

Literacy Problems Worse than Thought

NZ's literacy problems are worse than most people realise.

This is not hype: read the words of NZ Government agencies themselves as published on their own websites.

The Ministry of Social Development's Social Report of August 2004 (<http://tinyurl.com/6tm38>) shows that only 54% of adults aged 16-65 have a level of English literacy needed to meet the demands of everyday life and work.

The Ministry of Education's report "More Than Words: the NZ Adult Literacy Strategy" (<http://tinyurl.com/5aaro>) says, "Too many New Zealanders lack the essential reading and writing skills to succeed in modern life and work. The 1996 International Adult Literacy Survey said one in five adult New Zealanders have very poor literacy skills. This is a serious impediment to the development of a skilled workforce."

Graphs on both of these websites are very alarming.

Literacy Skill Levels

Literacy achievement is grouped into one of five "skill levels". Level 1 represented the lowest ability range and level 5 the highest. Literacy level 3 is regarded by experts as being the minimum required for individuals to meet the "complex demands of everyday life and work" in the emerging "knowledge society".

Level 1: People at this level have very poor skills and could be expected to experience considerable

difficulties in using many of the printed materials that may be encountered in daily life.

Level 2: People at this level would be able to use some printed material, but this would generally be relatively simple.

Level 3: This level represents the ability to cope with a varied range of material found in daily life and at work. People at this level would not be able to use all printed material with a high level of proficiency, but they would demonstrate the ability to use longer, more complex printed material.

Level 4: People at this level have good literacy skills and display the ability to use higher order

skills associated with matching and integration of information.

Level 5: People at this level have very good literacy skills and can make high-level inferences, use complex displays of information, process conditional information and perform multiple operations sequentially.

Then we are treated to multi-coloured bar graphs showing that overall, nearly 50% of all New Zealanders aged 16-65 rate in levels 1 and 2! This is a literacy skill level below what they consider to be a minimum for meeting demands of everyday life in NZ. Only 20% rated in levels 4 and 5.

Breaking these figures down into ethnic groups is even more shocking. About 40% of Pakeha/Europeans are rated in levels 1 and 2, and less than a quarter (about 23%) are found at the higher levels of 4 and 5. For

North Island Polytech Offers Fee-Free Courses

The Western Institute of Technology at Taranaki (WITT) is to offer this year's school leavers free education. Starting from the beginning of term four this year, the polytech will take school leavers into diploma and degree courses for the remainder of 2004 and 2005 without charging tuition fees.

To qualify, students must undertake a degree or diploma programme at WITT in 2005; have been enrolled in a Taranaki or Taumarunui secondary school in 2004; be over 16 years of age or have gained a Certificate of Exemption from MOE; and be a New Zealand Resident.

Southland Institute of Technology

in Invercargill has been operating a zero-tuition-fees scheme since 2001. Telford Rural Polytech (Balclutha) offers no-fees programmes to students leaving local high schools. WITT's efforts are definitely showing a trend which will be welcomed by most students.

WITT chief executive Paul Sutcliffe said the initiative was aimed at helping school leavers to get into tertiary education with less of a student loan burden. He said it was also an opportunity for youths who left school before gaining the necessary requirements for a tertiary course to upskill through the polytech in the areas they need so they could enrol for 2005.

(Continued on page 5: **Fee-Free**)

Maori, the figures are roughly 60% in levels 1 and 2 and only about 10% in levels 4 and 5. This means that the state school system of compulsory attendance for the best part of 10 years, six hours a day, five days a week for nine months a year is dismally failing more than half of all Maori and nearly half of all Pakeha.

This is the evidence of our tax dollars at work over the last 40 years and more: they appear to be producing more illiteracy than anything else. (See following article, "Sunday School, Monday School".) Well, actually illiteracy produces its own set of ills: according to "More than Words": "Poor literacy is strongly correlated with a greater likelihood of unemployment, lower pay when in work, poor health, less likelihood of owning a home and poorer basic skills for children living with adults with poor literacy."

The MoE needs to be concerned about this...very concerned. It is a wonder they bother with checking on us home educators when overseas studies and ERO reports here consistently show home educated children excel way beyond their state-schooled peers. It really is no

mystery why home educators do better on average. A simple glance over the daily papers gives us several reasons.

