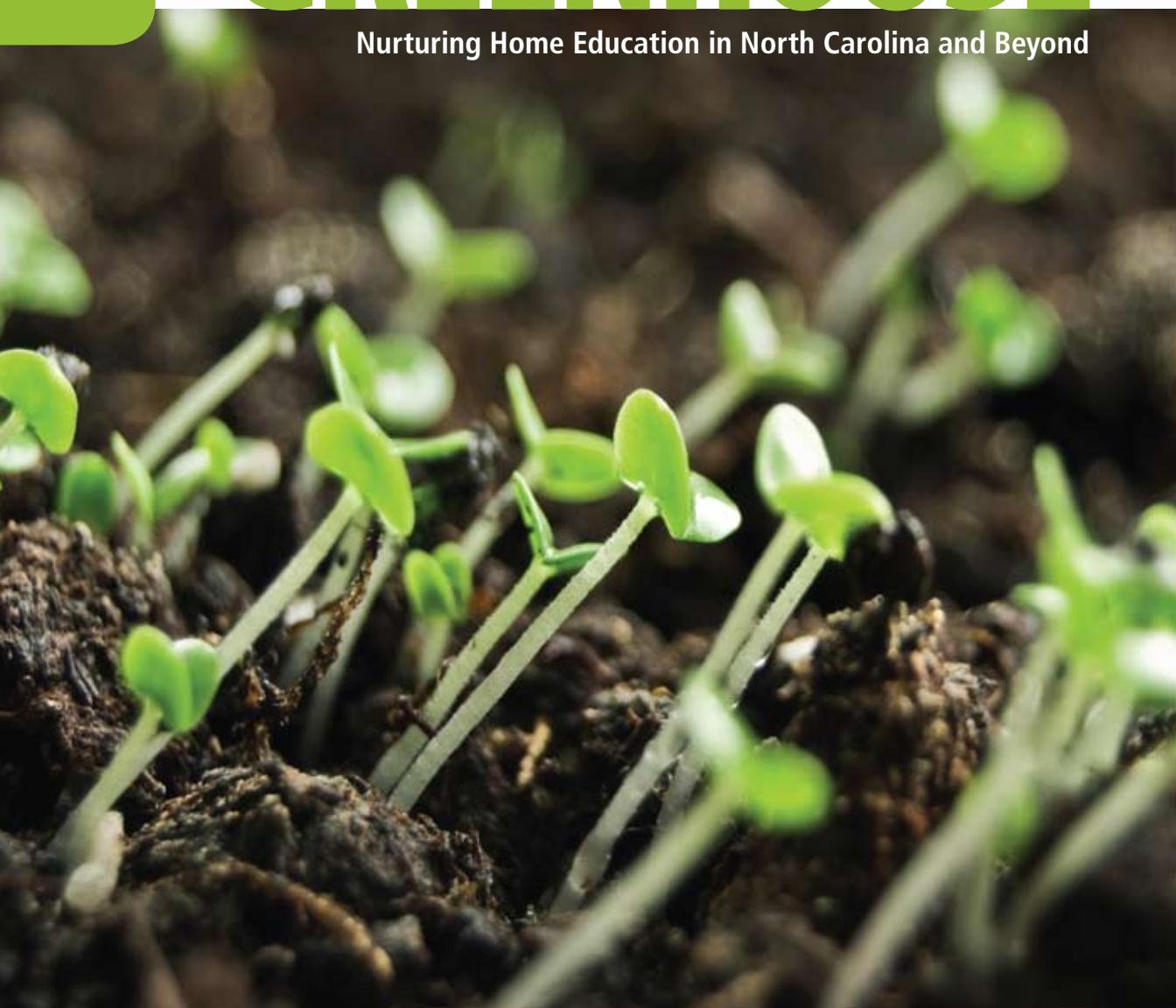


FALL 2012

Volume 31 | No. 1

GREENHOUSE

Nurturing Home Education in North Carolina and Beyond



In This Issue



NORTH CAROLINIANS FOR HOME EDUCATION

- Moments with Mike
- Celebrating GREENHOUSE
- From the Archives
- Virtual Public Schools and Homeschooling Don't Mix

- One Mother's Homeschooling Journey
- NC Page Program
- Ten Things I Want My Kids to Know about Being a Leader
- The Youngs and Great Waters Press

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Charlotte Mason, School Education: Developing a Curriculum, 1907





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About GREENHOUSE

The GREENHOUSE is the periodical of North Carolinians for Home Education. It is a quarterly—four regular issues, plus a bonus graduate issue. It is mailed to subscribers and posted online. The name GREENHOUSE was chosen to represent the type of care homeschooling parents are able to give to their children. Children are lovingly “tended” in a protected and nurturing environment until they are sufficiently mature to go out and take a place of service in the world. Letters and articles addressed to the GREENHOUSE become property of NCHE with full right to publication without further permission required. Ideas and opinions expressed in letters and articles do not necessarily represent those of NCHE.

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DEADLINES (Received By)

Issue Date	Articles	Ads and Announcements
Winter - Jan/Feb/Mar	Nov 20	Dec 1
Spring - Apr/May/Jun	Feb 20	Mar 1
Summer - Jul/Aug/Sep	May 20	Jun 1
Fall - Oct/Nov/Dec	Aug 20	Sep 1

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This newsletter published by:

North Carolinians for Home Education

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CHALLENGES AND ADAPTATIONS



Mike and his wife, Ronda, are homeschooling parents of six children (ages nine to twenty-six) and have homeschooled for seventeen years. They have served on the board of NCHE for eight years. In his day job, he works as an engineering consultant to the electric power industry.

by Mike Marshall

Our NCHE board of directors recently met for a three day planning meeting. The stated goals of NCHE are to provide, promote and protect. We strive to provide information and support for those of you who homeschool. We promote homeschooling as a great way to educate children. We work to protect your right to direct your children's education and homeschool in this state. During our meetings, much time was spent discussing how we can better serve you.

The face of homeschooling has changed quite a bit over the years and that presents many new challenges for us as an organization. The motivations for homeschooling may not always be the same as they were for those of us who started many years ago. The methods of homeschooling may not even be the same. We are adapting and are in the process of making changes in what we offer through our website, annual conference, seminars and other avenues, and we'll work to keep you updated on everything that's happening. We want you to know we are working hard to be a valuable resource for each of you.

One group we especially want to target is new homeschoolers. Statistically a large percentage will quit within the first three years. We realize those who have been at it longer also have needs, and we can't ignore them, but the "newbies" really need our help so they will stay in the game for the long haul. I would like to challenge you to help other homeschoolers, especially those who are new at it, by doing the following:

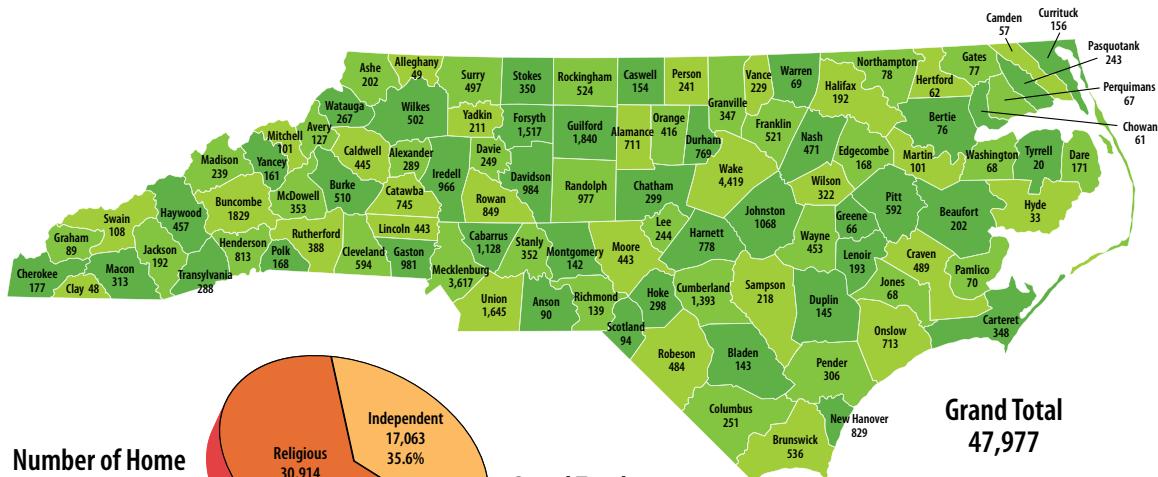
- Encourage someone! We all need encouragement along the way and one reason moms (and dads) decide to quit is they become discouraged because they don't have anyone cheering them on.
- Be a mentor to a less experienced homeschooler. Remember how you felt when you first began homeschooling? Take some time to help someone. And besides, it's good for you, too.
- Do them a favor; don't paint a perfect picture of your homeschool! Be real with them. Many become discouraged because they feel they fall short of the standard the "pros" have set.

