

The Virginia  
**Home Educator**

Spring 2009

🏠 Home Educators Association of Virginia News Magazine



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**What God Wants Your Teen to Know**

**CONVENTION  
INFORMATION  
INSIDE!**





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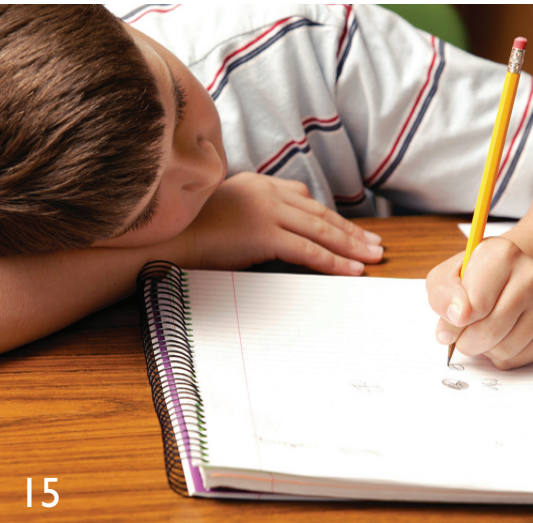
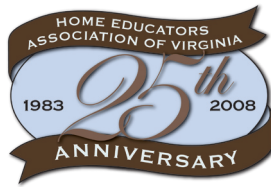
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## FROM THE EDITOR

Mary Kay Smith

**A** couple of months ago, my husband's parents both suddenly found themselves in need of care—one for Alzheimer's and the other for health-related issues. So last week we packed up their house. We looked through every single thing they owned, decided what we wanted to keep, decided what could be donated, decided what should go in a garage sale, and decided what to throw away. When we were finished, I cleaned the empty rooms, we left the keys for the new owner, and we walked away. It took us a mere three days to go through the house and decide the worth and future of their past.

The shock began when we first walked in. Everything was left as though they had been interrupted in the middle of life—which, in fact, they had. But also as if the interruption would some day end and they would come back—which they will not. Instead, they are now living in their respective nursing homes, their lives each distilled down to one room.

Sorting through a household is tough. It is an emotionally painful, brutal task to assess someone's treasures and decide that a lot of it is junk and most of the rest they can live without. I came home and eyed my closets and drawers and possessions from a new perspective. It took less than 10 minutes to fill my first trash bag.

So now and then I ponder that intriguing question: If I had to move to one room or half a room, what are the things I would want with me?

How about you? What would you want with you?

Or, what if you had to distill your family life and schooling down to the things that matter the most? Do you know what would you pick and why?

Inge Cannon, who will give her Transcript Bootcamp at this year's convention, contributed an interesting article for this issue. When my first child was in high school, I *lived* with her high school manual (now incorporated into her Education PLUS program). It taught me how to successfully navigate our way through those years. But in this article, "What God Wants Your Teen to Know," she explains *why* we should teach each subject. Knowing what God wants is what helps in the "distilling process."

We also have wonderful articles from other featured convention speakers. We hope they—and the convention itself—help you to look at your home and school from a "distilled-down, one-room perspective" so you can get rid of any half-used, someday-I-might-get-to-it stuff and focus on what matters. ☺



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## The Virginia Home Educator

Home Educators Association of Virginia News Magazine

The purpose of *The Virginia Home Educator* is to provide information, resources, and encouragement to Virginia homeschool parents. The views expressed in this magazine do not necessarily reflect those of Home Educators Association of Virginia.

*The Virginia Home Educator* is sent quarterly to Virginia's homeschooling families without charge. To receive a free subscription, sign up at [www.heav.org](http://www.heav.org).

To inquire about advertising or submitting an article, please contact HEAV at PO Box 6745, Richmond, Virginia 23230-0745; or e-mail us at [advertising@heav.org](mailto:advertising@heav.org) or [editor@heav.org](mailto:editor@heav.org). HEAV reserves the right to edit for style and space or to refuse any submission deemed inappropriate for our publication.

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### Submission Deadlines:

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Fall 2009 (Issue 4)—September 15  
Winter 2010 (Issue 1)—December 1  
Spring 2010 (Issue 2)—March 15

# Letters

## UNINFORMED & LACKING COMMITMENT

When I started homeschooling in 1995, I was not well informed and not very committed—I simply had a problem and was trying to solve it. Thanks to HEAV, it did not take long for me to become committed to homeschooling, and not just as a way to educate my children, but as a way of life.

Our two older children are now fabulous success stories. Kate attended school on a full scholarship and has graduated *summa cum laude* with a dual degree in biomedical engineering and mathematics. She has been accepted to several medical schools and will be starting in August. Patrick is also attending school on a full scholarship and is finishing his sophomore year in mechanical engineering. He has been selected for an internship at the Night Vision Laboratory at Fort Belvoir.

I would have loved to have had statistics on kids like this when I was first starting out, as it would have been so nice to be able to tell my mother-in-law, “Yes, children who are homeschooled can and do go to college, and in fact, this child is going to medical school.”

I am not the perfect homeschool mom by a long shot and my kids have succeeded far past any expectations that I ever dreamed for them. I just gave them endless love and acceptance and let them learn and explore at their own pace and according to their own interests. Basically, I did not meddle with God’s plan for these children.

Homeschooling has given our family so much. I could never repay you for what you have done to enrich the lives of each member of our family. I credit God first, but homeschooling second, for all of our children’s accomplishments.

*Very sincerely, Pam Proffitt*

## APPRECIATION

Thank you, HEAV, for the excellent work and support of homeschoolers and homeschooling throughout the Commonwealth. You are an inspiration!

*May God bless the work of your hands, Jenice Pearl*

Thank you for all your work to make the Day at the Capitol available to homeschoolers. It was a wonderful experience to learn about our state government at the state capitol, and I am grateful for the opportunity to do so.

I am nearly seventeen and a junior in high school. This year, I studied government, and the chamber presentation in the House of Delegates was especially informing. It was interesting that the governor can send the bill back with recommendation instead of vetoes, and that the General Assembly reconvenes for one day to go over the bills he sends back and vote on them. In addition, this is the first time I have seen the Virginia Supreme Court. I find studying our court systems quite challenging, and it was wonderful to hear someone else using all the legal terms. Applying my understanding to the deputy's examples, I learned a lot. It was a wonderful experience, and I greatly appreciate all you did to make it possible.


*Truly yours, Rachel Guanzier ☺*



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# Freedom Watch

## DAY AT THE CAPITOL—HISTORY AND GOVERNMENT THEY WON'T FORGET!

It was the perfect setting for HEAV's Day at the Capitol—the sun was shining warmly, and there was a light breeze to greet home-school visitors. Everyone was eager to be outside and make his way across the street to the newly restored Capitol and Visitor's Center. Because the session had ended, the Capitol building was quiet, and the grounds were like a park on a spring day. Homeschoolers were the only visitors at the Capitol.

## MORNING ACTIVITIES PREPARE STUDENTS

Early in the morning of March 19, parents and students streamed into the Library of Virginia (across from the Capitol) to pick up tickets, maps, and scavenger-hunt information. TeenPact volunteers distributed tickets for the Chamber Presentation, as well as for the Capitol, Executive Mansion, and Supreme Court tours.