Southland Boys' High School rector Ian Baldwin says schools must be allowed to teach less better if the slide in numeracy and literacy skills is to be arrested. He suggests cutting down the curriculum and being more rigorous in the teaching of maths and reading. Waverley Park School principal Kerry Hawkins reckons the curriculum is over stuffed.¹

Then there are the 762 RTLBs in NZ schools (Resource Teacher: Learning and Behaviour service) who just got a critical ERO review: it appears that 37.5% of such teachers – one in three – could not show evidence of student improvement. It is acknowledged that these teachers work in trying conditions (they work with children with learning and behaviour problems), but they do soak up \$57.2 million a year.²

"Trying conditions" is an apt description of almost any school it seems. Teachers are being punched, kicked and verbally abused and say padded jackets and panic buttons are needed to keep them safe from violent students. Almost every *teacher* experienced bullying at least once a year, and 14% reported physical assaults. Bay of Plenty teacher Doug Clark said teachers had become frightened, especially when doing supervision duty at lunchtimes.³ If the teachers are frightened, what about the children? Will they also get padded jackets and panic buttons?

Panic alarms were trialled at several British schools last year together with closed-circuit television, door locks protected by swipe cards and new fences and lighting in a bid to protect staff and

property from vandals and trespassers.⁴

The number of children being thrown out of South Island primary schools for bad behaviour has risen by almost 50% in the last three years, from 489 in 2000 to 719 in 2003. Their most common crimes were assaulting other students, continual disobedience and verbally assaulting staff.⁵

A female teacher with more than 30 years experience tries to break up a schoolyard fight between two boys, but their rage is such that she is shunted aside. She has to call two male colleagues to pin down one of the students and restrain him. "It was a violent attack, and I could only stand aside, terrified and helpless," she said. The teacher said the incident was one of a rising number of violent attacks in schools which were leaving teachers intimidated, scared and stressed.⁶

Other more horrific stories include a teacher having her hair set on fire, a teacher having a knife pulled on him and a teacher being harassed after school hours by a disgruntled parent. More than a third of secondary school teachers say they face bullying or harassment every week. Twelve per cent say they suffer such incidents every day. They have become targets for pupils, managers and even parents in an escalating climate of classroom intimidation, a Post-Primary Teachers' Association survey has found.⁶

The association has made public the preliminary results from the survey of 583 secondary school teachers throughout the country. Ninety-seven per cent said they experienced bullying at least once a year, 80% at least once a term and more than half at least once a month. The convenor of the PPTA women's advisory council, Bernadette Childerhouse, said the problem was found in all types of school. "It's right across the board, and the problem is exacerbated because teachers are often blamed for not coping and not being able to control their students." Attacks by students were by far the most common incidents, but incidents of bullying and intimidation by principals, colleagues and parents were increasing, Ms Chil-

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

Trading Post



For Sale:

Rod & Staff Building Christian English, Grade 2.....\$15
BJU Earth Science:
Student Activities, Gr. 8.....\$18
Student Act's., Teacher's Ed...\$20
BJU Life Science:
Student Activities, Gr. 7.....\$18
Student Act's., Teacher's Ed...\$20
How to Create your Own Unit Study by Valerie Bendt.....\$25
The Unit Study Idea Book by Valerie Bendt.....\$20

All in excellent condition.

Contact:

Hazel
Ph. (06) 374-2998

derhouse said.⁶

For example: the head of New Zealand's biggest secondary school puts part of the blame for bullying of teachers on the teachers themselves and their principals! Allan Peachey, the principal of Rangitoto College on Auckland's North Shore, says he does not tolerate any aggression against teachers and even looking at a teacher the wrong way is enough to get a student expelled. He says his colleagues must have the backbone to stand up and say enough is enough. Mr Peachey says Stalinism is a good description for what is going on in education. He says there is a real wringing-out in the system of any innovation, initiative or attempt to try something different to establish what makes kids learn.⁷

