question time

6:00pm Close

There may possibly 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: Reformed Church, 541 Ruahine St., Palmerston North. Map at: www.palm.org.nz/pnmapp.asp?Mapxy=357,393&ID=33

Cost: \$25 per person/couple; youth \$5 with parents.

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

Main Speaker: Diana Waring. See www.dianawaring.com

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

Venue: Bishopdale Reformed Church, 92 Highsted Rd., Bishopdale, Christchurch

Cost: Thursday/Friday or Thursday/Saturday: \$25.00 single, \$35.00 per couple; Full weekend: \$40.00 single, \$60.00 per couple; \$5.00 per day per teenager accompanied by a parent. Pre-registration is required by 31 January 2004 to assist with organisation and catering.

Contact: Adrienne, ph. (03) 347-7168, cheinc@free.net.nz

Main Speaker: Diana Waring
Programme:

Thursday 5 February

6.30pm Registrations, resource viewing

7.30pm Welcome

7.45pm Keynote 1: Box Free Living.

8.45pm Supper & resource viewing

Friday 6 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Keynote 2: Roots and Wings

10.45am Morning tea and resource viewing

11.30am Keynote 3: Unlocking the Mystery of the Middle Ages

12.30pm Lunch

1.45pm Keynote 4: Got Teens!

2.45pm Resource viewing

3.30pm Venue closes

Saturday 7 February

8.45am Registration and resource viewing

9.30am Welcome

9.45am Two Electives:

1. Heroes of the Faith — Diana Waring.
2. Avoiding Burnout: Symptoms, Causes, Strategies — Craig & Barbara Smith

10.45am Morning tea and resource viewing

11.30am Two Electives:

1. Whatever Happened to Church History? — Diana Waring
2. Books, Great Books and More Books: Creating your own library and how to use it — Barbara Smith

12.30pm Lunch

1.45pm Two Electives:

1. Raising World Changers — Diana Waring.
2. ERO Reviews — Lennie Harrison

2.45pm Afternoon tea and resource viewing

3.30pm Question time

5:00pm Resource Viewing

6.00pm Venue closes

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

Venue: Well of Life Family Church, 150 Ngamotu Road, New Plymouth

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

Contact: Virginia (06) 751-3231 email: bryan6@maxnet.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

3:00pm Afternoon Tea

3:30pm Two Electives

7. Home Education from a Biblical Perspective - Craig Smith

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

4:30pm Final look at resources

5:30pm Finish

Tue-Fri 18-21 January 2005

Christian Worldview Conference

Venue: Willowpark, Auckland

Contact: Carol. Ph. (09) 410-3933, Email cesbooks@intouch.co.nz

Keynote speaker: R C Sproul, Jr.

Sat 13 March 2004

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

Speakers: Craig and Barbara Smith

Sat 27 March 2004

North Taranaki Home Educators Workshop

10:30am Morning tea

11:00am Two Electives

3. 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 Smith

6. Training Children and Youth in Purity - Barbara Smith

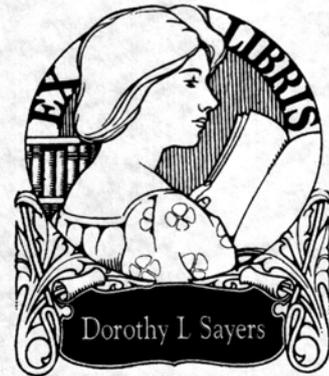
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