We stress teamwork in our organization, and we consider each of you part of the team. If you have ideas on how we can best support and encourage new homeschoolers, we'd love to hear from you. Thanks for your help and support!

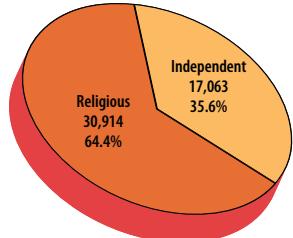


North Carolina Number of Homeschools by County

School Year: 2011 - 2012



Number of Home Schools by Type
School Year: 2011 - 2012

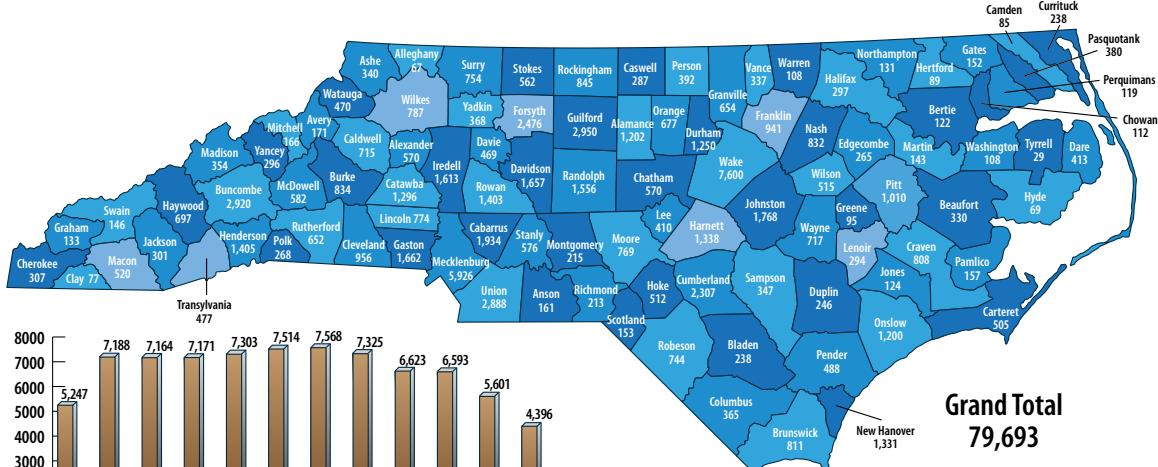


Grand Total
47,977
100.0%

Grand Total
47,977

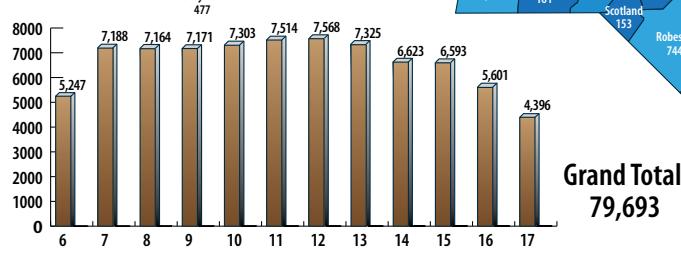
North Carolina Estimated Homeschool Enrollment by County

School Year: 2011 - 2012



Statewide Estimated Enrollment by Age

School Year: 2011 - 2012



Note: All estimates are based on the actual number of homeschooled students operating during the 2011-2012 school term and random sampling of homeschooled students during that term.



CELEBRATING GREENHOUSE



Kevin McClain and his Bride, Brea, are embarking on their tenth year of homeschooling. Kevin is studying educational philosophy at The University of North Carolina at Greensboro where he is employed as an information technologist. He is NCHE's education vice president.

by Kevin McClain

It is my pleasure to introduce the inaugural issue of GREENHOUSE magazine, a publication of North Carolinians for Home Education (NCHE). The publication you hold is considerably different than the *Greenhouse Report*, the publication subscribers received in the mail a few short months ago. A lot has changed. You have immediately noticed its bold cover, compact size (7x10) and robust binding. We have expanded the number of pages and filled them with colorful photos and typography to please. We have moved to a quarterly schedule that provides more time between issues to interact with the content. All these changes, dear reader, were selected to encourage and assist you to fight the overwhelming tendency to rush from one media outlet to another. Slow down a little and enjoy the printed page. It is my hope that you will place GREENHOUSE

1984	1985	1986	1986



Susan Van Dyke, 1990, NCHE executive administrator, on a daily visit to the Legislative Building



The Mason family, 1995, the year Debbie started editing the Greenhouse Report

magazine on your coffee table or bookshelf and revisit it often. Please share it with those who are curious about home education.

While the format and style of the publication has changed, its purpose has not. GREENHOUSE magazine seeks to continue the legacy of service that was the NCHE's *Greenhouse Report*—first published May 10, 1984. For nearly thirty years the *Greenhouse Report* was more than just a newsletter, a way of updating NCHE members on NCHE's activities. From the beginning, the *Greenhouse Report* functioned as NCHE's vehicle to communicate the joy and responsibility of the parental role and one way to embrace that role: home education. The *Greenhouse Report*, with its analogy of nurturing a delicate seedling to become beautiful and strong, carried the vision of wholesome relationships. Within its pages, one received words of inspiration, instruction in methods of homeschooling, information on support groups and analysis of legal activity impacting home educators. Therefore, the *Greenhouse Report* has always been more than a newsletter. The transition from a newsletter format to a magazine format is really an acknowledgement of the richness of the content already present within the pages.

Content richness does not happen on its own! You hold GREENHOUSE magazine in your hands because of the labor of love provided by many families dedicated to serving North Carolinians. The first four issues of NCHE's *Greenhouse Report* in 1984 were produced by Jeff and Kim Golden of High Point. With three pre-school aged children, Kim used a home telephone (a land line, with a cord, no doubt!), an early word processor (the

latest-greatest technology available to her at the time) and the trusty US Postal Service to gather information and craft a publication of roughly three to four pages of content. The four-column, small-print layout of the first issues speaks of her determination to make the most of her resources. The arrival of a fourth child required the Goldens to pass the baton. Other editors from the early years were Terry Manahan, Don Woerner, Walt Goforth and Bob Kretzu.

WHAT WE WANT TO DO

We want our newsletter to be informative, keeping you abreast of the situation in our state regarding home education; encouraging, sharing positive experiences of home schoolers; helpful, giving teacher tips, ideas for educational activities and resources, and providing a forum to share and, hopefully, solve some of the difficulties we encounter; and unifying, bringing together local families for fellowship and mutual help.

Greenhouse Report, July 2, 1984

During the years 1985 to 1988, NCHE organized a significant legislative campaign resulting in our current home education law. In an age prior to widespread email and the World Wide Web, the *Greenhouse Report* played a significant role in the campaign along with many letters written to homeschooled and legislators. Susan Van Dyke, of Raleigh, was very involved with the legislative fight, including helping to write all those letters. She has been involved with the *Greenhouse Report* in many ways for many years. Susan is a top-notch grammarian and even today, Susan Van Dyke still assists NCHE with her editorial skills.

