



BCHLA NEWS

Winter 04/05

Newsletter of the BC Home Learners' Association

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BCHLA
BC Home Learners'
Association

**By Homeschoolers
For Homeschoolers**



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President's Pen

For this issue, Sherri Piechnik, our new Regional Rep. Director, has prepared an article on behalf of our President.

Christmas is less than 1 month away! This time of year always conjures up images of cozy fireplaces and families gathered together for wonderful meals. Family times. Shopping times. Busy times. Although our minds are often filled with wonderful memories, some have mixed memories of sadness and emotional pain as well as hopes for a more joyous Christmas this year. We don't usually like to let 'others' know that it's not all tinsel and holly and "fa-la-la-la-la-la-la-la-la". But the reality is that we don't have perfect families.

The "family" of BCHLA is changing and growing and this year I've been brought on to fill the position of Regional Rep Director. So let me muse for a bit while I introduce myself and my imperfect family - a homeschooling family, probably not unlike your own.

My husband and I began our homeschool journey in 1984. Along with the academics, we taught our children to love God, to love each other, and to love those around them. We went camping, hiking, fishing and bike riding together. And we laughed a lot; an awful lot! My husband's great delight was to read and pray with his children at night. He told all of us, often, that he loved us and he never missed an opportunity to give a hug or a pat on the shoulder for encouragement. We did it 'right'. But no family is perfect and there are certainly no perfect parents. Some days homeschooling went smoothly, while others were like moving from one battle into the next: Mom feeling grumpy, kids misbehaving, arguing, teasing, Dad too busy with work to help

when I wanted it. But woven through the fabric of our days was the love and loyalty we felt for each other.

And now, 20 years after this journey began, our children are mostly grown adults: Lisa 26, Amanda 24, Adam 22, David 20 and Jonathan 8. (We have also been blessed with a sweet granddaughter, Elleora, age 1.) Three of children are living on their own, our four eldest are all working and we continue to homeschool our youngest. One by one our children began going in different directions; making some of their dreams a reality. Not OUR dreams, their dreams. Not necessarily wrong dreams; different dreams. And sometimes rebelling in ways that we never 'dreamed' of. (Let's face it, none of us hope for rebellion to spring up in the heart of our children.)

At times, over the last 3 years, I've wondered if homeschooling is worth it all. My dreams for my children aren't being realized. But as I look back and re-examine the reasons WHY I homeschool I am reminded that it was God who 'called' me to this. You may have other reasons for homeschooling, but this is mine. I am also reminded that the results of my homeschooling are not controlled by me. As our children move into those adult years they must be given the freedom to make choices. Disappointments, joys, hurts, laughter, all begin to blend together to create different relationships – better relationships.

Today our family is growing and changing. The love that binds us is being strengthened through the difficult situations that we are/have been experiencing. Hurts are healed as we learn new ways of communicating. Forgiveness and uncon-

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President's Pen (con't)

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ditional love are being lived out in realities that were never anticipated. This is my family, the family that I love. The family that in many ways has shaped me into the woman I am today.

Homeschooling regulations have taken some turns and twists over the last few years and so have many of our families. Many of those turns and twists bring about feelings of hopelessness, disappointment, sadness and frustration. For some of us who desire to protect our rights to choose the education of our children as well as administering that education, there are moments of stress when we wonder if it's worth it.

For me, protecting the rights of our families in British Columbia to homeschool, in the traditional sense of that word, is worth all the time and energy. Even if some families go off in another direction to fulfill their own dreams, I want to maintain our freedoms to choose our own curriculum, our own learning outcomes, and our own schedule. If we all do

what we can to ensure this freedom, then maybe our grandchildren will have the same privilege of homeschooling their children in the way their parents were homeschooled. If we only look at these rights as affecting us in the here-and-now, we become very short-sited. Look past yourselves and look into the future. Look to those children, grandchildren and great-grandchildren yet unborn and look to the freedoms that are worth fighting for, on behalf of those who will come behind us. Will we be found faithful?