At the library there was a brief introductory session hosted by **Yvonne Bunn**, HEAV's director of homeschool support. Homeschool families met HEAV lobbyist **Oscar Walker** and TeenPact director **Lydia Shanks**. **Maggie Massie**, the House Educational Lead, explained how interested homeschoolers could become Capitol pages. Former **Attorney General Bob McDonnell** and Sena-

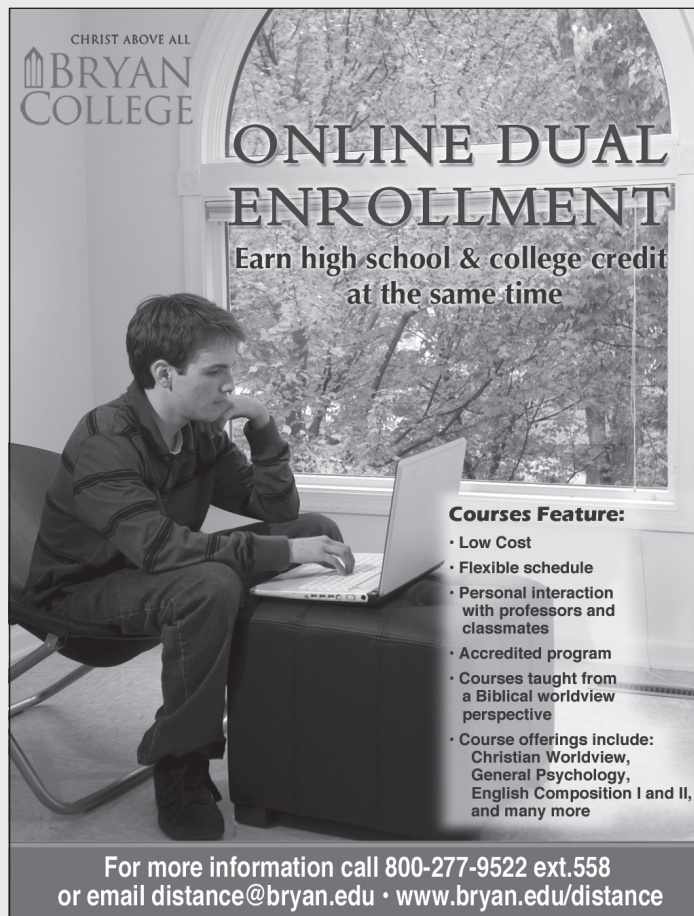
tor **Steve Martin**, representing **Senator Ken Cuccinelli**, shared important information about state government and the upcoming elections. Soon after a brief legislative review, everyone was off to the Capitol grounds.

## STUDENT INVOLVEMENT: THE KEY TO LEARNING

Entire families participated in the Chamber Presentations, which were scheduled four times during the day. Both parents and students sat in the same seats and desks as their legislators in the House and Senate Chambers. House and Senate educational directors explained the Capitol's history and the parliamentary rules. They taught participants how to use the electronic devices on each desk for recognition, speaking, and voting. This kept the students very interested! Those in the House debated a sports-access bill and those on the Senate side debated cell phone use by drivers. Parents and students pushed the appropriate button to be recognized, and then stood and spoke into desk microphones during the discussion. Lively debates ensued before the "legislators" electronically voted "yea" or "nay" on the mock bills.

While those in the chamber presentation were learning about bills becoming laws, others were taking tours of the beautifully restored Capitol. At mid-day, homeschool guests enjoyed picnic or boxed lunches in the Visitor's Center while watching a video of one of the 2009 General Assembly sessions. Afterwards, many families walked across the street to view the Richmond skyline from the City Hall observation tower—one of the tallest buildings downtown. It was great fun seeing a panoramic view of the downtown skyline. You could see students across the street scurrying around the Capitol grounds looking for answers to scavenger-hunt questions.

As the day ended, one parent of a fourth grader remarked they were glad they had come because the Capitol trip made Virginia history come alive for them, while another student said this was a great ending to her senior year government course. Regardless of the age or interest (parents included!), HEAV's Day at the Capitol was a great learning experience that went far beyond the covers of a textbook! ☺



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# VIRGINIA KIDS DID IT!



Front row: Avery Ellis, Aaron Kline, Hannah Hancock, Joey Vinson. Back row: Dr. Karie Dawkins, Sabrina Squire, April Dawkins

Congratulations to Henrico 4-H “WYSIWYG” Lifesmarts Team who placed second in the State Lifesmarts competition held in March at VCU. The team name was discovered as they studied for the competition. “WYSIWYG” is a computer graphics term that means “What You See Is What You Get.” The team included **Joey Vinson** (Captain), **Hannah Hancock**, **April Dawkins**, **Avery Ellis**, and **Aaron Kline**, along with coaches Dr. Karie Dawkins and Ms. Kendra Kyle. All of the students are homeschooled students in the Richmond area. Sabrina Squire, WWBT news anchor, was the emcee for the final round.

Lifesmarts is a national quiz bowl for high school students concerning consumer education. Topics include consumer rights and responsibilities, technology, health and safety, finance, and the environment.

regular wind turbine. This contest was hosted by the University of Akron, the American Chemical Society, and the Akron Global Polymer Academy. The National Museum of Education administers the contest, and it is sponsored by Alliance Rubber Company.

Jared was also a top 15 semi-finalist (out of more than 2,200 entries) in this year’s Bubble Wrap Competition for Young Inventors for another invention, “The Pop-up Solar Cooker Book.” This invention, which uses the insulating qualities of Bubble Wrap, combines two different types of solar cookers into one portable unit that literally pops-up for use. Jared won \$500 for being a winner in this contest. Jared is the first and only student in the United States to be a semi-finalist in both the Rubber Band and Bubble Wrap Contest at the same time!

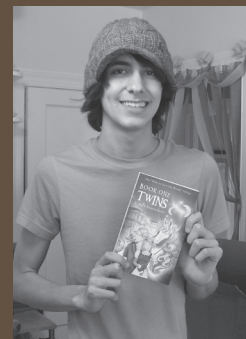


Jared Mann and his prize winning “Power Tree”

Congratulations to sixth-grade **Jared Mann** (Christiansburg), who was selected as a finalist in the first ever Rubber Band Contest for Young Inventors! Jared and his family were flown to Ohio where Jared was honored at the University of Akron for his inventiveness and presented with the third-place award. He received \$2,500 in savings bonds and a \$500 Visa gift card.

Renewable energy was the theme of Jared’s invention, “The Power Tree.” This invention makes use of rubber bands to generate electricity from the wind, even when the wind speed is below that which can be used by a

Congratulations to 18-year-old **Tristan Nicholas Fensterman, Jr.** (Mattaponi), whose first book *Twins* in his *How to Save the World* trilogy was published by Tate Publishing and released nationally on March 3rd. This Christian fantasy adventure is a story of sacrifice and finding one’s calling. Tristan (who goes by Nick) started writing the book at 14 years of age and submitted the final manuscript when he was 16. Only four percent of the manuscripts submitted to Tate Publishing are chosen to be published.



Nick has been homeschooled for his entire formal education and thanks his mother for encouraging him to read J.R.R. Tolkien, Brian Jacques, and C.S. Lewis at a very young age. He will be attending college in the fall to pursue a degree in computer science.

