



BCHLA NEWS

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BC Home Learners'
Association

By Homeschoolers
For Homeschoolers



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President's Pen

I always think that August is the beginning of each home school year. August is when I begin to go over the curriculum; whether textbooks, unit studies, or a Charlotte Mason type schedule. I decide when, how many, what, and then I really begin in September. But then we usually go camping in September. It's quiet, with all the kids back in school, and the weather is still balmy. Our year began upon our return from camping. So, as usual, last year I decided to begin after the holiday.

In addition to schooling at home, I also scheduled piano lessons, swimming lessons with the home school group, art classes with the home school group, and skating with the home school group. Then, for the first time, I added drama to the already overloaded schedule. And you know what? All the wonderful activities of life seemed to push my beginning further and further away. I realize that all those activities are wonderful and there's nothing wrong with any of them, but it seems that the good things tend to crowd out the best things in our home school life.

In December I recognized that something had to give. I panicked, thinking we'd never finish the math textbook, he's never going to write cursive, and why even bother trying to put together that science notebook? I messed up again. After more than 20 years of home schooling I still can't get it right!

January. This has become my REAL beginning. In January I didn't enrol in anything but piano. This is when I really begin to home school and even have fun! My nine-year-old son Jonathan and I can complete projects, follow through on writing assignments, and become consistent in learning math. That's when we see results and both of us get excited.

Now we have time for Jonathan to do some of those experiments he loves to work on. I'm able to take the time to encourage him in the subjects he struggles with as well as the ones he loves to study. and he no longer hears, "Hurry up! Get in the car. You're going to be late for swimming!" (or skating or piano or art or drama). We have leisurely days where we can set up an aquarium for snakes and tree frogs in his bedroom, or prepare the Mason bee house so they are ready for the cocoons in the spring. Reading aloud again became a nurturing activity instead of a duty to be finished quickly so we can get in the car and go to another activity.

It's a new beginning; a beginning I love and a beginning our son loves.

Let me encourage you to take a step back and look at what you have accomplished from September to December. Now look forward to June and take time to be a nurturing mom who can enjoy the moments with her children.

(Editor's Note: Jonathan is right on track for finishing that math textbook and he's doing great with the cursive writing.)

BCHLA Used Curriculum Forums Online and Running!

BCHLA is pleased to announce that our used curriculum forums are now up and running!

You may place your ads for your used curriculum or peruse the site for your purchasing needs at any time.

Please read through the Forum Information section before posting or replying to ads for helpful information and posting guidelines.

It's open to everyone. BCHLA membership not required !

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Preventing Rudeness in Homeschooled Children

by Barbara Frank

My family has gotten to know a lot of great kids over the course of our 14 years of homeschooling. We've found homeschooled kids to be generally pleasant, smart, and independent. But homeschooling does not create the perfect child. While I am opposed to formal schooling on many levels, I do think being exposed to a herd of kids on a daily basis does one thing for a child that cannot be replicated in the home, unless the child comes from a huge family. Before I define that solitary benefit of classroom life, let me take you back in time to the days of vaudeville. Back then, if the singer on the stage was not very talented, or if the magician made too many mistakes, the audience responded by booing, hollering, and sometimes even throwing vegetables. If the act was lame enough, the management brought out the Hook, an actual giant hook that stagehands used to reach out from the wings and pull the offending performers offstage.

How does this relate to homeschooling? To put it simply, some homeschooling parents need to use the Hook. In our efforts to allow our children to be heard, to relate information they have learned, and to become conversant with others, we neglect to set limits on their talking. Sometimes, the result is a child who acts like a "know-it-all" (even to adults), disrupts activities because of the need to be the center of attention all the time, or monopolizes conversations until they become monologues.

If such a child were in school, these behaviors would result in his classmates cutting him down to size verbally, the equivalent of the vaudevillian audience booing and throwing vegetables. If need be, the teacher would tell the child to sit down and be quiet (the Hook).

In a large family, something similar would happen. Such a child would be verbally castigated by his siblings, who also want a chance to talk. The parents, dealing with 8 or 12 children requiring attention, would have already taught their large brood to share the spotlight, if for no other reason than to keep their own sanity when dealing with so many children day and night.

But most homeschooling families are not that large, and combined with the homeschooling parent's natural desire to make sure each child gets individual attention, the result is that there are some homeschooled children out there who are running amuck, verbally.