The late 80s and early 90s saw significant changes in



NCHE's operations and organization. First an executive director position and then later an education vice president role were created and given responsibility for the publication. A committee was formed to assist, but I trust that you, the reader, are familiar with the labor-saving tendencies of committees.

Finally, in the mid-90s, Debbie Mason of Charlotte emerged as the primary caretaker of the *Greenhouse Report*. Debbie considers her strength math and laughed when asked to take on the role of editor. But her organizational power, attention to detail and pragmatic attitude have served the publication well. As NCHE's conference grew from hundreds of attendees to thousands, the *Greenhouse Report* served as the vehicle to communicate the wide array of speakers, workshops and book fair vendors. Under Debbie's direction, NCHE developed strong processes to accomplish the complex work required to produce a publication. NCHE education vice presidents have come and gone, but for seventeen years, Debbie has been the constant force in the publication. Even now, the publication you hold reflects her refining power; her capacity to take ideas and make them work. She is a treasure.

The Goldens, the Van Dykes and the Masons all played a significant role in the *Greenhouse Report*. The

longevity of the publication and its transformation into the magazine you hold today is a testimony to their faithfulness. I praise God for these saints (Psalm 16:3). As a small tribute to their service-oriented hearts and as a way of celebrating nearly thirty years of service, GREENHOUSE will occasionally print a column containing articles from the *Greenhouse Report* archives. It is my hope that these columns will help connect you, the reader, to the home educators in NC's history. In these archive columns, you will find the familiar and the foreign. You will find honest reflection on the work of home education, a sense of joy but also a desperate dependence on God's provision. You will find words of delight at the discovery of newfound friends and fellowship. But

you will also find fathers and mothers summoning the courage to engage in civil disobedience and face possible arrest. Times have changed. Home educators are accepted today, and the story of how that came to be reveals itself in these pages. That is the content found within the *Greenhouse Report* and now GREENHOUSE magazine: the most basic expressions of love for the neighbor that is one's child.



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FROM THE ARCHIVES

Editor's Note: In this new column, we will reprint some of our great articles from the past. In recognition of the history of the Greenhouse Report, we are taking some of the sections from the first year of the Greenhouse Report and reprinting them as our first "From the Archives." It is assumed that these were written by Jeff and Kim Golden, the first editors of the Greenhouse Report.

WHO ARE WE?

Greenhouse Report, July 2, 1984

In our first issue of the *Greenhouse Report*, we neglected to introduce ourselves. In our efforts to give birth to our newsletter, we were less worried about how the "baby" looked than in getting it born.

The delivery accomplished, however, we turn to counting fingers and toes, etc. North Carolinians for Home Education is a support group for parents who have assumed full responsibility for their children's education, rather than delegating the job to someone else, be it the state, or a private or church school. In our Articles of Association we state as our purpose:

- To function as a support group, promoting the principles and benefits of home education
- To uphold parental rights to choose the place and means of their children's education
- To educate and inform the people of the State of North Carolina as to the concept of home schools, in the legal and educational issues relevant to home schooling
- To do all activities as may be necessary to protect the rights of parents to direct the education and upbringing of their children through either home schooling, or such alternative educational methods as may prove beneficial in educating children.

That is what we're all about. But who are the organizers? For those of you who have never attended one of our meetings, we are parents who have chosen to educate our children at home, yet in looking at the situation in our state, decided that to do this, we needed the

support, information, and experience that only other homeschoolers could supply. Some of us have school age children; others have only preschoolers; a few are still childless (childless parents? It's all in your frame of mind!) One thing we do have in common is a deep concern for the welfare of children, and a conviction that home education can provide them with superior preparation for life.

COURT CASES

Greenhouse Report, July 2, 1984

We've had many inquiries about the Delconte case, but also heard from many folks who were unaware of the issues and outcomes of that or any other case involving home schoolers. We want to present a clear, concise summary of the charges, decisions, and appeals in the two major cases involving North Carolinians who were educating their children at home.

First, we turn to the Duro case. Many have misinterpreted this case to say that the US Court of Appeals (Fourth Circuit) decided that home education was illegal. This is NOT true. Actually Peter Duro had won the right to teach his children at home in an earlier court case when he was charged by the District Attorney of the Second Judicial District of NC. However, Mr. Duro charged that his civil liberties had been violated by the D.A., claiming that under the First Amendment, his religious liberties allowed him to educate his children with no accountability to the state. It was this claim that the judge ruled against. The judge did not say that home education does not satisfy compulsory attendance laws or the state's "compelling interest" in the education of its citizens, but that, contrary to Duro's claim, the state does have a right to ensure that such education was occurring.

Two important points to remember about the Duro decision: 1) the state's "compelling interest" in the education of its citizens was upheld: we are accountable to the state for the education of our children; 2) it was not the validity of home education that was in question in this case. Duro did not even try to prove that his children

FROM THE ARCHIVES

were being properly educated, claiming, rather, that the state had no right to compel their education, in view of his First Amendment religious liberties. This ruling was in no way a comment on the acceptability or legality of home education, but a ruling on the right of the state to ensure that its citizens are being prepared to take their place as responsible members of a democratic society.

The Delcontes were charged with violating compulsory attendance laws in educating their children at home. At first glance, this seems to say that home education is not a valid form of education. The issue here, however, is not that the state claims that the children are not being educated or even that their education is inadequate, but that, based on a December 1983 opinion by the Attorney General, Rufus Edmisten, a home school does not qualify as a school, and therefore, children attending a home school are not in a school, and are in violation of the compulsory attendance statute.

In deciding this case, the judges must decide if the Attorney General's opinion is legally valid or not. The case is currently before the North Carolina Supreme Court. Oral testimony on the validity of home education was presented by Dr. Raymond Moore, among others, and "friend of the court" briefs were filed by the Christian Legal Society, and the Rutherford Institute. The Supreme Court heard oral arguments on May 9. A decision is expected when the Court convenes after summer recess.

There have also been a few other families around the state charged with truancy, for educating their children at home. The Catos, formerly of Concord, were charged with truancy for teaching their daughter, Lori, as a Satellite School of the Christian Academy of Prospect Heights, IL. District Judge R.L. Warren ruled that the law was too vague to support criminal charges. The state appealed the decision to the Cabarrus County Supreme Court where Justice Judson DeRamus ruled that the law was not too vague and returned the case to District Court, where the Catos received a favorable ruling from Judge Warren, and have continued teaching Lori at home.

The Gottfrieds of Randolph County were charged earlier this year, but had the charges dropped the week of their

court appearance because they received private school status by forming a private school with another family.

The McKinleys and the Millers, both of Buncombe County, had similar situations in that they were both charged with violating the compulsory attendance statute, but both had their cases dismissed at pre-trial hearing because the school districts waited until spring to bring charges, though the children had not attended public school all year. Both have since either gotten private school status, or enrolled their children in a private school.

Other families have told us that they have been harassed or threatened by local school officials. Many still live under the shadow of criminal charges because they have not formed a private school, their school is threatened by the Attorney General's opinion, or they are simply "underground," hoping no one will notice that their children are not in school.

A ROSE BY ANY OTHER NAME . . .