You can find his book in chain bookstores, as well as on [www.TatePublishing.com](http://www.TatePublishing.com). Included in the purchase is a link to download an MP3 audio book edition of *Twins*. ☺



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# What God Wants Your Teen to Know

Inge Cannon

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**T**hink back to your school years as a child or a teen. What lessons were most efficiently learned—the ones you gleaned from a textbook in response to a scheduled assignment or the ones where you were desperate to find answers to a problem you needed to solve at work, at home, at church, or in your personal life? As Christian home educators, we should not allow the traditional credit lineup to interfere with real learning or with the requirements of biblical discipleship.

When exploring God's requirements for what our young people learn, it is important to establish a Scriptural definition of knowledge. II Peter 1:5-8 provides a clear description for an educational sequence which will honor God: "...Add to your faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity. For if these things be in you and abound, they make you that ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus Christ." (KJV)

Knowledge, then, is explored information within the boundaries of faith and character development. There are some things God commands His children *not* to know. He told Adam and Eve that they were not to know evil (Genesis 2:17), and the Apostle Paul affirmed this instruction to the Roman Christians when he wrote, "I would have you wise unto that which is good, and simple concerning evil." Romans 16:19b (KJV)

Learning the true meaning of knowledge requires a wise and understanding heart, which is developed when students allow wisdom to teach them through life's experiences. The book of Proverbs makes this strong appeal. Reasoning skills are strengthened as analogies are used to identify relationships. Many spiritual truths are developed through analogy, and Jesus often used this means of teaching His disciples.

Each subject matter area that comes under consideration in a Christian home school should be examined in light of Scriptural directives. The following list is broader than a mere high school credential; it seeks to define the "end product" of an educational program as Scripture would affirm the goals. These are mastery areas young people should accomplish sometime during their preparation for adulthood.

Regarding **communication skills**, God's Word commands that "*we minister grace to the hearers...*" with our words (Ephesians 4:29). We are reminded as well that we will "*Give account for every idle word...*" (Matthew 12:36), and that our words must be precise in sending forth a clear signal. Thus, we know that students should master **grammar** and **syntax**, the ability to express themselves with the written and spoken word, to be persuasive and instructive or encouraging as situations demand. Because technology enhances our ability to produce the written word, every student should master **computer keyboard** skills.

Where does the realm of literature fit in? Familiarity with great writings will help a student internalize excellent, descriptive means of expressing himself. Many

people ask, "What makes a classic?" A work that has stood the test of time and is true to Biblical themes in dealing accurately with life's challenges is an excellent threshold point for evaluation. He who walks with great men will become wise. Reading is the most accessible and powerful means we have to allow students the regular company of great individuals.

Scripture explicitly commands that we know **history**: "*For whatsoever things were written afore time were written for our learning, that we... might have hope*" Romans 15:4 (KJV). We gain hope or confidence as we learn how God operates His universe and understand His ways in dealing with mankind. Because history is really "HIS STORY," it should begin with the Scriptures—the Old Testament.

**Israel's history** offers a clear demonstration of when people experience blessing and when they experience cursing. "*Blessed is the nation whose God is the Lord,*" the Psalmist reminds us in Psalm 13:12 (KJV). Against this backdrop, study the **rise and fall of each civilization** according to the pattern of Israel's relationship with Jehovah. Then examine **U.S. history** in light of that same pattern. Such an approach gives context and understanding (developing wisdom) to the study and removes the student from the dreadful futility of memorizing meaningless facts.

The next logical place to move a Scripturally oriented educational credential is **church history**. How is God dealing with man during this present age? Begin with Acts, move through the epistles (examining the times and places where these churches were located), and culminate the study by relating the seven churches referenced in Revelation to the major periods in church history. **Current events** should be correlated to Scripture, and the development of **missions** must be explored in this context (forming a meaningful basis for the study of **geography**). The final phase of understanding plumbs the depths of **prophecy**.

The prophet Isaiah described the three-branch structure of government long before Christ was born: "*For the Lord is our Judge, the Lord is our lawgiver, the Lord is our King; He will save us*" Isaiah 33:22 (KJV). As you study **government**, examine the U.S. Constitution in relationship to biblical principles or foundational references.

That "*He is before all things... by Him all things consist*" Colossians 1:17 (KJV) forms the rationale and protective framework for the study of **science**. Honor the limitations of science by formulating a precise definition. Then create a study from hypothesis to evaluation. Understand how thinking with **analogies** enhances **creativity** in inventions. Skills in **taxonomy** will promote understanding of the orderliness of God's creation and build a foundation for an effective apologetic to **refute evolutionary thinking**.

The primary use of **mathematics** that is corroborated in Scripture is accurate business dealings. "*A false balance is abomination to the Lord, but a just weight is his delight*" Proverbs 11:1 (KJV).

(continued on page 17)



26TH ANNUAL HEAV HOMESCHOOL CONVENTION  
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**CHESS TOURNAMENT**

**Friday, June 12**

**From 9 a.m. to noon**

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Have fun and help other homeschool families! The HEAV Convention is supported by volunteers—hundreds of them! Dozens of positions are available and no experience or special skills are required—just a willingness to serve where needed. As a “Thank you!” volunteers get to shop early in the Used Curriculum Sale. Please contact our volunteer coordinator at [volunteers@heav.org](mailto:volunteers@heav.org), or call our office at 804-278-9200.

**SPOUSES & NON-HOMESCHOOLING GRANDPARENTS ARE FREE!**

HEAV is dedicated to sharing vision and encouragement with home-educating families. We realize many live on a single income, so in order to allow husbands and wives to attend the convention together, **SPOUSES ARE FREE!**

We believe this policy promotes the importance of both parents sharing a vision for home education, and we hope this will be a blessing to your family.

Non-homeschooling grandparents may also attend for FREE.

**SCHOLARSHIPS ARE ALWAYS AVAILABLE!**

Our desire is to serve homeschooling families. If you, or anyone you know, could use a full or partial scholarship to attend the convention, please give our office a call at 804-278-9200, or send an e-mail to [registration@heav.org](mailto:registration@heav.org).

**HELP GET THE WORD OUT!**

**We absolutely need YOUR help!** Let your friends, church family, MOPS group, local media, and online communities know about the convention. Bulletin inserts, PSAs, and more are available at [www.heav.org](http://www.heav.org).