(Sherri Piechnik is Regional Rep Director for BCHLA. She and her husband Frank conduct a seminar entitled "Building Families of Character" and Sherri has recently conducted a workshop at the National Homeschool Leadership Conference entitled "Homeschooling – Dreams & Disappointments". They currently reside in Surrey, BC with their sons David and Jonathan. Sherri believes that the tradition of homeschooling that was protected and ensured through the diligent efforts of Vicki Livingstone so many years ago is still worth protecting and looks forward to serving the homeschool community of British Columbia with this goal in mind.)



Website Update

In 1833, Vicki Livingstone, the founder of BCHLA (previously called CHEA of BC), prepared a document which was submitted to the Royal Commission on Education in April of that year. This paper was the precursor to the creation of Sections 12-14 in the BC School Act and continues to be the basis for homeschooling in our province.

Our webmaster, Coleen Hein, has recently placed this document on our BCHLA website (at <http://bchla.bc.ca/>) for viewing. We thank Coleen for the tremendous amount of time she spent re-typing this important piece of our history so that it could be available for all to see.

I encourage everyone to read through this submission paper as it relates directly to the educational choices that we make for our children.

For those who do not have access to a computer, please contact us and we will make sure that we get a copy mailed out to you as soon as possible.

-- Susan Rothenbush, President

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Quotable Quote:

A sense of curiosity is nature's original school of education.

~Smiley Blanton



BCHLA Financial Statement 03/04

BC HOME LEARNERS ASSOCIATION STATEMENT OF REVENUES AND EXPENDITURES YEAR ENDED AUGUST 31, 2004

	2004	2003
REVENUE		
Memberships	3,260	4,720
Information packs	406	652
Donations	62	133
Advertising	554	536
Interest - T-Bill Fund	90	85
	4,392	6,126
EXPENDITURES		
BC Convention	161	300
Brochures	196	0
Honorarium	105	0
Internet	21	289
Newsletters	613	915
Office supplies & photocopying	214	257
Postage and courier	489	774
Resource paks	0	584
Sundry	25	60
Telephone	270	229
Travel	914	339
	3,008	3,747
EXCESS OF REVENUE OVER EXPENDITURES	1,384	2,379

STATEMENT OF FINANCIAL POSITION

	August 31 2004	August 31 2003
Cash - operating account	4,301	3,627
Cash - T-Bill Fund	4,916	4,826
	9,217	8,453
Less: memberships paid in advance	440	1,000
advertising paid in advance	0	60
MEMBERS' EQUITY	8,777	7,393



Kudos Column

ku-do (*koo dough*) --award, honour, compliment, praise.

ku-dos (*koo doughz*) —fame & renown resulting from achievement

A new feature in the *BCHLA News* will be our "Kudos Column" which anyone can use to offer kudos to their home students for jobs well done. These can be big or small accomplishments, but if they were important to your child, then they deserve some provincial recognition! Of course, students may want to give kudos to their parents, or you may wish to mention a family friend's child's accomplishments, or your support group kids for a well-done group project.

A "kudo" by definition is "award, honour, compliment, or praise". If a child has completed a workbook or project,

learned to tie their shoes (finally!), successfully cooked and served their first complete meal, built a or finished a wonderful, 4000-word essay on the complexities of financial markets in the North American business sector of Widget Wonders, then they are worthy of some public acclaim!

You may send your kudos to newsletter@bchla.bc.ca, use the contact form on our website (<http://bchla.bc.ca/contactus.html>) or snail-mail them to our mailing address (see back page). Let's give our great students a public pat on the back!



Tech Talk 'n Net Natter

Many homeschoolers are members of various e-mail lists in order to get support, information, help and tips with their chosen curricula, etc. While the lists are helpful, it can be a challenge to read through everything in your e-mail inbox!