Greenhouse Report, July 2, 1984

To continue in our effort to rectify omission in our first issue . . . Why did we choose the *Greenhouse Report* as a title for our newsletter? Perhaps you have noticed our logo, a rosebud inside a greenhouse. The rosebud was chosen because of a comment of Dr. Raymond Moore in a Teachers College Record article that has been reprinted and is a concise, clear description of the damage that early formal instruction can do to very young children, as well as an explanation of the benefits of delaying formal instruction until the ages of eight to ten years. Dr. Moore says, "The early stimulation theory is much like demanding that we force a tight, new rosebud to bloom—beautiful in its potential and perfect in its immaturity, but not yet fully ready to bloom. No matter how delicately it is forced to a premature bloom, the result is a damaged rose." ("Research and Common Sense: Therapies for Our Homes and Schools," Teachers College Record, Winter, 1983, p. 359.) The home school can allow each child to blossom to a full and beautiful maturity as he becomes

ready. So in our logo, we have placed the rosebud in the green (symbolizing life) house where it can be sheltered and grow undamaged to the fullness of its potential, becoming strong and lovely. Since the NCHE newsletter is a report on this process, the *Greenhouse Report* seemed a fitting title. Hope you like it. We thank Ruby Manahan for designing the logo, F.J Krewson for lettering the title, and Sheila Mingledorff for days of brainstorming that resulted in the title. That you!

TIPS TO THE TEACHERS

Greenhouse Report, May 10, 1984

We hope to make this a regular column for "old-hands" to share the experience and wisdom they've gained in their years of homeschooling with the rest of us, all of whom can afford to learn more about this very personal

art of educating our own children.

- Don't wait until September to prepare for homeschooling. Start this summer (no, not August, NOW) to look over the materials, plan daily schedules, and choose with your child the goals you will set.
- If your older child has been in school until now, take time to prepare your preschooler for the fact that she or he will no longer have your undivided attention during the day. Point out that the older sibling will now be there to play with, teach and be with her or him.
- Write a daily schedule. This serves several purposes:
- It will set definite educational goals and methods.
- It will help you effectively use your time.
- It provides an accurate record for local school authorities who may challenge your schools as non-public schools.



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FROM THE ARCHIVES

- It gives your child a sense of purpose and direction.

This schedule is especially important for younger children who, though of school age, are still learning primarily in an information manner. An example of such unstructured, yet very profitable activity would be:

9:00 Bake bread.

Goals: Measuring, adding, counting (Math) observing action of micro-biotic organisms (yeast) in producing CO₂ as a by-product of digestion (Science) giving a loaf to a neighbor (Social Studies)

10:00 Take a walk (field trip).

Goals: Observing six species of birds in their natural habitat. Collect ten leaves for mounting and labeling (Science). Observe erosion of streambed, layer of earth, various deposits of minerals on the open hillside (Geology)

11:00 Put collection of leaves between wax paper to press. Look up leaves to label.

Get the idea? Make it sound as educational as possible. These are the kinds of activities dedicated teachers wish they had time to do with their classes. The key here is to write it down. Buy a teacher's plan book and fill it.

- Relationships are crucial in homeschooling. If your child has been in regular school until now, you may need to rebuild a relationship with him or her. Take time before you start on academics to establish more communication and trust by activities alone together, as well as with the family. Remember, with young children physical contact is still important.
- Remember that studies have shown that maturational differences between boys and girls don't even out until ages twenty-seven to thirty years old. Don't teach boys and girls together (the same materials at the same time) or you will be teaching the boy that he is not quite all he should be academically, even if he is a couple of years older than his sister.
- Finally, realize that you can use the same texts for different age levels. Simply add enrichment activities, or more complicated tasks to the study. For example, in a study of trees, the six-year-old

might collect and identify five or ten leaves. The ten-year-old might examine a slice of wood to count the rings, note the bark type, discuss how water is carried through the tree, and collect twenty or thirty leaves to identify and mount.

We hope some of these suggestions are helpful to you. We invite you to share your discoveries with us. Remember, even if they seem obvious to you now, if you had to learn them, so will someone else.

WHAT DO YOU SAY?

Greenhouse Report, October 1984

We thank Linda Morgan, administrator of an alternative school, for her creative suggestion to the problem of how to answer folks who say "Why aren't you in school today?"

You know the situation. If you're a homeschooler it's happened to you, either in real life or in your dreams. You're in the checkout line at the grocery store. Yes, you know it's Thursday morning, but you've got company coming for dinner and you're out of several essential ingredients, so here you and the kids are at the store. And behind you in line is a very friendly lady who admires the children, then asks in a sweet tone, "But why aren't you in school today?" What do you say?

No need to stammer and stutter or look guilty. Your children have a valid reason for being where they are. "It's a teacher work day," you answer calmly. Well, it is. You're the teacher, and you have work to do. Quite apart from the fact that grocery shopping is very educational, one of your lessons that day will be meal preparation and the teacher is using this time for lesson preparation. Now don't you feel more virtuous than guilty? Good. Unfortunately, the cashier has had to do a price check, so the lady has time for more questions: "Really, what school do you go to?" Your poised home educated youngster promptly answers, "Such and such Academy (the name of the non-public school in which your children are enrolled)." Apparently the bag boy cannot find that unpriced item, because the lady has time to continue. "Really, I've never heard of

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2012-2013 Theatre Field Trips

CHARLOTTE

Best Christmas Pageant Ever—December 11, 2012 - \$9*

Freedom Train—February 8, 2013 - \$9*

Seussical—March 1, 2013 - \$9*

Ovens Auditorium • 9:45 & 11:45

FAT YETTEVILLE

Junie B. Jones—November 2, 2012 - \$7

Best Christmas Pageant Ever—December 13, 2012 - \$7

Freedom Train—February 19, 2013 - \$7

Seussical—March 7, 2013 - \$7

The Crown Center Theatre • 9:45 & 11:45

GREENSBORO

Junie B. Jones—November 1, 2012 - \$7

Best Christmas Pageant Ever—December 12, 2012 - \$7

Freedom Train—February 21, 2013 - \$7

War Memorial Auditorium • 9:45 & 11:45

HICKORY

Junie B. Jones—October 25, 2012 - \$7

Best Christmas Pageant Ever—December 4, 2012 - \$7

Freedom Train—February 5, 2013 - \$7

Seussical—February 28, 2013 - \$7

P.E. Monroe Aud., Lenoir Rhyne University • 9:45 & 11:45

RALEIGH

Best Christmas Pageant Ever—December 5, 2012 - \$9

Freedom Train—February 6, 2013 - \$9

Seussical—March 11, 2013 - \$9

Progress Energy Center • 9:45 & 11:45

WINSTON-SALEM

Junie B. Jones—October 26, 2012 - \$7

Best Christmas Pageant Ever—December 6, 2012 - \$7

Seussical—March 8, 2013 - \$7

Winston-Salem State University • 9:45 & 11:45

Freedom Train—February 7, 2013 - \$7

Reynolds Auditorium • 9:45 & 11:45

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that one. Where is it?" At this point you can either give a general location (near Anytown, or just north of Whatville) or give the administrative address of the school. Having answered that, the kids may find it hard to answer her next query with straight faces: "Do you like your teacher?" All you can do on this one is give them a warning glance and hope for the best!

So you've handled the lady at the checkout and done beautifully. You're feeling proud of yourself as you pull in the driveway, until you notice Mrs. Smith next door is out working in her yard. She's bound to see that the children "aren't in school." What will you do? How do you explain their frequent daytime presence at home to someone you may barely know, but whose husband is a school board member, and who is herself a former PTA president? Should she actually ask, you can answer that your children attend "_____ School," which is a very small alternative school with a flexible schedule. Recently the children have been engaging in a field study project (share one with her) or a unit of interest, while maintaining a balance and integrating various disciplines." Practice these in front of a mirror until you feel comfortable with them. They're all true, of course, so you'll have the strength of a clear conscience behind your words. And chances are Mrs. Smith won't ask any more difficult questions right then, and you'll be careful to arrange your schedule in such a way that she won't have her curiosity further aroused.

Of course, there are always people who persist in knowing specifically that you are teaching your children at home. These people will need to be fully informed as to the research that demonstrates the validity of home education and the Constitutional rights that back you up.

In the daily, busy course of life, however, avoiding direct confrontation in the ways described above can vastly simplify things, and shorten your shopping trips!