# Workshop Schedule at-a-Glance

Voddie Baucham



Thursday, June 11	Room	Friday, June 12 Keynote Sessions	Friday Session 1 10:30 - 11:30 AM	Friday Session 2 1:30 - 2:30 PM	Friday Session 3 3:00 - 4:00 PM
THE FOLLOWING FREE SESSIONS ARE IN ROOMS E-10 A/B/C	<b>B-15 A</b> Ballroom Building		Identifying Blocked Learning Gates in Children of All Ages <i>Dianne Craft</i>	IQ: Can It Be Changed? <i>Dianne Craft</i>	Chemistry of Dyslexia, ADD, and SI <i>Dianne Craft</i>
2:00 - 3:00 PM	<b>B-15 B</b> Ballroom Building		Why I'm Glad I Homeschooled Through High School ~ <i>M. Boyer</i>	The Hunters and the Hunted <i>Mike Snavelly</i>	Aunt Lucy? <i>Mike Snavelly</i>
Introduction to Homeschooling <i>Yvonne Bunn</i>	<b>B-15 C</b> Ballroom Building		Discovery Learning Fosters Critical Thinking ~ <i>Jessica Hulcy</i>	Homeschooling—Educating for Eternity: Clarifying Your Vision and Passing It on to Your Children <i>Rick &amp; Marilyn Boyer</i>	Rekindling the Fire of the Founders ~ <i>Marilyn Boyer</i>
3:30 - 4:30 PM	<b>B-16</b> Ballroom Building		How to Teach Geography in a Way That Has Your Kids Asking for More ~ <i>Geography Matters</i>	Identifying and Avoiding the Trouble Spots in Math ~ <i>VideoText Interactive Homeschool Math</i>	Hands-On Science for Grades 5-12 ~ <i>Beginnings Publishing House, Inc.</i>
How to Begin: What You Really Need to Know <i>Yvonne Bunn</i>	<b>B-17</b> Ballroom Building		The Good Reader: Teaching Reading from Birth On <i>Peace Hill Press</i>	ADHD Vs. Kinesthetic Learner: Living Happily with Your Child <i>Rocket Phonics</i>	Raising an Army of Chivalrous Christian Soldiers ~ <i>The Army of Chivalrous Christian Soldiers</i>
5:00 - 6:00 PM	<b>B-18</b> Ballroom Building		Introducing Analytical Grammar <i>Analytical Grammar, Inc.</i>	Raising Godly Young Men of Purpose <i>Alert Academy</i>	Teaching Everyone Together: Build Family and Stay Sane <i>KONOS Curriculum</i>
Know the Law: Notifying & Testing	<b>B-19</b> Ballroom Building		Let's Play with Math <i>RightStart Mathematics</i>	Breathing Life into Your Language Arts <i>Total Language Plus</i>	Help for the Teenager Who Wants to Drive ~ <i>National Driver Training Institute</i>
Demystified <i>Yvonne Bunn</i>	<b>B-21 A/B/C</b> Ballroom Building	<b>KEYNOTE A</b> <b>B-21 A/B/C</b> 8:30 - 10:00 AM			
6:30 - 7:30 PM	<b>E-10 A</b> Exhibit Hall Building		What Is a Classic, Anyway? Teaching Great Books: The Why and the Wherefore ~ <i>Adam Andrews</i>	Teaching the Classics from Seuss to Socrates—Literary Analysis for Everyone ~ <i>Adam Andrews</i>	Wanna Be a WAHM? The Pitfalls and Possibilities of Being a Work at Home Mom ~ <i>Carol Topp, CPA</i>
Choosing Curriculum Like a Pro <i>Jessica Hulcy</i>	<b>E-10 B</b> Exhibit Hall Building	~	A House Divided Against Itself Cannot Stand—The Dangers of a Divided Mind ~ <i>Sue Becker</i>	Healthy Eating Simplified - Part 1 ~ <i>Sue Becker</i>	Healthy Eating Simplified - Part 2 ~ <i>Sue Becker</i>
	<b>E-10 C</b> Exhibit Hall Building	<b>KEYNOTE B</b> <b>B-21 A/B/C</b> 4:30 - 6:30 PM	What's a Dad to Do? <i>Rick Boyer</i>	Get a Jump Start on College: Make Those Teen Years Count! <i>Janice Campbell</i>	Things I Wish I'd Known - A Session for Teens <i>Rick Boyer</i>
THE FOLLOWING CONVENTION FEATURE IS IN ROOM E-11 A/B	<b>E-10 D</b> Exhibit Hall Building	Education and Worldview: How Education Affects Worldview, and What That Means for Your Child <i>Voddie Baucham</i>	Small Business for Teenagers <i>Carol Topp, CPA</i>	Having Our Fathers Eyes and Heart Towards Our Kids <i>Kerin Morgan</i>	Spinning out of Control? The Merry-Go-Round of Busyness <i>Kerin Morgan</i>
2:00 - 5:30 PM	<b>E-11 A</b> Exhibit Hall Building		Overcoming Burnout and Walking in Your Calling to Homeschool ~ <i>Debbie Strayer</i>	Why and How You Should Teach Your Children Etiquette <i>Inge Cannon</i>	Exploring Courtship: Finding a Mate in Treacherous Times <i>Robert Andrews</i>
Transcript Boot Camp <i>Inge Cannon</i>	<b>E-11 B/C</b> Exhibit Hall Building		Don't Miss the Gift in This Child <i>Carol Barnier</i>	The Family That Stays Together Stays Together <i>Steve Demme</i>	If I'm Diapering a Watermelon, Then Where'd I Leave the Baby? <i>Carol Barnier</i>
	<b>E-21 A/B</b> Exhibit Hall Building		Toddlers to Train and Still Time to Teach! <i>Kerin Morgan</i>	The Logic Stage: Where Great Minds Don't Think Alike! <i>Doreen Morgan</i>	Let Them Have Play-Doh! <i>Tammy Duby</i>
	<b>E-21 C</b> Exhibit Hall Building		Entrepreneurship: Providing for Our Families <i>Wade Myers</i>	From Start to Finish: Building a Successful Family-Based Business ~ <i>Wade Myers</i>	Finance Your Business—Without Going into Debt <i>Wade Myers</i>
	<b>E-22 A</b> Exhibit Hall Building		Apprentice School <i>The Apprentice School</i>	Classical Education Made Doable <i>Classical Conversations</i>	Bringing Back the Victory Garden in Your City Backyard ~ <i>Days of Old Herb Farm</i>
	<b>E-22 B</b> Exhibit Hall Building		Creativity: More Than Just a Pretty Picture ~ <i>Moving Beyond the Page</i>	Raising Kids Who Love to Learn <i>Sonlight Curriculum</i>	Take the Groan out of Writing <i>Excellence in Writing</i>
	<b>E-23 B</b> Exhibit Hall Building		Building Character and Strong Work Ethics in Your Children <i>Lifetime Books and Gifts</i>	Planning for High School and Beyond ~ <i>University of Nebraska Independent Study High School</i>	Math-U-See—Math You Can Understand! <i>Math-U-See</i>
<b>THURSDAY EXHIBIT HALL HOURS</b> 5 PM - 9 PM	<b>E-24 A/B</b> Exhibit Hall Building	<b>FRIDAY EXHIBIT HALL HOURS</b> 9:30 AM - 8 PM	Finding Hope in the Valleys of Life <i>Steve Demme</i>	Leaders Need Answers, Too! <i>Facilitated by Yvonne Bunn</i>	From Homeschool to College: What Parents and Students Need to Know to Make the Right Decisions About Higher Education ~ <i>Jonathan Brush</i>

LUNCH 11:30 AM - 1:30 PM  
Debbie Strayer ~ Grace for Leadership  
Janice Campbell ~ Support Group Leadership Luncheon (E-25 A/B)