It is not just the schools. NZ society is an inheritantly violent place. One of every four (yes, 25%) of viable pregnancies are intentionally ended by killing the unborn child. That makes the womb the most dangerous place of all for NZ children. TV, videos and video games are graphic as well as violent and often sexualised as well. Western Bay of Plenty police family violence co-ordinator, Detective Jason Perry, said police were called to at least two cases a week of children as young as 10 seriously assaulting their caregivers or parents with fists and knives. Mr Perry said police

were finding "out of control" children "going berserk, smashing up houses and rooms and assaulting people", sometimes with weapons. The problem was probably far worse than apparent, but parents were probably too embarrassed to seek help, Mr Perry said.⁸

Tough Love's community social worker Julia Silvester said Western Bay children were taking drugs, having sex and becoming physically abusive younger than even five years ago. Tauranga Women's Refuge manager Atiria Armstrong said it was very difficult when mothers, one or two a year, had to seek refuge from their violent children.⁸

Sinking literacy, increasing violence among primary students, violence between the students, between students and teachers, violence throughout society..... who could blame home educators for wanting out of that schooling / socialising / entertainment system? They are probably the wisest of all.

Notes:

1. *The Southland Times*, 31 August 04, p. 3.
2. *Dominion Post*, "Education watchdog criticises support teachers", 16 Sept 04, <http://www.stuff.co.nz/stuff/0,2106,3035913a7694,00.html>
3. *Dominion Post*, "Teachers hit panic button", 23 Sept 04.
4. "Teachers want panic buttons in classrooms", 26 Aug 04, <http://www.stuff.co.nz/stuff/0,2106,3014299a11,00.html>
5. *The Press*, "Sharp rise in banned pupils", 27 Sept 04, <http://www.stuff.co.nz/stuff/0,2106,3045903a7694,00.html>
6. *NZ Herald*, "Schoolyard bullies target the teachers", 23 Sept 04, <http://tinyurl.com/4w3zj>
7. Newstalk ZB News, 23 Sept 04, http://www.telstraclear.co.nz/newsfeed/news_item.cfm?id=63874
8. "Children lashing out violently at parents, caregivers", 5 July 04, <http://www.stuff.co.nz/stuff/0,2106,2962597a10,00.html>

Sunday School, Monday School: Neither Is the Business of Government

by Marshall Fritz

Some people think that the American "public school system" is broken, so they try to fix it. The truth is that public schooling is not broken. Rather, it is succeeding in its main objective — strengthen government by undermining parents.

State free and compulsory schooling is based on four false premises: Compartmentalism, Paternalism, Welfarism and Socialism.

Compartmentalism

In the 1840s, Horace Mann led the charge to replace the church and home schools — which had served millions of Americans for two centuries — with "common schools" run by a state, county, district or city. This new form of schooling spread the notion that life can be lived in compartments, some of which deal with man's ultimate purpose (home, church, temple and philosophy club), and some of which do not (school, work and politics).

In our pluralistic society, common schooling gradually came to mean that school teachers were prohibited from discussing the most serious questions faced by our species: Why am I here? Does life have any purpose other than my happiness for seven or eight decades? Indeed, what is happiness?

By precluding teachers and children from probing together into the deep questions of life, the American system destroys education for all children. First, it trivializes school into the accumulation of specified data to be recalled for tests, making would-be-learners into test-taking robots. Second, it sets "feelings" as the primary decision criterion. Listen to your friends say, "How do you feel about that?" rather than "What do you think about that?"

Schools now tell children, "Look inside to know what is right and wrong, find your own truth and be true to your feelings." The New Jersey prom-girl who dropped her

baby into a dumpster, Timothy McVeigh, and the Columbine killers all get A++ on the “T.Y.F.T.” (True to Your Feelings Test).

Paternalism

Americans have gradually accepted the idea that parents are not qualified to be in charge of their children’s education. We have shifted authentic duties of parents from our house to the state house.

State involvement in truancy is an example. Massachusetts politicians innovated this usurpation of parental authority in 1852. Today, a father may not send his school-resistant son into an apprenticeship program in lieu of school.

Unexercised muscles leave athletes physically weak. Unexercised responsibilities leave parents morally weak.

But if we separate school and state, will not children of irresponsible parents suffer? Utopia is not one of our options, but improvement is. Continuing down our path of paternalism will further weaken parents. Returning to parental responsibility will begin the restoration of healthy parenting.