VIRTUAL PUBLIC SCHOOLS AND HOMESCHOOLING DON'T MIX

by Spencer Mason

On June 18, homeschool parents in Iredell County received an invitation from Iredell-Statesville Schools (ISS) superintendent, Brady Johnson, to attend a "community based meeting to discuss the idea of a partnership with the school system." The primary purpose of the meeting was to discuss the possibility of "giving parents in Iredell County access to virtual charter school curriculum at no cost."

I was able to attend the June 27 meeting at Statesville High School. I was pleased to see that homeschool group leaders Jodi Lenz, Marion and Eric Marcy, Charles Nettles and Lynne Taylor were in attendance. Also, at the meeting was the director of the North Carolina Division of Non-Public Education (DNPE), Dr. Chená Flood.

Even though the meeting was called to get homeschool parents input, it seemed to me that ISS had already decided to offer North Carolina Virtual Public School (NCVPS) courses to homeschool students starting in middle school. They offered three options.

OPTION #1

The visiting students' policy, as described on the NCVPS website, will allow a homeschool student to take one class in the ISS virtual school. Dr. Flood pointed out that the DNPE position on the homeschool statute is that the parents, a legal guardian or member of the household in which the student resides must teach core curriculum subjects of language arts, math, science and social studies. Other subjects such as art, band or foreign languages can be taught by someone who is not a member of the household. Based on DNPE's position, the only subject that a middle school homeschool student can take in the ISS virtual

school without being in violation of the homeschool law is foreign language. The tuition for taking one class ranges from \$500 to \$900 depending on the class.

OPTION #2

If the student enrolls in two classes or units, he will give up his homeschool status because he will be classified as a public school student. Because the student is now a public school student, all instruction, books and other educational materials are free. The student will be able to get every class needed for a North Carolina high school diploma on-line except physical education.

OPTION #3

The student can take three classes or units per semester. As with option #2 the student is now a public school student, but with three classes, there is potential eligibility for sports, clubs, etc.

ANALYSIS

Option #1 is a possibility for a homeschool student, but the cost is pretty high. Private schools may offer subjects for less, and there are other options such as computer programs and private on-line classes.

Options #2 and #3 would be appealing to homeschoolers who for one reason or another have decided to quit homeschooling. While the parents would no longer have control over what curriculum is taught and the method of instruction, the student would be able to take most classes at home on the computer.

Option #3 would be especially interesting to parents

who planned to put their children back into public school in order to participate in sports, ROTC, marching band, etc.

The bottom line is this: if a homeschool student attends public school non-core classes (in a classroom or virtual), and he pays his own tuition, then he can still be counted as a homeschool student. If the state pays his tuition, then he is a public school student. While he is a public school student, he must meet the state scope and sequence requirements in order to graduate.

In addition to traditional academics, ISS offers vocational courses such as automotive technology, culinary arts, and Certified Nurse Assistant programs, so for families who have decided to quit homeschooling this is a good option for Iredell County residents.

For homeschool parents who plan to continue to educate their children at home, the ISS virtual public school is not a good option. Options for families choosing to homeschool through high school are: 1) the Career and College Promise dual enrollment program at a local community college for students age sixteen and up (the law allows homeschool students to take core subjects) and 2) The NCHE Athletic Conference offering competition in baseball, basketball, cross country, golf, soccer, swimming and volleyball.

One thing that was stated at the meeting is that virtual public schools are here to stay and they will definitely grow in the future. Each school district will decide if they will offer virtual classes to non-public school students, and I think most school districts will decide to invite homeschool students to participate. Maybe we should look this gift horse in the mouth.



Spencer Mason and his wife, Debbie, homeschooled four children for twenty-six years. They have served on the NCHE board since 1988.

Spencer served twice as president from 1998-2000 and 2008-2012. He now serves as the legislative vice president.



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ONE MOTHER'S HOMESCHOOLING JOURNEY

by Susan Chrisman

Once upon a time, twenty-four years ago, to be exact, a young mother and father began to search for a kindergarten for their darling first born, a son. This son had just turned five years of age, and, as the culture of the day declared, was to begin his formal education in three months. Fruitless and frustrating was the search, and the young parents determined that their son was young enough to stay home one more year. Happy was the child, for he knew nothing of the need for school, and life continued as he had always known it.

But the mother gave deep thought and prayer to the idea of school and began to teach her little son, through games and play, the skills he would need to build a strong foundation for his academic career. They had such delightful days, full of wonder and very active, that the parents began to entertain the idea of continuing their son's formal education at home. A bit frightened at the awesomeness of the responsibility, the mother began to search for the tools and resources she would need to accomplish such a task.

A small book was discovered at a local bookstore, and the mother was eager to absorb the knowledge it contained. The name of the book? *For the Children's Sake* by Susan Schaeffer Macaulay. Mrs. Macaulay was the daughter of Dr. Francis and Edith Schaeffer. The Schaeffers had written many books, and through those writings, had mentored the young parents of whom I speak. So it seemed natural for the mother to select a book written by their daughter.

As she read, the spirit of the mother was stirred within her, and she knew this little book contained the guidance they needed. But where could she find the knowledge to help her apply this philosophy of education about which she was learning? The works of Charlotte Mason, to whom the book referred, were no longer in print.

"I'll do the best I can with the knowledge I have learned," the mother determined. And she and her first-born son, as well as his little sister, spent many happy days playing in the sun, discovering God's creation and reading beautiful books together.

All too soon the time came for the mother to teach her young son how to read. Having never taught a child to read, she timidly chose a program highly recommended by a friend. This program demanded much study and preparation by the mother, and the golden hours of reading and of playing and discovering in nature were shortened accordingly. But the child did learn to read and a whole new world was opened to him.

As the child grew and more academic work was required, the mother, feeling unsure of her way, began to follow the advice of her friends, straying from the philosophy that had so stirred her heart those few years before. Years progressed, and the young family was blessed with more babies, and the mother, conscientious about her work, became overwhelmed with the responsibilities of home, family and the education of her children. Her efforts to provide curriculum adequate for her children's needs became insufficient in her eyes, but she had neither the time nor the energy to study and research as she desired, since she now had five children. She purchased curriculum that made important decisions for her. And all the family struggled. The love of learning, the life in her children's education, faded and she felt that she had failed. Sadly, she struggled to nurture any tiny flicker of life that might dimly appear during her children's lessons. Living books were her only source of comfort in their school work, and her children still delighted in listening as she read to them.

Her first-born son became more and more frustrated in his lessons, and his behavior revealed evidence that he struggled in other areas as well. He would no longer allow

his mother to teach him. His unhappiness infected the other children so that the weary and physically weakened mother mourned the atmosphere of her home, but had no strength to initiate the changes that were necessary to restore her family to life and love of learning. Finally, the father, out of his love and grave concern for his wife's health, enrolled their son in a government-run high school. Believing her failure complete, the mother cried herself to sleep every night for months, her sorrow too deep for consolation.

A glimmer of hope finally emerged, however, when she found that the works of Charlotte Mason had been reprinted. She purchased a set of the six volumes and slowly began to study, knowing she would find the answers she needed. The study was laborious as she had not read fine literature extensively; the language and sentence structure were demanding. But the mother persevered as she sensed

she was blazing a trail out of her grief, her insufficiency and her ignorance. A kind and dear friend offered to read with her, and together they struggled through the rich and profound ideas of Charlotte Mason's work.

Change was very slow, and the younger three children gained the major benefit of it. Efforts to encourage the second

child in the methods she was learning sparked a little interest, but the transition was difficult to effect. Seeing that school life was nearly over for her older two children, and her opportunity to develop in them a love of learning was, in essence, nearly gone, the mother turned the full force of her attention to developing that love in her three younger children. She did not possess the energy or the strength she had before, but she was determined. Crying out to God for His aid, she applied the methods she was learning one by one.

One day while reading a local magazine for home educators, the mother saw the following ad: "If you would like to read and study the works of Charlotte Mason, please call: (a telephone number was inserted with a name)." Another friendship was established around the six-volume set of Charlotte Mason's writings. Reading Miss Mason's works was becoming easier for the mother as she grew in understanding and in knowledge.