However, there is a handy feature that all e-mail programs offer called "filtering." You can create separate folders to hold each e-mail list's mail and have the software automatically sort the mail into the proper folders as it comes in. I'll explain how this is done in Outlook Express. The process is very similar in other programs, such as Netscape.

Step One is to create a folder for your e-mail to be sorted into. In your folders window (usually kept on the left-hand side of your Outlook Express screen), right-click on the main folder called "Inbox". You'll be presented with some options in a small box - pick "New folder".

Now you can create a folder name. Choose something concise but descriptive of the list or posts that you wish to sort, such as "BCHLA List" or "C Mason Posts". Click *OK* and your new folder will appear in alphabetical order under the Inbox in the folder tree.

Step Two will tell the software to filter certain types of mail into that folder. Click on *Tools* on the menu bar, mouse over *Message Rules*, and choose *Mail* from the menu presented. Be sure that the *Mail Rules* tab is chosen at the top of the dialogue box that is now shown, and click on the *New* button on the right-hand side.

You will be presented with condition that you can select and customize in order to filter the mail properly. For e-mail lists, I do the following:

Select "Where the subject line contains specific words"

Select "Move it to the specified folder"

You will notice that in area three of this dialogue box there is now a sentence with some underlined parts. Click on the underlined parts to choose which words the mail must contain in order to be filtered and the folder to put the mail into (i.e., the one you just created in step one)

As most e-mail lists have a tag inserted into the subject lines, I will add those words into the first option. As an example, our BCHLA list has the subject tag `[bchla_list]`, so I type that (including the square brackets) into that section.

You can name the new rule if you like (otherwise they are all "New Mail Rule #X"), and then click *OK* to be taken back to the first box you opened.

Before you exit this dialogue box, you can apply this rule right now to your inbox, which is handy if you have tons of mail stacked up in there from various lists!

Click once on the new rule to select it, and then click on the *Apply Now* button on the right-hand side. Your mail is magically sorted properly and your inbox mail is now easier to read!

Use this for all the lists you are part of to keep your inbox for personal use only. You can use it to filter family mail into separate folders by simply changing the types of things you want filtered (such as using the "From" line instead of the "Subject" line). Use filtering to help keep your inbox as organized as your homeschool bookshelf!

Tech Talk 'n Net Natter, written by BCHLA Webmaster and self-proclaimed computer addict Coleen Hein, will share tips and tricks for internet and computer use related to homeschooling. Look for it in each issue!

CHANGE OF ADDRESS NOTE

Please note that BCHLA's mailing address has changed. It is now:

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BCHLA A.G.M.

As per our Annual General Meeting, held on September 24, 2004, I would like to introduce the following people who have offered to take on positions within our organization.

Sherri Piechnik was nominated to sit on our Board of Directors. She will be serving a two-year term as our Regional Rep. Director. We are so thankful to Sherri for taking the position and are greatly encouraged by the 20-plus years of homeschooling experience that she brings to the Board.

Teresa Donker (Vernon Region), **Vince and Janice Benallack** (Victoria Region), **Rachel Ross-Herbison** (Kootenay Region), and **Mark and Doris Livingstone** (Ucluelet Region) have graciously offered to work as regional reps. in their areas. We want to thank all of you for your volunteer efforts.

We would also like to thank all of our regional reps. who are continuing on with their duties. The work that you do for BCHLA is invaluable.

- Susan Rothenbush, President

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If seagulls hang around the bay,
why aren't they called bay gulls?



Facing the Homeschool Super-Mom

Part One of a two-part article: written by Laura Bankston of Anchorage, Alaska.

I know this Mom. She homeschools her 5 children, plus she tutors several other children that are dropped off at her house. AND she's a Pastor's wife. AND she's working on fixing up the fixer-upper they just moved into. Whenever I've been in her house, it's been immaculate. Her children all have perfect manners. They all seem to be way ahead of their grade level. She's definitely gotta be a *Homeschool Super Mom*.