Welfarism

In the 1840s, the Common School Movement sold the notion that every child has a right to an education at a neighbor’s expense.

This notion inserted an entitlement mentality into the American soul. Perfumed words of “caring” and “rights” disguise the welfare aspect of taking the neighbor’s money to pay for “free” schooling. If public housing is welfare, public schooling is welfare. If a free lunch at noon is welfare, a free math lesson at 10:00 a.m. is welfare.

After 150 years, this entitlement notion has festered into moral gangrene with millions of Americans believing “the world owes me a living, and a pretty good one, too.”

Socialism

Public schools fit the textbook definition of socialism: “government ownership and administration of the means of production.”

Socialism fails because it is morally wrong; it has no respect for individual human beings. Socialist structures ignore feedback from customers and arrange perverse incentives for employees. Replacing school board members doesn’t correct the ills of schooling any more than changing managers of Soviet collective farms resulted in more wheat.

Those trying to reform public schools are just plucky Perestroikans trying to fix socialism. We need to restore the quintessential American idea that freedom works better than socialism.

In summary, the way out of the school mess is for Americans to do with schools what we did with churches. We must not let government pay for it, command attendance or mandate the content. In other words, we must prohibit government involvement in Monday school just as we have in Sunday school.

(This article is copyrighted by the Alliance for the Separation of School & State — . Permission is granted to freely distribute this article as long as this copyright notice is included in its entirety. <http://honested.com/essays/fritz/sunday.php>)

Come Home, Dad

Dr Barbara Pocock, director of the Centre for Labour Research at the University of Adelaide, in a study among 100 Australians aged 10 to 17, found many were concerned their fathers worked too hard and too long. They missed them — and would happily trade store-bought “stuff” for more time, especially the “hanging around” kind of time.

“It was a surprise to me that older adolescent boys spoke so openly about their dads in front of their peers. I was really surprised at the strength of their feelings,” Dr Pocock said.

Dr Pocock says children are very alert to the effects work is having on their parents. The issue is not whether parents work, or even how much, but the state they are

in when they come home.

“These kids really noticed when their parents missed key events at school, and young boys in particular missed their fathers,” she said. In some cases the father was a “hyperbreadwinner” — the sole earner in a two-parent family who accepted longer hours to make up for the fact that the mother was at home all the time. “She has to make up for him at home, but the kids said she didn’t. A significant number of children missed their father, even when their mother was at home outside school hours.”

While the boys understood that their dads often had to work long hours, they said it created distance between them. Many said they were not going to be like that when they became fathers.

Dr Popock said they wanted time just hanging around their parents, rather than structured activities. They noticed when work encroached into the weekends. “A number of kids said they’d never work on Sundays. Others said, ‘I’m going to turn my cellphone off on Friday night.’”

(From *Dominion Post*, “Kids want to get a life”, 6 July 04, p. D5.)

Jobs for Workers

NZ industry cannot find enough qualified staff to fill the gaps left by Kiwis heading for greener pastures overseas, insufficient training and an aging workforce. Builders, lawyers, mechanics, pilots, accountants, miners, train drivers ... the list goes on as New Zealand’s chronic shortage of skilled workers makes itself felt. Unemployment is at a 17-year low of 4%. The number in work has reached two million for the first time.

This can be seen as good news for home educated individuals prepared to chase up and pay for the training they’ll need to be qualified in these non-academic skill areas. Almost every industry has too few skilled workers, and the economy is booming.....but that is partly because of NZ’s comparatively low wage structure.

Nearly half the firms surveyed in

the latest Institute of Economic Research survey pointed to difficulties finding staff as the most common barrier to productivity increases. Council of Trade Unions economist Peter Conway says, however, that a lack of wage growth is the problem — despite three years of skill and labour shortages.

To stay competitive, businesses need to think about better using talent pools they had overlooked in the past, labour secretary James Bulwala says. Employing a wider range of people, older workers, different ethnic groups, migrants, long-term unemployed people, for example, is good for the bottom line, he says. And of course once these up-and-coming home educated individuals are discovered, there will be a rush by employers to nab them!