Thanks to some recent experiences, I can provide examples. Let's start with the Know-It-All. A lifelong homeschooler, she is well-versed in many areas, especially science. She can talk about molecular theory, astronomy, and biological warfare in

as much detail as other teenagers discuss their favorite movies.

But if she hears someone say something that may not be 100% accurate, she will quickly and loudly disagree, even if that person is an adult. Respect goes out the window as she corrects the offender in great detail. Should that person be her parent, she will not moderate her tone, and the parent, while looking annoyed, won't do anything in response to her behavior.

How will this habit affect her when she is an adult? If she loudly corrects a client who has said something inaccurate, she will probably lose that client. Nobody likes to be humiliated.

Then there is the Star. He is so accustomed to being the center of attention at home that he expects it in public, too. I recently chaperoned a homeschool group field trip to a hands-on history museum, and had a Star in the group of children (age 11-14) I took through the museum. Though old enough to know better, he cut in front of people in line when things were handed out to be examined. He often joked with others while the docent was talking, causing her to repeat herself more than once. When some of the hands-on activities were being demonstrated, he distracted others with his antics, so that when it was their turn to do the activity, the docent had to repeat the demonstration.

Since the Star's mother was not with us, as chaperone I reprimanded him more than once (receiving several thank-you's from the frustrated docent). But the Star continued his behavior until the field trip was over, then told one of my children that I was mean. I don't think he understood why his behavior was inappropriate.

Imagine his behavior on the job once he's old enough to work, just a few years from now. If he starts his clowning during a staff meeting while his boss is talking, he will jeopardize his job. (On the other hand, he will be perfectly suited for a career in Hollywood, where his rude, demanding behavior is a prerequisite for today's stars).

Finally, there is the Drone. I've found her type to be the most common among homeschooled kids. The drone will go on at length about anything and nothing. She will ignore others who are trying to get in a word edgewise. For her, there are no conversations, only soliloquies. This behavior is common among most small children, homeschooled or not. But it must be nipped in the bud, before the nonstop chatter becomes a lifelong habit. Have you ever called someone who can't bear to set limits on their tiny talker? Often, Mommy gives in to the little Drone's demands to talk to the caller, but never comes

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National News on Home Schooling

Education policies in Saskatchewan and Ontario are causing problems for home schooling families.

In Saskatchewan, as the Saskatoon StarPhoenix reported Monday, some school boards are exercising their legal right to bar children who are being taught at home from their public schools' sports, band and music programs.

At a conference of Saskatchewan Home Based Educators (SHBE) in Saskatoon last weekend, one mother said she had enrolled her 15-year-old son in a public school, even though "he was doing fine" being home-schooled, because that was the only way he could join the high school football team.

The woman – who requested that her name not be used as her husband teaches in the Saskatoon public school system – told the StarPhoenix that she felt it was "incredibly discriminatory for one school division to make that decision." She said she knows of many other parents facing similar problems who have opted to enroll their children in the Catholic school system, which does allow home schoolers to play on their sports teams.

SHBE president Doug Schmuland said his organization is encouraging all school divisions to work with home schoolers on creating some fairly uniform home based education policies.

"We're going to try and eliminate the lows and the highs, the major

discrepancies, and start moving towards a more common ground," he told the StarPhoenix.

In Ontario, home schoolers are concerned about a proposed amendment to the Education Act which would raise the province's compulsory school attendance age from 16 to 18.

Unveiled in December by Education Minister Gerard Kennedy, Bill 52 would require teens under 18 to show proof of current school attendance before they could be given a driver's licence. Home schoolers, who typically graduate early, could face the inability to earn a driver's license due to this age hike. In addition, parents and children unable to provide a legitimate reason for not being in school would also face fines.

Paul Faris, executive director of the Alberta-based Home School Legal Defence Association of Canada, said in a report to its members that this law "extends by two years the time allowed to parents to justify themselves to the government, or fear having to justify themselves to the government, for home schooling their children."

Faris added: "It is not clear yet exactly how the legislation will be implemented as that will largely depend on the regulations and policies that are developed following its passage. Nevertheless, it is very important that our concerns be heard now."

From: tfn@familyfacts.ca www.fotf.ca



BCHLA
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Socialization - Fiction or Fact

How to Answer The Socialization Question Once and For All

I am beginning to tire of the many articles, essays and responses I keep running across on what has become known as the "socialization question".