Inge Cannon



Joel Salatin



Dianne Craft



Wade Myers



Carol Barnier



Steve Demme



Adam Andrews



Jessica Hulcy

Friday Keynote B 4:30 – 6:30 PM	Room	Saturday, June 13 Keynote C 8:30 – 10:00 AM	Saturday Session 4 10:30 – 11:30 AM	Saturday Session 5 1:30 – 2:30 PM	Saturday Session 6 3:00 – 4:00 PM	
<b>KEYNOTE B B-21 A/B/C</b> Education and Worldview: How Education Affects Worldview, and What That Means for Your Child <i>Voddie Baucham</i>	<b>B-15 A</b> Ballroom Building	<b>KEYNOTE C B-21 A/B/C</b> Cultural War <i>Voddie Baucham</i>	Hidden Allergies: Impact on Learning <i>Dianne Craft</i>	Brain Re-training to Remove Learning Glitches ~ <i>Dianne Craft</i>	Right-Brain Math <i>Dianne Craft</i>	
	<b>B-15 B</b> Ballroom Building		Budget Is a Dirty Word: Money Management for Those Who Hate to Manage Money ~ <i>Carol Topp, CPA</i>	Learn Movie Making with Stop Motion Animation! <i>NR Productions</i>	Teaching Character Through History <i>Rick Boyer</i>	
	<b>B-15 C</b> Ballroom Building		You Can Farm: The Entrepreneur's Plan to Start and Succeed in a Farming Business ~ <i>Joel Salatin</i>	Working with Your Kids so They Will Want to Work with You <i>Joel Salatin</i>	Turn Your Home and Yard into a Profit Center <i>Joel Salatin</i>	
	<b>B-16</b> Ballroom Building		Family Lifestyle Learning <i>Math on the Level</i>	"Teaching" the Junior and Senior High Sciences at Home ~ <i>Apologia</i>	How to Teach Latin When You Don't Know It! <i>Latin in the Christian Trivium</i>	
	<b>B-17</b> Ballroom Building		First Language Lessons: Laying an Excellent Foundation in the Early Years ~ <i>The Bookstore for the Well-Trained Mind</i>	Transitions: Childhood to Adolescence to Adulthood <i>Daughters 4 God</i>	Writing Made Simple and Shoe Tying <i>Junction of Function, Inc.</i>	
	<b>B-18</b> Ballroom Building		A God-Focused Approach to Teaching Bible <i>Positive Action</i>	Is Your Homeschool Group Ready for the Next Step? Becoming a 501(c)3 Tax-Exempt Organization <i>Carol Topp, CPA</i>	How to Start and Manage a Homeschool Organization: Boards, Budgets, and Bylaws <i>Carol Topp, CPA</i>	
	<b>B-19</b> Ballroom Building		Effective Management Strategies for Homeschool Groups <i>Homeschool-Life.com</i>	Decoding the Classics: How to Read, Enjoy, and Teach Great Literature ~ <i>Everyday Education</i>	Taking Your Faith to College <i>Jonathan Brush</i>	
	<b>B-21 A/B/C</b> Ballroom Building		<b>SATURDAY EXHIBIT HALL HOURS</b> 9:30 AM – 6:30 PM	Biblical Manhood: What He Must Be According to Scripture ( <i>Men &amp; Boys only</i> ) ~ <i>Voddie Baucham</i>	3:30 PM – 5:30 PM Class of 2009 Graduation Ceremony Altitude or Attitude ~ <i>Steve Demme</i>	
	<b>E-10 A</b> Exhibit Hall Building			Paying for College: Strategies for Graduating Debt-Free <i>Janice Campbell</i>	High School: Mentoring the Head AND the Heart <i>Jessica Hulcy</i>	Obedience from the Heart <i>Marilyn Boyer</i>
	<b>E-10 B</b> Exhibit Hall Building			Literary Keys: Unlocking the Meaning of Classic Books <i>Adam Andrews</i>	The Puzzle of the Grand Canyon <i>Mike Snavely</i>	"It's Onomatopoeia, Mom!" Using Children's Stories to Teach Literary Devices ~ <i>Adam Andrews</i>
	<b>E-10 C/D</b> Exhibit Hall Building			Slaying Lions and Honoring Parents <i>Steve Demme</i>	Getting It All Done <i>Marilyn Boyer</i>	You Don't Have to Live in a Pig Pen to Homeschool <i>Jessica Hulcy</i>
	<b>E-11 A</b> Exhibit Hall Building			Gaining Confidence to Teach <i>Debbie Strayer</i>	Understanding Teaching and Learning Styles <i>Debbie Strayer</i>	The Natural Approach to Teaching Thinking <i>Debbie Strayer</i>
	<b>E-11 B/C</b> Exhibit Hall Building			A Prodigal Speaks Out <i>Carol Barnier</i>	HELP! How Do I Teach This Highly Distractible Child Part 1 ~ <i>Carol Barnier</i>	HELP! How Do I Teach This Highly Distractible Child Part 2 ~ <i>Carol Barnier</i>
	<b>E-21 A/B</b> Exhibit Hall Building			Toddlers and Preschoolers (Ages 2-5) <i>Inge Cannon</i>	Parenting - Mission Impossible: If You Choose to Accept It (and You Have!) ~ <i>Robert Andrews</i>	Different Strokes for Different Folks: Teaching Life Skills to Preschoolers and Young Children ~ <i>Doreen Morgan</i>
	<b>E-21 C</b> Exhibit Hall Building			Before You Launch: The 50 Most Important Things You Need to Know ~ <i>Wade Myers</i>	Before You Launch: Evaluate a Real Idea <i>Wade Myers</i>	Q&A Panel: Get Your Questions Answered! <i>Wade Myers</i>
<b>E-22 A</b> Exhibit Hall Building	Organizing Your Home from the Heart <i>Accountable Kids</i>	Combining Classical Education, Charlotte Mason, and Unit Studies with a Christian Perspective <i>My Father's World</i>		Integrating Biblical History Across the Curriculum <i>Answers in Genesis</i>		
<b>E-22 B</b> Exhibit Hall Building	SAT Preparation for Christian Students <i>For Such a Time as This</i>	Coaching Teens Toward Better Writing <i>WriteAtHome.com</i>		Why Art Is Essential to Your Child's Education <i>Arts Attack</i>		
<b>E-23 B</b> Exhibit Hall Building	A New Season to Cherish: Unmarried Adult Children at Home—or Close to Home! <i>Kerin Morgan</i>	Financial Aid: A Road Map to Get You Through the Wilderness <i>Lee Andes</i>		Can We Really Train Our Kids to Be in the World and Not of It? <i>Kerin Morgan</i>		
<b>E-24 A/B</b> Exhibit Hall Building	Do Not Eat the Bread of Idleness <i>The Bread Beckers, Inc.</i>	Lap Books™ Across the Curriculum ~ <i>Tammy Duby</i>		Bringing Science to Life <i>Tammy Duby</i>		

Single Parents' Luncheon in the Marriott Hotel Restaurant from 11:30 AM – 1:30 PM