(From *Dominion Post*, 28 Aug 04, <http://www.stuff.co.nz/stuff/0,2106,3016490a13,00.html>)

Money for Workers

The government is investing more than \$13 million in 2004/2005 for Career Services. This funding supports the following initiatives:

Pathfinder is a new online career guidance and planning tool that allows users to create their own individualised profiles which can then be saved, reviewed and changed over time. Potentially suitable career options are generated, with detailed information on options available, along with a planning exercise to enable the user to explore their next steps. People can re-enter Pathfinder at any time to access and update their profiles as their skills develop or interests change. See <http://tinyurl.com/3wj3> or www.kiwicareers.govt.nz or ring: 0800-222-733.

KiwiCareers website (www.kiwicareers.govt.nz) is New Zealand's primary window to career information, giving a comprehensive source of impartial, up-to-date career and labour market information.

CareerCentres in 16 locations around the country provide face-to-face help, through a variety of services, to individuals, schools and groups. Experienced career consult-

Your Home is a mini world designed for learning everything a person will truly need to know to go through life. It houses a private school, art gallery, library, communications centre (computer, telephone, etc.), restaurant for gourmet and fast food, laundromat, nursery, sports arena, hotel facilities (for guests), hospital (for teaching nursing skills), infirmary, church, transportation services, garage (auto mechanics), music conservatory, repair shop and much more. Teach your children everything you yourself know. — *Maxine McLellan*, JOY Center of Learning, Shelburne, Ontario, Canada.

ants can help people develop a career plan, write a CV and prepare for interviews. Phone 0800-109-901 to find the CareerCentre nearest to you.

CareerPoint is an 0800 contact centre where trained advisors provide free information on careers, courses, training options and job profiles. Phone 0800-222-733, email: careerpoint@careers.govt.nz, fax: (04) 801-2731. Career-Point is open Mon-Fri 9am-9pm, Sat 10am-2pm.

German Compulsory Attendance Gone Mad

The reformation of education is too important to fail, according to Michael Catenhusen, Secretary of State in the German Department of Education. Four professionals for family, health and education have worked out a plan on behalf of the Friedrich-Ebert Foundation. More education for small children is declared to be the way to a smarter, healthier and fairer nation.

The center of their vision is a preschool for children from three to six years old which is free of charge and offers a high-quality, standardized training. Every family would be obligated to send their children to such schools. "It is more important to ensure equality to under-privileged children than to correspond to the wishes of some mothers who would rather have their children at home," thinks health-economist Karl Lauterbach. (*Taz Berlin* Nr. 7422, 30 July 2004, page 7, <http://www.taz.de/pt/2004/07/30/a0130.nf/text.ges>)

The Second Senate of Frankfurt's State Court of Appeals rejected Sigrid and Michael Bauer's appeal

to home school their five children. The parents belong to the Protestant Evangelical-Reformed Church in Giessen and say that aspects of public schooling, like the theory of evolution, religious instruction and sex education, are not compatible with their Christian beliefs. According to the judges in Giessen, the state does not need to heed parents' educational principles when creating content for public schools. On the contrary, the parents must accept the educational aims, content and methods of the public school, even if they contradict their religious convictions. (From <http://www.hslda.org/hs/international/Germany/200409160.asp>)

(Continued from page 1: **Fee-Free**)

Mr Sutcliffe said an added benefit of the scholarship programme was keeping students in Taranaki. "I believe too many kids leave the region and are lost forever. I'd like to think WITT can meet many of their needs; I'd like to have at least a serious choice for them and their parents," he said.

While the initial cost of providing free courses to school leavers would lighten WITT's pocket, Mr Sutcliffe said there was room for another 600 equivalent fulltime students, and that would help pay the bills in the long run. He said the new initiative had benefits in all areas. "There are social and community as well as economic and educational values."

To find out more, call 0800-800-331 or (06) 757-3100, fax (06) 757-3235, info@witt.ac.nz, post: WITT, Bell Street, Private Bag 2030, New Plymouth; www.taranaki.ac.nz.