You're probably thinking of someone like this too, right? Someone that made you think, "Man, my son isn't reading as well as hers." or "My house isn't as clean as hers." Or a million other things.

And you probably discovered her when you were new to homeschooling. When you were already feeling uncertain in your new endeavors. You were already putting high expectations on yourself. You were constantly analyzing to be sure you were doing everything right. And as a result, you tend to be a little over-sensitive about what other's are accomplishing around you without giving enough credit to yourself.

So, it's really important that you remember (as a new homeschooler or a seasoned one) these basic principles that we all so easily forget:

"The 4 Basic Principles That Conquer the 'Super-Moms' Syndrome"

Principle #1: We always see other's through glasses that make them larger than life. When I was a teenager, there was this lady in our church. Her hair and makeup was always perfect. She lived in a big, expensive home. She was very stylish and her kids were so cool. I always wanted to grow up and have that.

But I don't anymore.

I'd rather have my house that gets messy 5 minutes after it gets picked up, my hair that falls down into my eyes as I pick up my children, and my face that only gets makeup on Sunday. Why you may ask? Well, here's why. I'm happy. I love my family, and I wouldn't trade them for anything.

The lady I had idolized as a teen? She still has her perfect home and impeccable style. But, she has a marriage without love and children who are stuck up adults who ignore her totally.

I had seen her through glasses that made her larger than life. In the end, she's not any bigger or greater than me. In fact, she probably wishes that she had my life!

So, if you start to think about someone else who seems to have the life you want, STOP LOOKING! Instead, sit down and make a list of 100 good things in your life--from the air you breathe, to the heat in your home, to the kisses from your child. I guarantee that you'll feel better about yourself that you ever have before.

Principle #2: Everyone has their own unique gift. Everyone has their own unique ability and we tend to notice in other's the abilities that might be our "weak" ones.

For instance, if you think you're house is always messy, you'll seem to know all these people who have perfectly neat homes.

For an example from my life, I have a son who struggles with speech and it seems like every other parent within a 100 mile radius have children with perfect diction. But you know that's not the way it is. My son might not pronounce every phonic sound correctly--yet!--but he has so many other gifts that hardly make that one seem important.

For instance, no one notices his speech. They always comment, though, how loving he is. Just running up to people and giving them hugs. And he has fun no matter what he does. Can you believe one day I actually heard myself saying, "Ryan. Stop that. Not everything is supposed to be fun." I had to step back and slap myself. Then I said, "Never mind. Mommy was wrong. Have as much fun as you can." And I learned a lesson from that.

So, forget about what the homeschooled Jones' are doing. Discover your child's unique ability and relish in it and develop it and learn from it.

Right now, at the end of your list of 100 things that you're grateful for, list 10 wonderful qualities or abilities for yourself and each of your children. Work on acknowledging, praising, and being thankful for all of your gifts. And don't forget to thank God that you got the greatest kids ever born on this earth.

Editor's note: Stay tuned for Principles Three to Five in our Spring issue! We'd like to thank Laura Bankston for her kind permission to use this article in the BCHLA News. You can get more articles plus colouring pages, lesson plans and homework help on her website at www.homeschoolinglibrary.com.

You know you're a homeschool kid when...

1. . . . you ask how much the candy is at the corner store, and your mom makes you add it up yourself.
2. . . . you have just as much fun spending time with a two year old as you do a sixty-two year old.
3. . . . you have a goat's eyeball floating in a jar on your bathroom counter for biology.
4. . . . your dad's hobby becomes a science lesson.
5. . . . every time you ask a question, your mom runs for the encyclopedia to "look it up".
6. . . . a request to raise your allowance develops into a discussion of Money Management and world economy.
7. . . . your mom makes you take a magnifying glass and nature journal when you go for walks "just in case you find something interesting".
8. . . . your household chores of making lunch, doing dinner dishes and helping with the laundry are "practical applications of Home Economics".
9. . . . your history lesson is listening to Grandpa's stories from his childhood.
10. . . . your dad picks up road-kill and takes it home for Science discussion.