◆ Exhibitor Workshop

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TEEN/S & YOUNG ADULT/S \_\_\_\_\_  
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SATURDAY ONLY (SPOUSE FREE) EXHIBIT HALL, UCS & WORKSHOPS	<input type="checkbox"/> \$45 <input type="checkbox"/> \$60 \$ _____
SHOPPING ONLY (SPOUSE FREE) EXHIBIT HALL (TH.-SAT.), UCS (FRI.-SAT.) & CHOICE OF KEYNOTE SESSION	<input type="checkbox"/> \$20 <input type="checkbox"/> \$25 \$ _____
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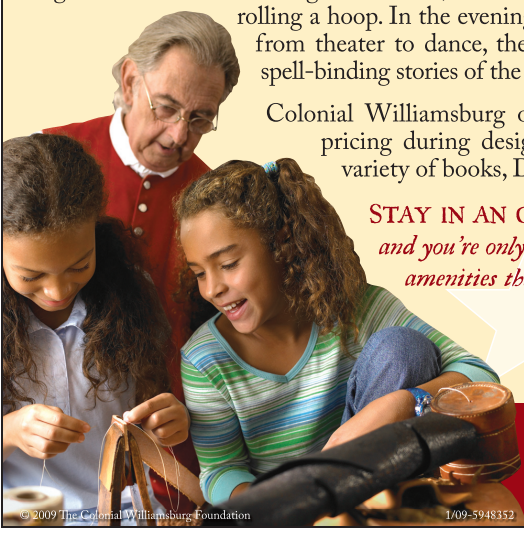
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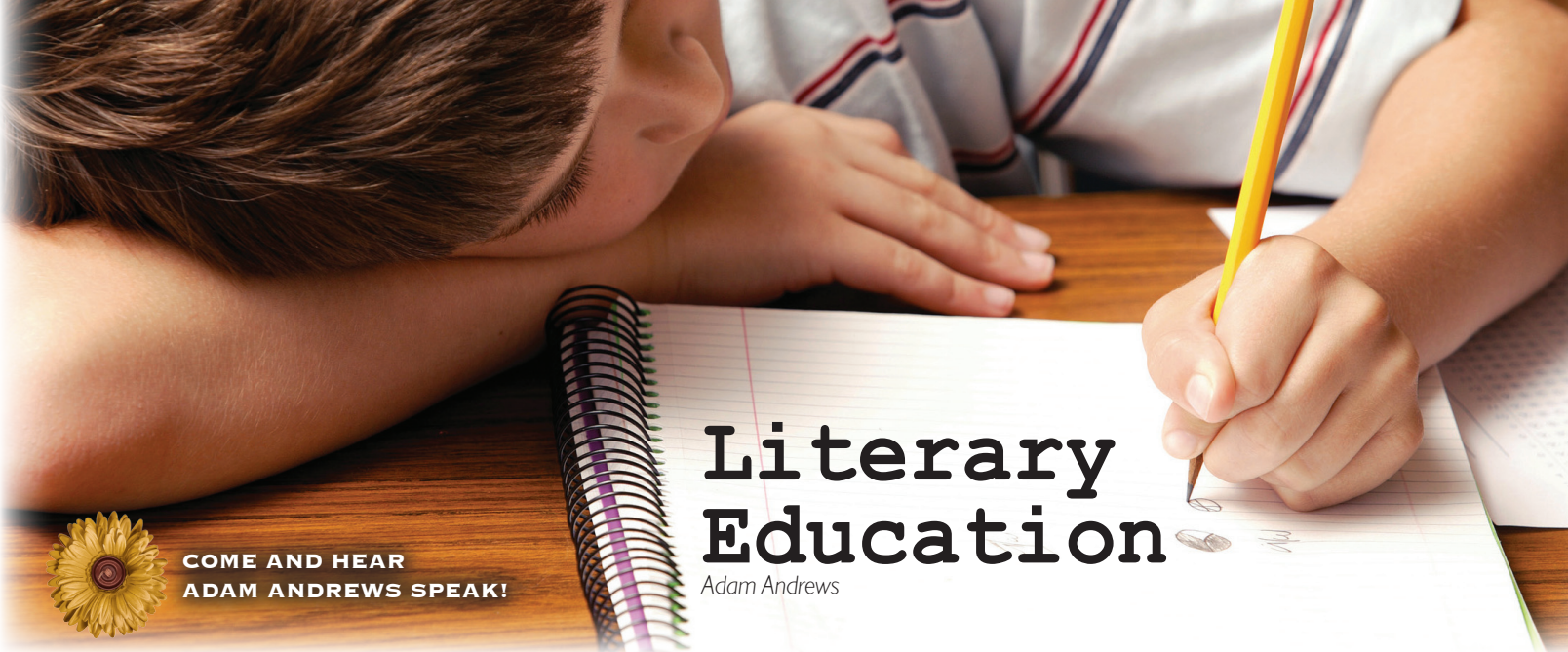
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**COME AND HEAR  
ADAM ANDREWS SPEAK!**

# Literary Education

Adam Andrews

**T**he young writer squirms. It is just as he feared. A vast empty page before him, a clock ticking ominously behind, and nothing to say! The bugaboo “what do I write about?” flits a ghostly flight across his page, and he suffers a debilitating attack of brain lock. He looks to the assignment for help, but finds none. “Evaluate \_\_\_\_\_.” “Discuss the implications of \_\_\_\_\_.” Evaluate? Discuss? How? He throws up his hands and admits defeat. Writing is too hard, he decides. *I hate writing.*

Part of the reason this scene is so common is that we teachers have not taught our students to write about ideas. The mature writer views “evaluate” and “discuss” questions as opportunities to express well-formed opinions about matters physical, musical, historical, political, philosophical, theological, or literary. In fact, this is the goal of all writing: to discuss, handle, judge, approve, express, reject, weigh, and generally traffic in *ideas*.

Really, writing is but one of three great human pursuits destined to this end. All three are necessary components of a sound education, and were famously summarized by the 16th-century English philosopher Francis Bacon, who said: “Reading maketh a full man, conference a ready man, and writing an exact man.”

## **READING AND DISCUSSION: CRUCIAL COMPANIONS TO GREAT WRITING**

Writing teachers often haul out this famous quote to remind kids how important writing is, and with good reason: writing alone forces the student to choose one word over another; to weigh the relative merits of the two and decide which one is best. Writing alone empowers a student to express himself in such a way that he cannot be misunderstood.

However, Bacon’s quote has other pearls of wisdom that writing teachers would do well to heed. Though writing makes an exact man, reading and discussion (conference) make a full and ready one. Reading and discussion force the writer to choose one idea over another, to weigh their relative merits in the crucible of conversation and decide which one is best. Reading and discussion supply the writer with raw materials to build and express his own opinions.

In reading, we confront and acquire ideas. In discussion, we evaluate and judge them. In writing, we express our judgments persuasively, with grace and power. Perhaps this is what Bacon meant: that reading, discussion and writing, when pursued together, make a complete man.

## **CLASSIC LITERATURE: A STOREHOUSE OF GREAT IDEAS**

What then should the aspiring writer read? Classic literature, of course. Here, in every genre and at every level, the student finds ideas beautifully expressed. Even in this age of information, classic literature remains the purest avenue to worlds of experience beyond our own.

Because it beautifully portrays the tragedy, pathos, and wonder of the human condition, great literature is a mine of riches for the writer in search of ideas. Shakespeare’s *Hamlet*, for example, is the source of dozens of terrific discussion questions about human nature: What is heroism? What should loyalty require? Is a man bound by fate, or does he determine his own destiny?

Young writers taught to join in discussions like these will soon be able to participate in what Mortimer Adler called the Great Conversation, a dialogue the human race has been carrying on within itself since the dawn of history. It is a dialogue about ideas, including God, honor, duty, justice, revenge, loyalty, free will, happiness, friendship, and peace. The record of this dialogue is preserved for us in classic literature, the best writing of history’s most thoughtful individuals.

Consistent interaction with classic literature will eventually bring a sense of perspective to a student’s writing that would otherwise be unavailable to him. He will never again ask himself, “what should I write about?” for the wisdom of the ages will be at his fingertips. Writing will have ceased being an assignment; it will have become an impulse, the inevitable result of reading and conversation about ideas.