Homeschooling families, please listen carefully:

What people refer to as socialization is a non-issue! It has become a buzz-word among the Official Homeschool Nay Sayers Society. When someone asks you the question ('What about **SOCIALIZATION!**?'), I suggest you begin by asking them, 'What do you mean by socialization?'

They will likely proceed with some variation on the following theme: 'You know, having your kids spend time with other kids their age. Hanging out with their friends. Stuff like that.'

At this point, do not, under any circumstances respond with, 'Oh my little Susie gets plenty of socialization! She's in 4-H and Awanas, etc, etc, etc, etc. In fact she has so many opportunities for socialization that I hardly have time to teach her some days. Ya day a day a da.'

Why not? Because this is not what socialization really is! Here is a more appropriate response:

'Oh, I think the word you are looking for is socializing. Socialization is actually defined as the process by which the norms and standards of our society are passed from one generation to the next. I've never really thought that a complete stranger's six- year old child would be a good source of information on the correct standards of behaviour in our family and in society as a whole. As for socializing, I remember from my school days that it was something you weren't supposed to be doing during class!'

We do not have to defend homeschooling based on false assumptions, false accusations, and false information. Please stop telling others about all the opportunities your kids have for 'socialization' and start gently exposing them to the real issue here – a lot of what kids learn from other kids in social situations is simply living according to 'The Law of the Jungle'. In our family, we have a higher set of laws to follow and I bet your family does, too.

Next time, don't be afraid to say so!"

Author Unknown

Public School Survey

A recent survey of public school teachers grades K thru 12 asked, "How much time, on average, do you spend with each child individually in a day- making sure they understand the material and answering any questions they might have?"

The answer? Nationwide- an average of 7 minutes per day. That means.... that if you spend 3 hours homeschooling your child **THIS ENTIRE WEEK**, one-on-one.....they will have received more personalized instruction than they would have received in a ***YEAR*** of public school!!

And if you can do that for every week from now until March they will have received more individualized instruction than they would have received in all 13 years of public school; grades K thru 12!

And that's if you just manage 3 hours per week-about 35 minutes each day. Now then....doesn't that provide a little much-needed perspective. (Carefully putting the cork back in your bottle of "whine" and handing you a cracker to go with your cheese)

In short-tutorial education is incredibly efficient- and the homeschooling race is a marathon-not a sprint. Enjoy the journey, one day at a time. Not every day will be great- and some seasons will be better than other seasons. Just remember that the deck is stacked in your favor over the long haul.



Message from our President

Greetings to all our members as we enter the new year of 2006! May this year bring renewed strength and creativity for the tasks that are before all of us as home school parents.

The freedom to home school our children, according to our conscience, is the foundation of the home school movement. This is the freedom that BCHLA has always stood for and this is the freedom we will continue to stand for. Our mandate is to protect and promote home school freedoms in British Columbia.

Just three weeks before the federal election, I was made aware of an article written by a school teacher who was running for the Liberal party in the Surrey-White Rock-Cloverdale riding. His statements regarding home schooling were nothing short of shocking. They can be read on page two of a magazine published by and for teachers. <http://www.bctf.ca/ezone/archive/2003-2004/2003-09/index.pdf> Although education is not a federal issue and although the article was written over two years ago, after speaking to this candidate over the phone and being assured he still held these views, we felt it was important that people know his opinions before going to the polls. HSLDA, who alerted us to the situation, was very helpful in working with us on a Press Release. HSLDA also forwarded that press release to their media contacts. We also sent an email to all our members alerting them to this candidates' thoughts regarding home schooling. Our thanks to HSLDA for standing with us on another home school issue in this province. (Ed. Note: Although the issue most likely had nothing to do with it, this candidate did not win a seat in this election.)

I also received an urgent phone call from a member back in December. It seemed that one of the DL principals had told another enrolled mom that BC was looking at taking on more of "an Alberta model" with regards to home schooling in British Columbia. There would be a meeting of all principals in January. Words like that always start bells and whistles going off in my head. Alberta has much in the way of funding but it also has much in the way of accountability for ALL home schoolers, not just the enrolled ones. That is NOT the model BCHLA wants to see in this province. Again, our mandate is to "protect the FREEDOMS of home schoolers in BC".