Quotable Quote:

We have to abandon the idea that schooling is something restricted to youth. How can it be, in a world where half the things a man knows at 20 are no longer true at 40 -- and half the things he knows at 40 hadn't been discovered when he was 20?

~Arthur C. Clarke

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A Story is Like a Bridge

by Jim Weiss

Note from the Directors:

This thought-provoking article may change not only the way you tell stories to your children but also the reasons why you tell those stories. Although it may not specifically mention homeschooling, we felt that it was applicable to homeschooling.

On the hot summer nights of my memory, my father and mother, my brother and I would sit out on our screened porch after dinner, and Dad would tell stories. We used only a hurricane lamp for light, and some nights we didn't bother with a light at all. As the last daylight faded into purple, and the black, my father's voice would fill the darkness, carrying us off to Solomon's Jerusalem, D'Artagnan's Paris, Tarzan's Jungle. There was no corner of the world, real or fictional, that was not ours; nor was there any literary or historical figure Dad could not bring to life in our imaginations, albeit on a child's level. We learned through these stories. Even more importantly, we discovered the joy of learning. Once that joy is in you, it never leaves you.

All my life since then, I have listened to stories and learned from them. From my mother and my grandparents I learned the family stories that helped me to realize who I was, and from what traditions I sprang. Through the many and varied stories, I came to understand the value of ethical courage. Raw facts that might have flown from my mind stayed with me; once I understood how the people in the stories felt, I remembered their actions.

Of course, as a child I did not realize that these stories were linking me with millions of other people all around the world who shared these tales. Nor did I know that I would become a professional storyteller, recording and performing these and other stories on a mission to build bridges of understanding and feelings of inclusiveness among other people.

One outstanding example occurred in the classroom in which my wife used to teach. Her middle school class consisted of students who misbehaved in mainstream classes. Most were brilliant, powerful individuals who were misusing their intellects and their talents, outrunning the control of the adults in their lives. By now, many were angry outcasts. My wife developed her program in order to help such students begin to heal and to address their problems.


Each year I told stories to her students. I always made a point of telling the myth of Hercules, and not only because I knew the adventures would engage the students'

attention. I explained that Hercules was born with phenomenal physical strength, but misused it terribly. When he lost his temper with another person, Hercules blindly struck out at that person, with disastrous results. Eventually, Hercules consciously set out to reshape or redirect his gift into something positive, something he could use to help others. During the remainder of his long life, he had many astonishing adventures, about which I told the students, and he saved countless lives. Ultimately he became the ancient world's most admired hero.

I never told my listeners why I chose that story. I didn't need to. Every year, as soon as I had left, the students would turn to my wife and say, "This is just like us, isn't it, Mrs. Weiss?" They knew they were gifted; they knew they were misusing their gifts. Long the targets of shouting and preaching, they were closed to such moralizing. But now, recognizing themselves in Hercules, they saw that they, too, might redirect their talents and become contributing, admired members of society instead of outcasts.

Best of all, they did not have to change their fundamental natures to do this. This was critically important, and not

(Continued on page 9)




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A Story is Like a Bridge (con't)

(Continued from page 8)

for their sakes alone. Society's great innovators often operate at the edge of our standard perceptions and mores. Over the thin line, they are criminal or exiles; inside the line, they are scientific discoverers, explorers, poets and painters. A story can help decide such a person's course. Galileo became a scientist because he read the story of Archimedes; Newton became a scientist because he read the story of Galileo.

My wife's students were not unique. More than twenty-four centuries ago, when the citizens of Athens gathered to see the first theatrical productions in history, the plays they viewed retold their familiar myths. In fact, the myth of Hercules, or "Herakles" to the Greeks, was the basis for several of these plays. The playwrights used the commonly held stories to make their points as to what constituted a life well lived. The same story, which, twenty-four centuries later, opened a door of inclusiveness to a group of middle school students, reminded the ancient Athenians of their core beliefs.