## **BUT HOW?**

An understanding of a classic book’s basic themes and structural components, coupled with a passing knowledge of the literary devices used by its author, gives a growing writer plenty of ideas to write about when the next assignment comes along. But more than that, a literary education supplies him with intellectual tools: tools of analysis, evaluation, and judgment. These are critical in developing writers who not only write with cogent form and sparkling style but also with understanding and conviction.

Teachers can best supply these things by leading their students into discussion through Socratic questioning. Asking students carefully selected questions about the books they read encourages them to develop their own powers of observation, deduction, and evaluation. The Socratic Method thus encourages good reading, and helps develop better writers, too. *(continued on page 17)*

# Connect with Classical Education

Doreen Morgan



COME AND BE INSPIRED  
BY DOREEN MORGAN  
AT THE CONVENTION!



Choices are everywhere. Seems like I can't even go to the grocery store and buy peanut butter without having to weed through 25 brands—Jif, Skippy, Peter Pan, Smuckers? Organic, no-sugar, crunchy, smooth, natural? It's enough to make a person pass by the peanut butter aisle for life—and not even get to the jelly!

We have the same vast choices in education courses, and it would be easy to pass by a classical approach to home education too. It has been labeled as a “high academic and rigorous course of study,” one that attracts parents who desire to see their children “master the tough stuff” and prepare them for what's most certainly to come. It is true that a classical education can be hard work, but isn't schooling supposed to be a bit challenging? I'm not suggesting that we bring our children to the point of tears or have *you* end up crying yourself; however, our children need to feel challenged and have a sense of accomplishment. Mastery of any one thing breeds confidence to proceed to the next mountainous task.

That said, let's take a look at reasons a classical education is the most natural choice.

## THE WAY CHILDREN LEARN

Almost all classical “how-to” books will introduce you to a buzz word called the “Trivium.” Basically, it is an academic and logical explanation of the way our children naturally learn.

See if this sounds familiar to you. You go to the store but forget the three things you needed. Your seven-year old rattles off the grocery list that you left at home on the counter! Or perhaps you can't quite remember what your neighbor's sister's name is, much less her six children, but your 10-year-old can not only tell you their names, but ages, hair color, and favorite sports teams! What's going on here?

This is called the **Grammar Stage** of a child's life. These are usually the elementary years when your child can not only remember long lists of things but can also “copy” or “mimic” almost perfectly. This is when you teach him the “how to's” from making a bed properly to mastering the multiplication tables.

All children will take on these “sponge-like” characteristics as they soak up everything in their paths. They begin to enjoy absorbing large quantities of info and can spit it out at the drop of a hat. What an excellent season to introduce to them to anything that needs memorization or recitation. Don't worry if they don't understand it all—that will come later.

**Introducing Latin** at this stage is one of the most important things a parent can do for their child right after phonics. Latin in itself is an amazing discipline to achieve, but it also makes up most of the language that we speak. Dorothy Sayers, a fascinating pioneer of the classical movement, once said, “Latin cuts down the labor and pains of learning almost any other subject by at least 50%.” Now that should convince us to get started with a Latin program early on, especially during the “sponge” stage.

Next come the pre-teen years. In middle school, our children begin to “argue.” They question why you ask them to do something and begin to figure out other ways of doing things. You begin to argue back, thinking your child is just getting out of line or needs a good talking to. He challenges everything that is being said or done around him. You have just entered the **Logic Stage** of your educational process.

Once we realize that our children *must* go through this second stage, we can easily adjust how we respond to them and help them to develop formal reasoning skills. Our children need our help to show them the right way to make an appeal when they disagree with us. This is the first step in their understanding why they believe what they believe, and it will begin the process of their learning to take ownership of what they say and how it affects others around them.

**Now is precisely the time to teach all children logic, both formal and informal.** We begin by introducing our children to the fallacies out there in the world. We can refocus their energies into identifying what's wrong with believing that if I use a certain shampoo my hair will forever be long, shiny, and flowing, or that if I vacation at a certain destination all my troubles will disappear. How exciting to see them begin to reanalyze all of the information that they memorized.

The last stage of development comes as no surprise as teens start to focus on what they look and sound like. That “me-centered” mentality is just waiting for us to guide them through what classical education calls the **Rhetoric Stage**.

Once again we approach each subject they study with the intention of “going with a child's own natural flow.” It's time to take all those facts they learned and all that logic they processed and educate them in articulating that to the real world. They will learn to *effectively* communicate and to educate themselves as well as those around them.

Your child's understanding of the knowledge he has will help him with higher education and with managing a career, a home, and eventually a family.

This impressive educational style taught some of the greatest, most successful men and women in our country. Let's use our passion to train up our children and pass the baton. By using this approach, your child will achieve one of the final goals of a Classical education—**Loving to learn.** ☺



*By God's grace, Doreen Morgan—who will be speaking at this year's convention—has been home educating for more than 16 years. Doreen, along with her daughter, Faith Mae, recently completed their first book titled Mothers and Daughters: Bridging the Gap. The Morgans own the Faithful Bookshop, a Florida-based homeschool business.*

Visit their website at [www.faithfulbookshop.com](http://www.faithfulbookshop.com).

## Literary Education (continued from page 15)

Francis Bacon said it five hundred years ago, but it is as true as ever: reading, discussion, and writing are the key components of a sound education. By starting with classic books and making use of Socratic discussions, today's teachers can prepare their students to think and write with eloquence and power. ☺



*Adam Andrews—as speaker at this year's convention—is the director of the Center for Literary Education, a PhD candidate in history, and a homeschooling father of six. Since 2003, he has traveled throughout the United States and Canada, presenting an innovative and accessible method for teaching the crucial skills of literary analysis and interpretation. You can learn more*

*about his resources and approach at [www.centerforlit.com](http://www.centerforlit.com).*

## What God Wants Your Teen to Know

*(continued from page 10)*

Character development and reputation (a “good name”) is intricately tied to a person's application of **proper stewardship**. In conventional curriculum, the scientific expressions of higher mathematics often preclude **consumer and business math**. The development of the “higher” skills is by no means wrong; in fact, it is an expression of an exact science. But responsibility in a person's business and home must not be ignored to make room for trigonometry and calculus.

God promised to make his people “*the head and not the tail...*” Deuteronomy 28:13 (KJV) if they would honor His principles in matters of borrowing, lending, and investing. Young people must learn how the “*borrower*” becomes “*servant to the lender*” Proverbs 22:7 (KJV), and cause/effect relationships regarding **debt and prosperity** need to be carefully analyzed.

**Art and music** are the language of the spirit. God gave mankind these means of glorifying His name. The Psalmist describes a heart that is right with God through a musical analogy: “*He hath put a new song in my mouth, even praise unto our God; many shall see it and fear and shall trust in the Lord*” Psalm 40:3 (KJV).

The standard for what to study and what to produce is defined in Philippians 4:8: “*Whatsoever things are true... honest... just... pure... lovely... of good report; If there be any virtue, and if there be any praise, think on these things*” (KJV). We honor God when the expressions of our hearts and our being are consistent with His character. Therefore, any study of the arts must be limited to those means and expressions which draw the believer to become more Christ-like and demonstrate God's character to a world that doesn't know Him. Young people must develop their gifts so that they are not merely consumers of the arts but producers of excellence.