A call to Tanya Twynstra (Distance Education & Online Learning) revealed that there was indeed a meeting but it would only be in regards to DL principals and enrolled students. I was assured that the registered home schoolers would not be affected by the topics discussed in the upcoming meeting.

Ontario has always been a province with home school freedoms. Here is an excerpt from the latest newsletter of OCHEC – Ontario Christian Home Educators Connection – voicing concerns about losing those freedoms.

"At a recent Canada-wide home education leaders' convention, I heard about a phenomenon which has the potential to make a significant impact on home educators in Ontario as it has in other places. Leaders from British Columbia shared about the trend towards "distance education" in their province. I believe it is critical for OCHEC to proactively assess and advise against the risks involved. Although different terms are used, this trend can be identified by a couple of key markers. First, home educating families are offered government funding to "home school" under the umbrella of the public system. The local school board then receives money as if the child were attending a local public school. Eventually, the curriculum, timing, process and testing of the home education process is gradually brought under the direct control of public school officials. In order to understand the risks involved in "distance education" or "virtual schools," as they are sometimes called, I believe it is important to keep a clear view of the nature of authentic Christian home education. OCHEC's position regarding the nature of home education involves a number of key elements. OCHEC holds that true home education involves at least four critical planks. Fundamentally, we believe that the responsibility and authority to educate children lies first and foremost with the child's parents. The government's legitimate interest in the welfare of all its citizens does not trump that primary parental obligation. We maintain that responsibility for educational curriculum, methodology, assessment and environment is rightly that of the parents. Logically then, we also believe that parents must be willing to shoulder the financial burden for that education. Finally, we believe that the academic and social nurture of children is best realized in the natural setting of the family.

Unfortunately, distance education, as it is now being widely practiced in BC (and throughout the United States) leaves only that final element untouched. Essentially, those who accept government money will eventually cede control of the direction and substance of their children's education back to the state. I am deeply concerned that the dangling of a cash carrot will eventually take place in Ontario. Thus I am urging OCHEC members to think carefully about their reasons for home educating and resolve to maintain their commitment before God to uphold the responsibility He has given to nurture and train children wisely and biblically. Neither the province of Ontario

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Take Pleasure in Mozart

Janet could hear Sean, her middle son, winding up from the other end of the hall. When he got agitated, his voice took on that shrieking quality that always heralded an all-out meltdown, and today, his voice was on the climb.

But, this time it would be different. Instead of spending an exhausting 12 hours struggling to keep the peace in her home, Janet would simply pop a CD in the stereo and watch Sean's volatile temper melt away within minutes.

Jane, like other homeschooling moms, has a challenging child who often defies all conventional parenting wisdom. Sean's problems affected the entire family and he often turned their happy homeschool on its head with his angry outbursts and fierce determination to resolve every conflict to his satisfaction. Janet sought ways to teach him boundaries and self-control rather than spend every day locked in verbal combat.

Janet saw Sean's anger as a reaction to perceived injustices and insults. He always felt slighted and wronged, and lashed out to protect himself. His deep sensitivity to himself and others made him paradoxically "the child most likely to notice" When she was not well or tired, and he always responded with tenderness and concern. How could she mediate such a sensitive child's hypersensitivity to life?

When he was seven, Sean's conflicts intensified as his relationship with his older brother changed. That's when Janet discovered The Mozart Effect. She bumped into Don Campbell's book, *The Mozart Effect: Tapping the Power of Music to Heal the Body, Strengthen the Mind, and Unlock the Creative Spirit* in the library and decided to use it to help Sean.

Campbell describes a process called entrainment, becoming in sync with something, to explain the way that music affects us. He says, "When listening to mood music, we become subtly entrained to the sonic environment. This is often preferable to silence, particularly for people in pain, because silence can enhance their awareness of discomfort."

"Entrainment explains how brain waves, heart rhythms, respiration, emotional tone, timing, pacing, and other organic rhythms can change subtly according to the music we listen to," writes Campbell. In other words, music physically alters us as we listen. Janet sought to soothe Sean's soul and set out to find songs that he found particularly calming.

She started with the music most highly recommended by Campbell – classical music by the composer, Mozart. A re-

search team at the University of California in the early 1990s discovered the effects of Mozart on children and college students through a series of studies. They found that testers scored higher on the spatial sections of intelligence tests when listening to Mozart than when not. According to Campbell, music has a profound effect on us and there is a measurable effect.