(From *Daily News*, New Plymouth, "Polytech to offer courses at no charge", 17 Sept 04, <http://www.stuff.co.nz/stuff/0,2106,3037018a7694,00.html>)

Coming Events

Mon-Sat, 11-17 Oct

Home Education
Awareness Week

Sat, 16 October 2004

Homeschool Auckland
Sports and Cultural
Association Annual Art's
Festival

Venue: Dorothy Winstone Auditorium

Contact: hasca@ihug.co.nz

Details: This year the festival theme is "Celebrating the Family."

Sat, 6 November 2004

Hamilton Home
Education Workshop

Contact: Cally Brown,
mjcmbrwn@ihug.co.nz

Tue-Fri, 18-21 Jan 2005

Code Blue
Christian Worldview
Conference

Venue: Willowpark, Auckland

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

Keynote speakers:

Dr R C Sproul, Jr.: A graduate of Reformed Theological Seminary, and Grove City College. He 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, including *Almighty Over All*, *Tearing Down Strongholds*, *Bound for Glory*, *Christian Economics*, and *Eternity in Our Hearts*. 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*. He and his wife Denise are a Home-schooling family with seven children.

Paul Henderson: A writer and researcher for the Maxim institute.

He was born in the UK and is a graduate of the Universities of Aberdeen and Cambridge.

Lewis Meyer: Has a BSc in Biochemistry, author of four small books including *Evolution or Factor X?* Is well known for speaking in secondary schools against evolution.

Michael Drake: Principal of Carey College and has been involved in Christian education for over twenty years. Author of the booklet *The New Maori Myth*.

Programme

Day One: Tue, 18 January 2005
7:45 pm: SALT AND LIGHT:
The need for a Christian
Worldview - Dr. R.C. Sproul

Day Two: Wed, 19 January 2005
9:00 am: SIMPLE (Part 1): One
Lord, one worldview - Dr. R.
C. Sproul

11:00 am: Worldviews in the current political scene in New Zealand - Paul Henderson (Maxim Institute)

2:00 pm: The Christian Worldview and Maori Culture - Michael Drake

7:45 pm: SIMPLE (Part 2): How our worldview impacts our Priorities - Dr. R.C. Sproul

Day Three: Thurs, 20 Jan 2005
9:00 am: SEPARATE (Part 1):
Recognizing false worldviews - Dr. R.C. Sproul

11:00 am: The Creation Factor - Lewis Meyer

2:00 pm: Debate

7:45 pm: SEPARATE (Part 2): A City on a Hill: the distinctiveness of a Christian Worldview - Dr. R.C. Sproul

Day Four: Fri, 21 January 2005
9:00 am: DELIBERATE (Part 1):
The deceitfulness of humanism - Dr. R.C. Sproul

11:00 am: DELIBERATE (Part 2): The importance of presuppositions - Dr. R.C. Sproul

Cost :

Option 1: Live-in pass (includes all lectures, accommodation, and all meals)

\$185 per adult

\$170 per student

Option 2: Full conference non live-in pass (includes all lectures, morning/afternoon teas, lunch, and dinner)

\$100 per adult

\$85 per student

Option 3: One Day pass (for ONE day, includes all lectures, morning/afternoon teas, lunch, and dinner)

Standard fee: \$35

Option 4: Evening pass: (includes all evening lectures)

Standard fee: \$25

Contact Details:

To register, please send an E-mail to cesbooks@intouch.co.nz with details of who will be attending and what options you require. For the One Day Pass, please stipulate the day(s).

Please post a cheque made out to:

Christian Worldview Conference

55 Richards Ave

Forrest Hill

Auckland.

Phone/Fax (09) 410-3933

E-mail: cesbooks@intouch.co.nz

Organizing Committee:

Mark and Carol Munroe

Rodger and Christine Whetton

Craig and Barbara Smith

Mon, 31 Jan 2005

**5th Annual Home
Education Celebration**

Venue: Auckland venue to be confirmed

Contact: Dawn Burgin burgins.of.auckland@xtra.co.nz

Time: 11am-3pm

Co-ordinated by Auckland Home Educators Inc

A popular gathering of 200+ parents, kids & supporters. Let's see how big we can make it for 2005! Fabulous opportunity to mix 'n mingle, buy/sell resources, enjoy a sense of belonging, play games, etc. If you're investigating the Home Education option, come and see first-hand what we're all about. Also refer to the poster in your local library & check out our website at www.home-education.org.nz