“Crying out to God for His aid, she applied the methods she was learning one by one.”

Meetings were established so others could join in the study, and although she still struggled in applying all she was learning, the mother found she could encourage others along their way.

Many years of study and discussion have passed. The friendship formed from the magazine ad has ripened and flourished. Hours and hours of study have reaped wisdom and knowledge although the mothers know there is much more to learn. God has blessed their relationship and the relationships of their children who played and studied together over the years. The mother has seen her third child, a beautiful daughter with a gift of music and a voracious appetite for excellent literature, happily marry the son of her friend. The mother's first-born, her son who refused to be taught, has overcome through many struggles and has developed into a fine man, following God's design for his life. His precious younger sister is now a wife and mother of two darling little boys and is faithfully teaching them a love of learning and a wonder of God's world. The fourth child, a son, is away at college enriching his study of the ideas of great minds from the past and present, refining his ability to communicate. And the fifth child is a lovely young woman just finishing her school years, an artist and musician with a tender heart for those less fortunate than herself.

As the mother reflects upon the last twenty-four years, she smiles realizing that though the days were long, truly the years were short. Far from perfect was

the training and education she provided for her children. But faithful and true was the God upon whom she relied, redeeming the time, restoring the relationships. The mother recognizes that the education of her children was not only for the children's sake. God, through the works of Charlotte Mason, taught her a love for learning that will continue through the rest of her life.



Susan Chrisman, a twenty-five year homeschool veteran, was a featured speaker at the 2012 NCHE Conference. She has served with her husband on the Oklahoma Christian Home Educators' Consociation board since 2001 and edits OCHEC publications.

*Susan also co-directs the Charlotte Mason discussion group of Oklahoma City. She published *The Practical Planner for Home Education*, and founded a resource service, *Lifelong Learners*, to encourage parents in training and educating their children. The Chrismans have five children and three grandsons. You can visit Susan's website at www.lifelonglearnersonline.com.*



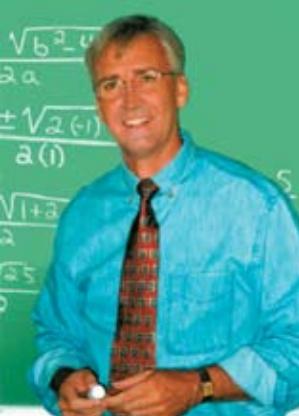
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NC PAGE PROGRAM

HOMESCHOOLERS EXPERIENCING GOVERNMENT

by Mari Fitz-Wynn



Mari Fitz-Wynn, NCHE's legislative administrator, has homeschooled for seventeen years. The founder of Heart to Home School Ministries, Inc., Mari is often invited to share her homeschool and family life experiences with homeschool support groups and women's ministries.

Did you know that over 1300 NCHE high school students have served as legislative or governor's pages? One of the advantages of membership in NCHE is receiving immediate notification of openings for pages.

Senators and representatives in the NC General Assembly are awarded a limited number of slots for student pages during each legislative session. The governor's page program is year-round.

Although there is no longer a dedicated homeschool week for either program, homeschool students may apply individually or as part of a support group for the Governor's Page Program. Please watch for email alert announcements when NCHE is recruiting students to serve.

The page program is a great opportunity for students to gain first-hand experience with the inner workings of government. Pages directly interact with elected officials, their staff and governmental personnel serving our state in the multiple departments whose offices are in the capital city. Throughout the years students who have served as pages later pursued interests in political science, administration, political speech writing and law. Some students have used the week of service to count towards course credits in

civics classes, and volunteer hours for community service awards. (This is available for the Governor's Page program only.) During the course of their high school term, students may apply to serve in each of the three programs.

I generally receive fifteen to twenty requests a month for information on the page programs. Below are a few FAQ's that I hope will be helpful to you.

What is the best way for my son or daughter to apply for the Governor's or Legislative Page Program?

Your student should apply directly through the legislative office in your senate or house district. Call the office and ask the staff to send you an application. Please feel free to send the completed application package to me, and I will submit it directly to the legislative office in Raleigh.

Students interested in applying to the Governor's Page Program must do so online through the Commission on Community Service and Volunteerism. Download application and information at www.volunteernc.org/pageProgram/index.aspx.

What does a legislative page do?

Legislative pages learn about the state legislative process by attending committee meetings, working in a legislator's office and attending the general legislative sessions throughout the week.

What does a governor's page do?

Students learn about the roles and functions of state government through assignments to cabinet level agencies or a council of state office within the state government complex. In these positions they assist state government employees with various tasks.

What is a typical schedule for a page?

Students report to the senate or representative page coordinator on Monday afternoon. They receive orientation, training and a tour of the Legislative Complex. In the evening, pages participate in the legislative session until 7:30 or possibly 8:00 PM. Pages are scheduled to work Tuesday through Wednesday from 8:00 AM to 5:00 PM and Thursday 8:00 AM to 3:15 PM. Occasionally, the senate meets on Friday and pages may be on duty from 8:00 AM to 12:00 NOON.

The schedule for the Governor's Page Program is somewhat similar. On Monday they report to the governor's office at 12:30 PM, and orientation begins promptly at 1:00 PM. The daily schedule is Monday, 1:00 PM to 5:00 PM, Tuesday through Thursday, 8:00 AM to 5:00 PM, and Friday, 8:00 AM to 2:00 PM.

How old should my child be to apply for the Governor's or Legislative Page Program?

Students should be between the ages of fifteen (or fourteen and currently in the ninth grade) and eighteen years old to apply. Legislative pages also need to be recommended by a member of the North Carolina Senate or House and be in good academic standing at school.

Are students compensated for serving as pages?

Pages receive \$150.00 per week.

Where will my student stay during the week?

Parents and students are responsible for making housing arrangements for the week.

Are housing accommodations available for students during their stay in Raleigh?

Yes. Each program has host families who are available to provide both housing and transportation to and from the page program site during the week of service.

If both of my children are interested, would they be able to do it the same week?

Siblings are encouraged to apply for the same week to the Governor's Page Program. There are a limited number of slots available with each legislator's office; this may possibly narrow siblings' opportunity to serve during the same week, unless the application is made to both senate and representative offices.

What about the letters of reference?

Letters of reference are required for all three programs. The parent may provide one of the references, however, it is always good to have two from within the community. If you have any other questions contact Mari Fitz-Wynn at Legisadmin@nche.com.

TRAVIS

One of my favorite parts of the page program was that I really got to see firsthand how our government works, and also, I learned about the history of the NC Legislative Building, as well as some of the surrounding buildings. I really enjoyed staying with my host family. I loved getting to know them. It was pretty awesome to be "adopted" for a week.

My advice for new pages would be to apply for a time later in the session rather than towards the beginning. I was there the first week of a new session, and since they were just getting started, it was not that busy. I was a page May 17-20, 2010, for Representative Edgar Starnes from Caldwell County.

Travis Huffman is attending Caldwell Community College and Technical Institute.



Travis Huffman

JOSH

At the age of fifteen, I'll never forget the first job they gave me to do after I had nervously located my building, ridden the long elevator ride up and walked past the endless row of cubicles in search of my new job location for the next several days. My very nice supervisor showed me to the page's office and gave me hundreds of important envelopes to stamp, later to find out that I had stamped them on the wrong side. I don't know whose job it was to fix my mess, but I could tell that my very nice supervisor was composedly distraught. Even after that debauched start at my new temporary job, being a governor's page turned out to be a wonderful experience and one that is filled with great memories.

I enjoyed the opportunity to experience the Raleigh atmosphere, going through security with the flash of a page badge from one important political building to another and visit with the other pages. We were pages approximately three weeks prior to 9/11, therefore, the almost free reign for a page has probably changed dramatically.

Josh Skipper participated in the governor's page program in August, 2001. He graduated from Grove City College and is now a police officer for Mecklenburg County Police Department.