Some of the ways music affects us include:

- . Music masks unpleasant sounds and feelings
- . Music can slow down and equalize brain waves
- . Music affects respiration
- . Music affects heartbeat, pulse rate, and blood pressure
- . Music reduces muscle tension and improves coordination
- . Music affects body temperature
- . Music can increase endorphin levels
- . Music can regulate stress-related hormones
- . Music and sound can boost the immune function

"When listening to mood music, we become subtly entrained to the sonic environment. This is often preferable to silence, particularly for people in pain, because silence can enhance their awareness of discomfort."

Janet used the affects of Mozart's music to Sean's benefit by employing a specific protocol for handling his daily challenges. She decided to engage Sean in the therapy so that he could learn to use it for himself. She began by reading to him several simple articles about The Mozart Effect. They talked about how powerful music therapy was and discussed ways

that they could use it in their family. Sean suggested they buy music just for him and that he be allowed to use it any time he felt the need to calm down.

Once they purchased a pack of Mozart CDs, Janet set to using them every day. She began by setting aside a special time to sit with Sean on the sofa, away from other family members, to listen with him. This time was his alone. She held him and stroked his hair, humming along with the music they both grew to love. She initiated these sessions especially utilizing them to help Sean regain an emotional equilibrium. After a while, Sean learned to remove himself from a situation to listen alone. As he grew older, he did this more and more.

Janet expanded the classical repertoire to include many other composers and filled their home with the lovely strains of music every day. She and the children grew so fond of classical music that they developed a game they called "Name That Composer." They played the game while driving in the car, while eating, while cleaning the house. They expanded their tastes to involve classical guitar, violin, and cello solos. Sean's therapy turned into

Take Pleasure in Mozart cont...

an educational adventure for them all.

The year after Janet discovered The Mozart Effect, Sean began taking piano lessons. His music therapy was broadened by his ability to *make* music. An unusually sensitive and soulful musician, Sean played with great feeling and intensity. Gradually, Janet saw his therapy sessions include his piano as a tool for mood modulation. Sean often disappeared to the living room to play for several minutes; and as he matured, his music became more than a skill, it became a way for him to escape the frustrations of life's chaos. Campbell notes a similar response in many children he studied who were taking Suzuki violin lessons. Making music furthered the positive effects of music therapy in their lives.

Other parents have discovered similar positive benefits of music therapy for their challenging children. *Awakening Ashley: Mozart Knocks Autism on it Ear* details Sharon Ruben's odyssey to heal her daughter with music therapy. Using the Tomatis Method, a sound stimulation therapy program, Ruben found a way to reach her daughter, helping her awaken from the fog of autism.

Sean is still a high-strung child who challenges Janet's parenting skills every day. But, with The Mozart Effect on her side, she's learning how to help her son find ways to control himself and cope with being so sensitive.

Look for *The Mozart Effect for Children: Awakening Your*

Child's Mind, Health, and Creativity with Music by Don Campbell at your library or bookstore. Additionally, you can find out more about the positive effects of music and how to use it as a learning tool and a therapy, by visiting www.mozarteffect.com.

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Beth Wright-Bess is a staff writer for Homeschooling Parent magazine.*

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Judgment Day

by Donna Courreges

I haven't used a standardized test on my kids...yet. I'm still trying to decide if the "goods" outweigh the "bads". I think to myself....Testing is inescapable in our society. What's the big deal? Just go ahead and test the munchkins. I mean (I mumble subliminally) we are often judged in our society. We've all been judged by our looks, by our behavior and most definitely on how well we perform on written or oral tests.

The judgments are often superficial. People with a healthy self-image find such one-dimensional measure bothersome only if failing muster keeps us from a sought after goal. Sigh, groan, alas. It isn't always how well we actually know the game that counts. Often, it is how well we play the game.

{ Translation: how well other people THINK we know the game) My children are not going to be able to avoid all standardized tests. There is the DMV's driving test to look forward to. College midterms, professional certifications.....IF I do decide to formally test the kidsters, it'll mainly be so they can learn and practice test-taking itself. To that end, standardized testing my boys every year or two would have some value. Hey, practice makes perfect....