Finally, don't forget to teach your young ladies how to be “keepers at home” (see Titus 2:4-5 and Proverbs 31) and equip your young men to support their own households (see I Timothy 5:8 and Proverbs 24:27). Honoring your son's or daughter's individual bent and following God's direction will round out the picture, allowing you to craft your program to God's design for your family.

The 1828 *American Dictionary of the English Language* by Noah Webster earmarks four necessary components in every person's education: “Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding, correct the temper, and form the manners and habits of youth, and fit them for usefulness in their future stations.” Such an education demands more than the mere accumulation of a list of credits; it demands mature understanding of God's precepts as they impact every subject. ☺



*Inge Cannon's 35+ years of experience as an educator include teaching in K-12 and college-level classrooms, along with many administrative posts. In 1983, the Lord turned her heart toward the homeschool community, where she has provided more than two decades of support. Inge has also done extensive work in taking the mystery out of the high school transcript production process, and is offering her Transcript Bootcamp at this year's convention.*

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# Happy Independence Day!

Rick Boyer

killed him or blown his eyes out, just as our parents were always warning us. But then Billy turned his head oh so slowly and looked up at me. It was the most stunned, blank expression I had ever seen on a human face. Green and brown blobs crawled chin-ward while little bits of fragrant organic fertilizer stuck fast, evidently liking their new location and reluctant to leave it.

It only took one look to see that Billy was uninjured and the group erupted in a roar of screaming laughter. We staggered around on the pasture grass, stiff-legged and aimless, holding our middles and gasping for breath. It was a once-in-a-lifetime experience and it nearly killed us all.

That glorious day is now nearly 40 years in the past. Much has changed, including the perceptions most of us have about the Fourth of July. Back then we still sang patriotic songs in school. We learned about George Washington, Thomas Jefferson, even Nathan Hale. We were taught that America was a special place, and that our roots were sunk deep in the blessing and purposes of God.

Much has changed. That, of course, is just one of the reasons my children aren't in public school.

It was in the twelve-month period spanning parts of 1962-63 that the Supreme Court threw prayer and Bible reading out of school. Not coincidentally, academic achievement plummeted and social problems immediately skyrocketed. Although drugs were almost unheard of in my little town in Kansas, they were already permeating the student body at nearby Wichita State University. The hippie movement was just around the corner. Students protested the Vietnam war. By the late sixties, college campuses were seething with rebellion as scruffy-looking kids burned their draft cards. This, from the sons and daughters of the very generation of heroes who sacrificed so much to win World War II. Liberals across the country started blaming America for every problem around the globe.

Race riots started in cities across the nation. America was portrayed as a place of discrimination and repression as if she had invented slavery and racism. She wasn't given any credit for the fact that the outlawing of slavery began almost immediately after her birth on a state-by-state basis, and that we had entirely rid ourselves of its curse before the end of our first century of existence. No one seemed to notice that opportunities for minority groups were increasing here, while in other countries caste systems millennia-old still separated social classes and outright slavery still existed. Patriotism was quickly dying among the masses.

But I want my kids to know the truth. That's why we make a big deal of Independence Day.

Our founders knew that there is an authority higher than human government. That's why the Declaration refers to God no less than four times. That's why it says that we are endowed by our Creator with certain unalienable rights. By our Creator, not by our government. Our government's only legitimate job is to protect and secure those God-given rights.

I want my kids to know that God gave America life and that He has big plans for her. I want them to know that our founders were not Deists, but overwhelmingly godly or God-fearing men. That 27 of the 56 signers of the Declaration had seminary degrees. That 124 of the first 126 colleges started in this country were Christian schools. I want them to know.

I want my kids to know that there was a terrible price paid in blood and treasure in the pains of the War of Independence, and that other great costs have been incurred throughout our history. That freedom is never free because freedom has many dedicated

**W**hen I was a kid, the Fourth of July was about fireworks. The really great stuff such as cherry bombs and M-80's were already illegal where I lived, but you could still easily and legally acquire Roman candles, bottle rockets, and my wonderful old standby, Black Cat firecrackers. Black Cats could sting fingers for a slow thrower, but oh, the joys of expressing one's creativity with these lovely little explosives.

The crowning glory of my childhood demolitions career was the time we blew up a cow patty in Billy Hancock's face. My family was down home in the Ozarks of Missouri for summer vacation, and this particular day we were over visiting on the Hancock farm. There were three Hancock kids present and all four of us Boyer siblings. We had bought a generous supply of Black Cats (cheap and plentiful) and were having a great time blowing up everything we could find in the pasture. Cow pies were of course a favorite, and somebody eventually suggested cooperating on one as a group to see if we could get several firecrackers to explode at once, increasing the effect on the cow pie. We selected an attractive subject and then squatted around it, poking in so many firecrackers that it looked like a pincushion. Then somebody gave a signal and we all touched off several fuses and leaped back. That is, all of us but little Billy.

Billy somehow missed the cue. Perhaps he thought he had time to light one more fuse before the moment of reckoning. At any rate, Billy was still squatting over the heap when the whole world blew up in his face.

There was a second of awful silence as Billy squatted there immobile. For the space of one breath we thought perhaps we had

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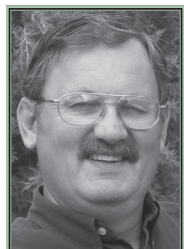
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enemies. That others before us have sacrificed to pass it down to us, and that we must sacrifice in our own turn for those who come after. That America, with all her blemishes, is still the best, most blessed, most free nation that has ever existed on earth. I want them to understand that freedom is so terribly precious that life without her is not fully living.

I want my kids to know. ☺

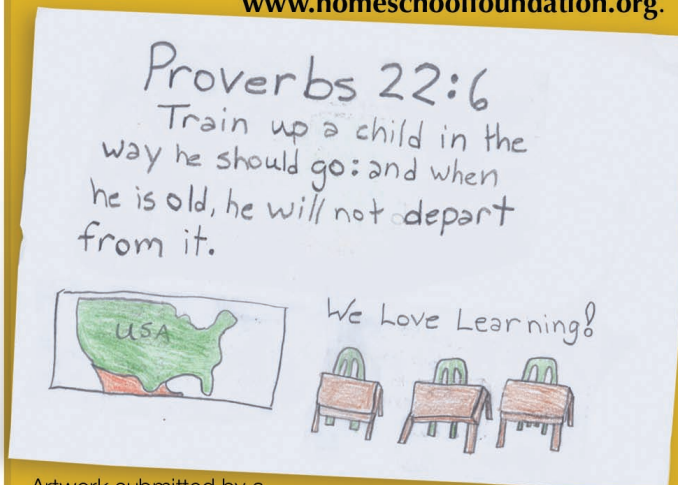


*Homeschooling speaker and author, Rick Boyer, is one the early trailblazers of the home-education movement. He and his wife, Marilyn, have taught their 14 children at home from kindergarten through high school since 1980. He and Marilyn operate The Learning Parent, a ministry to home-teaching families. Visit their website at [www.thelearningparent.com](http://www.thelearningparent.com).*

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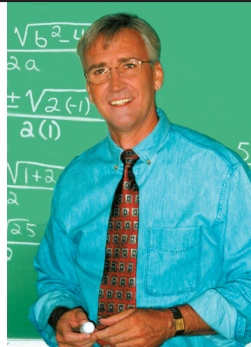
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