LEVI

Dress shirt, coat, tie and tennis shoes. That was my uniform for the Governor's Page program. At the age of fifteen, this was my first "job," and I must have taken my uniform seriously because I remember awkwardly struggling to get my coat on before meeting the North Carolina Secretary of Transportation. That's right, I worked for the DOT, and my job was to carry papers between the government buildings (hence the tennis shoes). This job might not sound important, but to me it was, and I was doing everything I could to act professional (which must have included wearing my coat when meeting people).

I quickly discovered the work was light, and by the second day, the other pages and I were trying to find ways to fill our free time. At first we would just go around to the different government buildings and visit the pages working in other departments. Then one of us discovered a fantastic way to spend our time: collecting lapel pins. This turned into a week-long scavenger hunt that covered all of the government buildings in Raleigh. It just so happened that the NC government was full of pins. The goal was to get as many as possible, but also to get at least one from each department.

The week wasn't just pin-hunting and work though. The best times were when all of the pages came together for tours and other events. It was then that we got the chance to compare pin collections and share stories. I was fortunate to be a page with two of my best friends, and even today, we retell those stories.

Levi Mason participated in the governor's page program in August, 2001. He graduated from NC State and is a computer engineer for Cisco.





*Josh Skipper, Levi Mason,
Caleb Skipper*



*Elizabeth Miller, Christina
Johnson, Danielle Grant*



CHRISTINA

I was stationed at the Administration Building—where I delivered mail and important documents to the Governor's Mansion and other buildings.

I learned a lot about how the government works and how we can be involved as citizens.

My favorite memories were meeting very important people in our state government and having the opportunity to go into the Governor's Mansion, pass all of the tourists and also go directly past security. I felt really official! My advice to new pages is to be a leader, take initiative, be proactive and get involved.

In today's society many students do not have good writing skills or a strong work ethic. Those who are responsible, proactive and have a great attitude will stand out from the rest.

Christina Johnson was a page in 2003. She graduated from Bryan College.



ELIZABETH

As a high school junior in 2003, I served as a governor's page during Mike Easley's administration, and I have nothing but fond memories of my experience. I loved getting to know our capital city and being able to see a bit of how North Carolina's state government is run. I not only saw how it was run, but I'm proud to say I got to be a part of it. I became familiar with the government district by delivering packages and documents around the city. I loved it! I had a great time running around downtown, feeling important with my pass to get into the buildings and knowing I was working with influential state officials. (Bring tennis shoes, because often times, you really are running!) We were also able to meet the governor and take private tours of legislative buildings. I made some wonderful friends with the people around me. Eight years later, being a governor's page still stands out in my mind as one of the best experiences I've had.

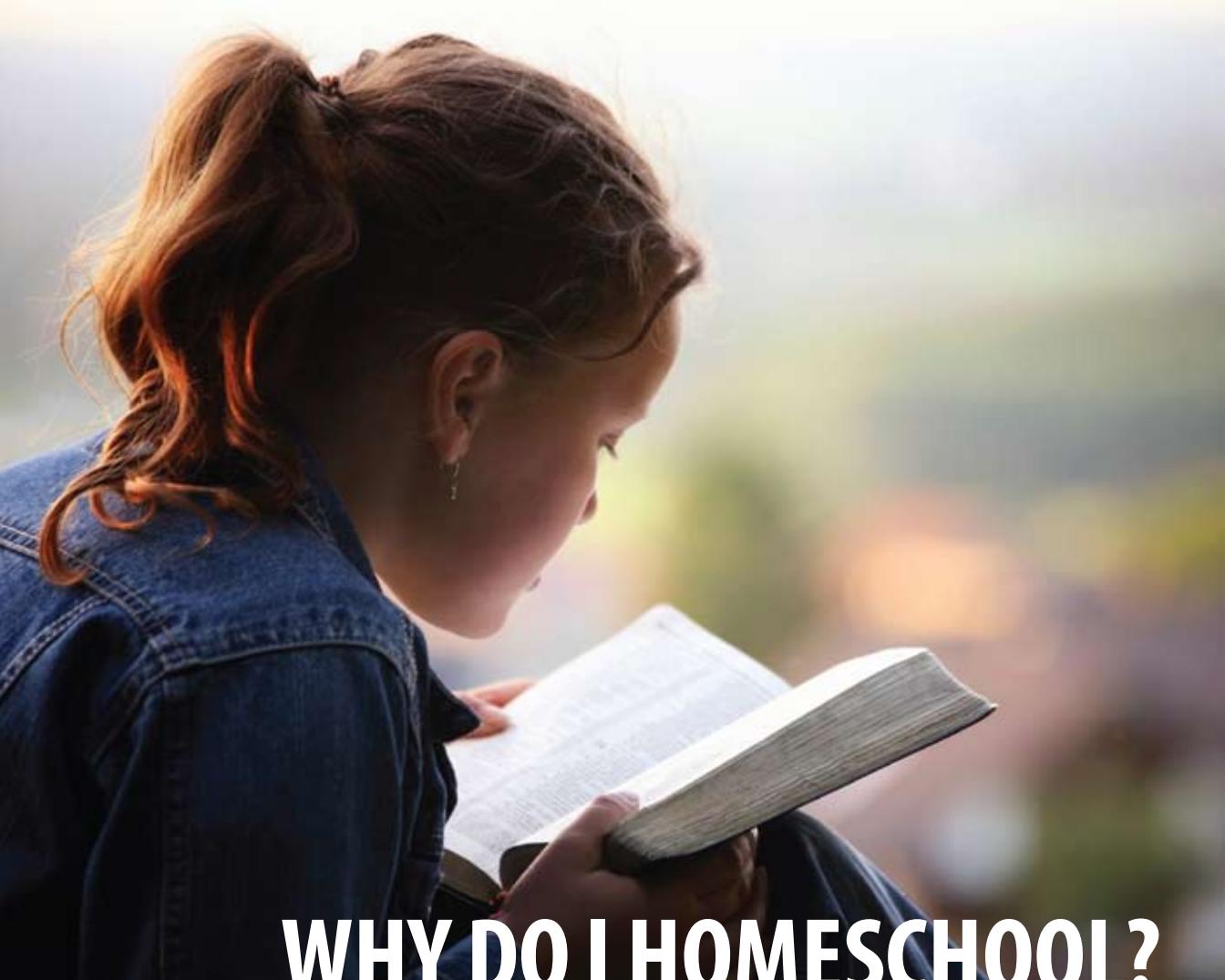
Elizabeth Miller graduated from Elon University and is now living in Los Angeles pursuing a career in film.

CALEB

I thought being a page was a great experience to work with students that were not homeschooled. We all wanted to be there and to get a feel for working an eight-hour day with an agenda that you could only manage. I also learned more about how the state government works and got to see a little of it first hand.

Caleb Skipper participated in the governor's page program in August, 2001. He graduated from UNC Charlotte and is now a police officer for Mecklenburg County Police Department.





WHY DO I HOMESCHOOL?

by Laura Sailer

That's a good question. After over twenty years of homeschooling, four kids, two dogs, three high school graduations, one college graduation, one wedding and one grandchild, I think I can boil my initial motivation down to one simple answer. I stand looking at it from almost the finish line. It's hard to see all the way back to the starting point exactly what I was thinking those many years ago, with a little baby girl in my arms, but the same passion still burns in my heart.

We went to our first homeschool conference when our daughter was only six months old. We weren't officially homeschooling yet, although there are those who consider homeschooling as something that starts at birth. Gregg Harris (father of Joshua Harris, author of *I Kissed Dating Goodbye*, and Alex and Brett Harris, authors of *Do Hard Things*) was the speaker, piped in through some amazing new technology of 1988, and we watched him on the screen as he talked about socialization, discipline, delight-directed studies and raising your children to know Jesus and honor Him. I was very inspired. I had known I wanted to homeschool even before I was married. I had seen homeschool families and admired their wholesomeness, the way the children were being taught to obey and respect their parents, and the obvious advantage these families had of not only protecting their children from harmful

influences but of having plenty of time and opportunities to teach their faith and values to the next generation.