All the same, I have an instinctual dislike for standardized tests. My oldest son took many a standardized test before we started homeschooling over a year ago. What did those scores really mean? He scored really high on this and yippee! even on that. "Good boy!", said the school and parents. But what, really did those scores mean? They just said we was good in this and that.... Those scores said nothing else. Reading, 'riting, and 'rithmetic.....need to know them, and yep, need to know them well. But I am afraid...I am afraid that we are all going to get so caught up on testing and making SURE we know the basics of language arts, arithmetic and such, that we will over-dedicate the limited time, energy and resources of our schools, teachers and families (yes, I mean homeschoolers too) in the pursuit of straight A's and 96th percentiles.

Warning: Hypothetical, made-up rambling scenario regarding Standardized Testing follows....

Tests, in themselves, are just an exercise. They can be useful. Let's pretend I like taking typing tests.....Maybe, I want an accurate, impartial gauge of improvement in speed, for example. I take a speed test. Uh oh! I plinked out a humbling 20 wpm. Let me try again....oooh! I got a 25 wpm score this time. Practice, practice....take the test. Aha! 40 wpm and climbing....I'm doing good! Now on paper, I look like I'm makin' the grade. I'm showing improvement, I'm hot, man!!! Compare me to all the other ladies in the neighborhood who also took the same standardized speed test and yo! I'm in the 80th percentile. Yay! So what does THAT mean? It means that I can type that particular bunch of words on that there test faster, more accurately than 79/100 other tested typists. And

about 20/100 are, sniff! better typists.

Of course, luckily, there weren't too many numbers in my test paragraph, or I would have done much worse since I have to look at that row of keys...and , and, and good thing I was familiar with that kind of test from all my practice tests. I would have been a lot slower trying to type an excerpt from a technical journal. Yes! I am a "good" typist. (I perform the Happy Dance)

Now...I do type the test faster and more accurately than when I first started taking the tests. Just the practicing reinforced my basic typing and test-taking skills. This is a good thing. But while I was obsessing with my speed typing, my neighbor Shirley, had been doing some speed drills. She improved...went from 25 wpm to 45 wpm...but then she got interested in changing the fonts in her program. This led to her exploring deeper into her word-processing tutorial, which led her to reconfiguring her page layout...which led to her learning more about her desktop publishing program...which led to her becoming a much more computer-literate real-life capable person that she had been before all this fun exploration began. Now, Shirley can't type as well as me (hee hee, she just in the 67th percentile) but, whenever something goes wrong with my Windows upgrades, I call my buddy, computer-guru Shirley, over to help out. Too bad she doesn't get extra credit for being a computer geek, huh?

Oh! and then there's Georgia---the lady across the street. She's in the 95th percentile. She just thinks she's just so great! If Shirley and I were more disciplined, dedicated, she says, then we could be really good typists--like her! But you know what's kind of sad? She quickly and easily got a job as a secretary. I mean that woman can type! Phew! But then, Shirley got hired too. And after a while...some of those people in the personnel department at WileyElectronics Inc, have to go by the book on job descriptions....took Shirley a while to prove herself...but now...she's Georgia's boss.

One Last Note.... If we teach to the test, our scores are higher, true. But now there isn't time for watching the ant hill in the front yard with the neighbor kids. Marveling at that the insect' tiny yet gargantuan strength and reading about the complexities of bug socialism will have to wait until that all-important spelling test has been studied for, again. Natural curiosity becomes a luxury we can't afford...we must get all our "real" work done first...When my kids are ready to launch forth, out on their own, into our wonderfully intricate world, I'll have to ask myself

"Self-education is, I firmly believe, the only kind of education there is." --Isaac Asimov

(Continued on page 9)

Odds 'n Ends...

(Continued from page 2)

back to rescue the person on the other end. In another scenario, the Drone interrupts Mommy on the phone, and Mommy then enters into a long, drawn-out conversation with the child, leaving the caller out completely.

This behavior will eventually be cured at school, where there is not enough time for the Drone to monopolize discussions. But homeschoolers don't have that experience, and so often the homeschooled Drone will continue her conversation-monopolizing habits into adulthood. Her future career may be hampered by this behavior; it certainly won't make her very popular in business meetings.

How should we, as homeschooling parents, react to the discovery of a budding Know-It-All, Star or Drone in our own families? While sending the child to school might solve the problem, it would be like burning down the garage to kill the mice in it. There are simpler, less objectionable ways to deal with this issue.