Besides, stories are fun. That's the first thing we know about them. Any good storyteller knows that loving the story is absolutely necessary for its performance to succeed. It never works if the teller doesn't care; or as I once wrote, "The story has to sing through the teller before it can sing to the listener."

Almost every great religious, political, or social leader has instinctively known the power of a story. For a story touches heart and mind simultaneously, and there is no more powerful tool for tearing down the emotional walls we all erect and building community, and it is community that our greatest leaders seek to foster.

Similarly, a storyteller, a playwright, a screenwriter, and author of fiction or non-fiction may use the power of the story to foster positive changes. Charles Dickens' beloved little book, "A Christmas Carol", furnishes a famous example. Today we look at the famed tale of the miser Scrooge and his ghostly visitors as an emotionally satisfying dose of "holiday spirit". Dickens himself wrote it in a white-hot fury as a political tract. Having experienced firsthand the misery and shame of childhood poverty, and having been forced to work at that early age to help pay his family's debts, the now-famous author picked up his pen to write about the ever-growing gap between the rich and the poor in Britain. Dickens saw child labour, starvation, debtors' prisons, hunger and cold in the richest, most powerful nation on earth: his native England. He wrote to awaken his fellow citizens to these conditions, and to stir them up to do something about the situation. That little book created a seismic shift in the

thinking of the populace, and resulted in new labour laws and more. No political speech, no newspaper editorial packed with raw data could have achieved half so much. Scrooge's transformation became Britain's.

In the United States, the writings of Frederick Douglass and Harriet Beecher Stowe powerfully stirred millions to act to end slavery. President Lincoln, meeting Mrs. Stowe during the Civil War for the first time, smiled down at her from his great height and said, "So this is the little lady who began all this." Indeed, "Uncle Tom's Cabin" expanded the definition of "American" for millions of readers to include African Americans. Once this happened, slavery was no longer acceptable to them. A century later, the true story of Rosa Parks would personify the inequities of racism. The image of this one woman's reply to the demand she move to the back of the bus that day in Alabama – a polite but firm, "No" – changed the world. Hers was the face that launched, not a thousand ships, but a thousand demonstrations, and then ten thousand on behalf of equality in the United States and in other lands whose citizens learned from this example.

Lincoln recognized in Harriet Beecher Stowe the power of story because he himself was a great one for making his point through stories and sayings. He also became the subject of many of our most widely held stories. We learn as children how young Abe would walk miles to borrow a book, read it by the firelight in his family's log cabin, and then walk more miles to return the book. The story not only shines a light on Lincoln's character; it also suggests the importance of education in acquiring the kind of wisdom for which Lincoln became so admired and loved.

Of course, a story can be misused too. Hitler and his Nazi henchmen perverted the ancient tales of Nordic gods to try to demonstrate the inherent superiority of a "master race", and created or adapted racist fictional stories to try to paint Jews as evil, greedy, conspirators. The line between responsible political leader and demagogue often is painted in the words of story. With wonderful irony, I should add, I have watched the effect on listeners as survivors of the Holocaust have told in story form their own experiences. I have never ever seen an audience left unmoved. Every such telling has served to wipe away differences among individuals, and has inspired a consciousness of our common humanity.

In folk cultures all over the world, too, wisdom is handed down through stories. The griot in an African village memorizes the entire village history word for word, to be used both as communal history and as teaching story. If this seems quaint in an age of computers, not that after the

(Continued on page 11)

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A Story is Like a Bridge (con't)

(Continued from page 9)

attacks of 9/11, the editors of The New York Times eschewed their usual form of journalism to publish, day after day, true stories of individuals whose lives had ended in the WTC attack. Countless readers responded that these stories helped them grasp what was otherwise too overwhelming a tragedy, and this was the first step towards healing.