Start at the dinner table. Parents should be the moderators of meal-time conversation. They can make sure everyone gets a turn to talk, thus preventing monopolizers from taking over. They can correct improper behavior, and eject from the meal those who are disrespectful to their parents: in other words, they can bring out the Hook.

Beyond mealtime, parents should teach their children that interrupting is rude. If a parent is on the phone, the children should not interrupt without a very good reason. During school-time, whether sitting around a table, or under a tree in the backyard, children should be taught to respect each other's viewpoints, and to take turns talking. If necessary, parents can give children time limits, so that they think about what they really want to say before they start. Knowing they have a time limit helps them get to the point faster.

Most of all, parents need to keep in mind that while self-expression is necessary to a child's development, it is not the only opportunity we need to provide to our children. They also need to learn self-control, which will serve them well throughout their lives. Just because they're homeschooled does not give them the right to be rude.

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Barbara Frank is the mother of four homeschooled-from-birth children ages 12-22, a freelance writer/editor, and the author of "Life Prep for Homeschooled Teenagers". To visit her Web site, "The Imperfect Homeschooler", go to www.cardamompublishers.com.

(Continued from page 5)

nor the federal government can free us of that beautiful burden"

Taken from "Message from the Chair of OCHEC" Winter 2005/2006 Article by Jeff Rockwell

Home schooling across our country is changing. We need to be diligent in creating a greater awareness of the consequences of government control in our children's lives.... in our homes! I, personally, do not want to lose the freedoms I have treasured for over 20 years as a home school parent.

We all home school for different reasons. No two families home school in the same manner. But let's work together to maintain these freedoms we hold so dear. And for those who are enrolled. I have heard many of you say that if the accountability gets to be too much you can always go back to being registered. I wonder for how long? When will this freedom, too, be eroded and taken from us?

(Continued from page 8)

some questions and worry: Will they know how to think, learn about and adapt to our rapidly changing world? Or will they just be good testers.

*Homeschoolers Unlimited, Anchorage Alaska
Chart & Compass March 1998*

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Teens and Sleep

"Dad, why do I have to go to bed so early? It's only 10 p.m.! I can't go to sleep this early! This is when 10-year-olds go to bed. I'm 16 and I can stay up later."

"Mom, why do I have to get up now? It's only 6:30 a.m. I didn't get to sleep until 2 a.m.! Just let me sleep!"

Some interesting quotes from an article by Richard Simon Jr., MD:

"Often teenagers have difficulty falling asleep in the evening and difficulty awakening in the morning. There are at least two major reasons for this sleep pattern. It is commonly assumed that teenagers require less sleep than do their younger siblings when in fact teenagers require more sleep. Because of this, teenagers are frequently sleep deprived. To make matters even worse, teenagers typically don't get appropriately timed bright light ..."

"It is very important to remember that to function optimally, teenagers typically require 9 to 10 hours of sleep every 24 hours. It is also important to remember that the biological clock needs to be reset daily by bright light because it typically runs a 24.5 to 25 hour day. Thus, teenagers (and adults with this problem) should try to awaken at approximately the same time (give or take an hour or so) every day, including weekends. The importance of awakening at about the same time every day cannot be overstated! Immediately after awakening, 30 to 40 minutes of bright light will appropriately reset the

"biological clock." During winter time, some people have to use commercially available light boxes for this purpose. If a teenager awakens at approximately the same time every day (weekends included) and gets bright light upon awakening, bedtime will not be a problem. The "biological clock" will turn "off" approximately 9-10 hours (8 hours in adults) before it turns on. Thus, going to bed at a "reasonable" time will be easy if one consistently awakens and gets bright light at the same time every day."

Find the rest of the story on teenage sleep patterns at:
<http://www.smmc.com/index.php?id=102>

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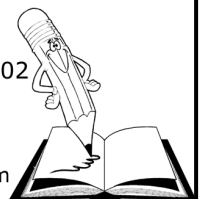
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www.bcconvention.ca
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www.bchomeschool.org/convention2006.htm



Thank You

We would like to express our sincere appreciation to The Home School Community District 69 (Parksville and area) for their generous gift of \$272.30. We are sorry that they have had to close down their support group and trust that each of the families will find support through other groups and families in the area.

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