I know that in my capacity as a professional storyteller, I have been privileged to receive a wide range of comments from people touched by the stories I have recorded or performed in concert. At a recent home education conference, a woman told me that a session I led on using stories to teach history had completely changed her view of history. Now she saw history as a resource. I believe, also, that understanding one another's histories makes it more difficult to hate others.

Five or six years ago, at another home education seminar, I led the participants to visualize their childhood homes. Afterward, a woman quietly told me that she had been systemically abused as a child, and had therefore regarded her childhood home as a place of fear and horror. She had blocked it out completely until we had shared this session, and due to her sense of safety with me, she had been able to "go back" for the first time. She now realized there were some good elements, too, and she could start to explore them. She had felt separated from parts of herself and from other people, until in story form she had been empowered to open her closed doors.

I have heard from countless parents of children whose lives were changed by their interest in a story. There were non-readers who were now voracious readers, and children who had learning disabilities and felt excluded from great literature or history. Many, inspired and instructed through stories, were suddenly able to participate in conversation in ways heretofore impossible.

Almost every storyteller I know has seen the power of stories to heal and to bring us together. Our stories represent what is most unique about each of us, and therefore what may be of particular value. Wonderfully, at the same time, they form a bridge between us, reminding us that each unique person is part of a larger universality among humans, and between humans and nature.

I end as I began, with reflections on my own story. While touching others with stories and storytelling, I, too have been touched, both by the feeling and thoughts people share with me, and by what I learn from my own deep dives into the bottomless sea of story. It is a sea whose every drop is distinctive. Yet, when these drops join together, they can carry us wherever we wish to go and draw us together to reveal the universal themes to be found among us all.

For more information on Jim Weiss' award-winning storytelling audio, contact Fire the Imagination at 1-888-780-0864, by email or online as of Dec. 2004 at www.firetheimagination.ca



20 Reasons to Homeschool

1. Be with your family
 2. Set your own schedule
 3. Vacation when you want
 4. Choose curriculum that best suits the needs of your child
 5. Be totally aware of the state and progress of your child's education
 6. Keep your child away from un-necessary peer pressure
 7. Love, nurture, and teach your child the character and morals you value most
 8. Make learning fun
 9. Make learning as "experiential" as you want
 10. Break up the day however you want to fit your child's learning attention span - Take a break when your child needs a break
 11. Teach your child without any "assumed limitations". Teach multiple languages, develop one skill or subject--the sky's the limit
 12. What you teach an older child naturally filters down to the younger child(ren) making learning much easier and faster for siblings
 13. Teach at the pace and developmental stage appropriate for your child
 14. Avoid educational "labeling"
 15. Allow your child to do think, discuss, and explore in ways not possible in a classroom setting
 16. Develop life skills such as cooking, cleaning, and organizing that are easily learned with the additional time spent at home
 17. Teach the value of responsibility by providing daily jobs
 18. Be around when your child needs to talk
 19. Pass on your religious beliefs and morals to your children and stay away from the "indoctrination" of other school systems
 20. Develop the individualism of your child
- ~ for a larger list of 54 reasons why families choose to homeschool, you can check out http://www.homeschoolinglibrary.com/homeschool_article_reasons.htm

BCHLA

*A history of parents
growing with our
children and with
each other.*

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<http://bchla.bc.ca/>

BCHLA also hosts two provincial e-mail lists to connect BC home educators. Our main list is for general home education issues, especially as it pertains to registration. Use it to ask homeschooling questions, get important updates between newsletters, and see how others teach their kids across the province. Our secondary list is for those in the province who have students enrolled in Distributed Learning Programs to chat about DLP-specific issues. Check them out at - - -

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Quotable Quotes:

If a child can't learn the way we teach, maybe we should teach the way they learn.

~Ignacio Estrada

Education costs money, but then so does ignorance.

~Sir Clause Moser



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