When I was a young, single woman, I attended a conference where one of the speakers was teaching about Susanna Wesley, mother of John and Charles Wesley. She talked of how Susanna Wesley was not only a woman of prayer, but was the mother of nineteen children (ten of whom survived to adulthood). She spent one full hour a week with each child and taught each one how to read using the Bible. She talked about the importance of teaching our children to be biblically literate and spending time with them to impact them spiritually. I walked out of there knowing I was going to homeschool my children someday.

Passing on our faith was one of the most important motivations we had for choosing to homeschool. My husband and I both came to a vibrant faith in Jesus during college, and we were pretty radical. We believed (and still do) that if Jesus was truly Lord, He was Lord in every area of life. We saw the scriptures in Deuteronomy that said you should love the Lord with all your heart, soul and might and teach the words of God diligently to your children as you sit in your house and walk by the way, when you lie down and rise up. To us that pretty much indicated all day long—something we knew would be impossible if they went out of the home every day to school. We also believed that it was not the government's responsibility to provide for a child's education but the parents' responsibility. We didn't really think the government schools would do a very good job of teaching the words of God diligently to our little munchkin.

So we endeavored to do everything we could to train our children in the way they should go, both spiritually and according to their unique giftings. We spent lots of time

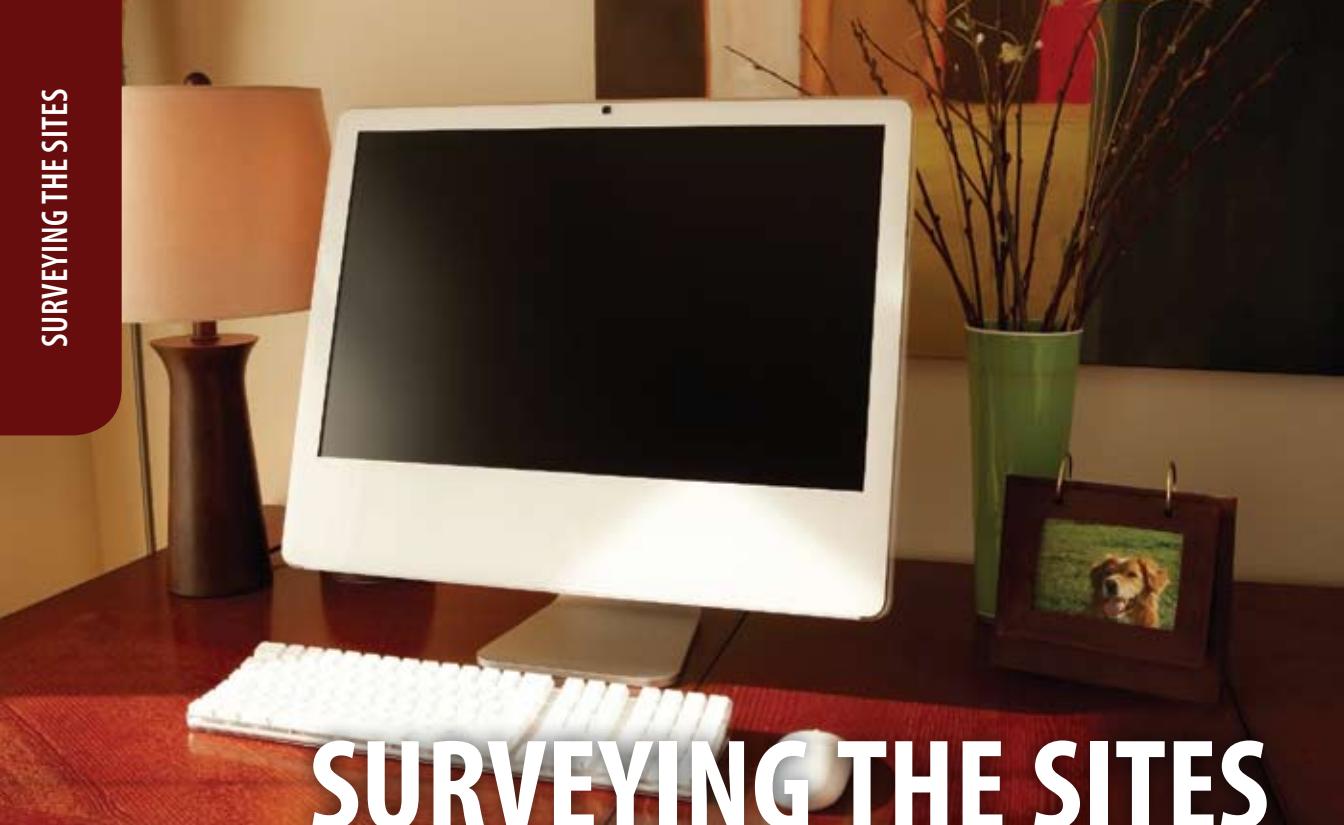
together, read lots of books together, stayed active in church together. We did spelling drills and taught multiplication tables and tried to practice handwriting and checked off those high school courses that just had to be checked off. We encouraged each one's gifts and hand-picked the high school curriculum for each child. These last twenty years have flown by. I don't regret for one minute the time we invested in our kids.

Looking back, it was so worth it. I never really had a day that I was so frustrated that I wanted to send them to public school. Well, maybe there were a couple. There were days when the motto was, "school doesn't have to be fun, it just has to be done," and there were Fun Fridays, where we pulled out a big plastic tub of puzzles, games and art supplies and enjoyed the afternoon together. There were times that were interrupted by family crises, and the kids were

sent outside to the woods to play instead of doing schooling. We schooled with nursing babies, preschoolers and high school boys, and lived to tell about it. Now as we finish the last few years of our homeschool course, we look with grateful hearts to God for our children. He entrusted them to us for a little while. We trust Him to take the work we've done and use it for His glory.



Laura Sailer has been married to her husband, Voyta, for twenty-five years. They have four children ages fifteen to twenty-four and have been homeschooling for over twenty years. She is the president of Forsyth Home Educators and has led a variety of homeschooling events and advised countless homeschooled on curriculum choices and homeschooling methods.



SURVEYING THE SITES

by Lorie Codispoti



Lorie Codispoti is retired from homeschooling after successfully graduating her two children. She and her husband, John, are former NCHE board members. Lori can be reached at GatesOfElloree@gmail.com.

Not everyone has the time to survey the Internet to find informative, fun and educational websites for their family to enjoy. That's why we offer this column. By dividing it into four sections, we work towards our goal—to provide something for everyone. We hope that you will enjoy what we've surveyed for you this month.

ARTICLES OF INTEREST

Checklist for Starting a School Year by Cindy Short and Sue Welch

www.teachinghome.com/started/basics/checklist.cfm

"Pray for wisdom, guidance, and strength (Proverbs 3:5-6). Make a daily quiet time with God top priority." (C.S. and S.W.)

Homeschooling Special Needs Children by Kym Wright

www.crosswalk.com/family/homeschool/homeschooling-special-needs-children-11574396.html

"...we had schooled our seven other children for twelve years, but this was beyond my scope and perceived ability. Then I found some wonderful resources which encouraged me to try, and helped me believe that "Yes, I can!" homeschool a special needs child." (K.W.)

TEACHER FEATURE

The Homeschool Guide

www.design-your-homeschool.com/Homeschooling-Guide.html

Design your own approach to homeschooling as you walk through each of these seven steps. This systematic process will benefit both the novice and the veteran homeschooler.

The Old Schoolhouse Magazine www.TOSMagazine.com

This is a free homeschool magazine that has a wealth of great information for homeschoolers. Be sure to bookmark this link because they update the issue on the first of every month and you don't want to miss a single article. They also have apps that can be found at www.TOSApps.com.

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www.makinglearningfun.com/themepages/fall.htm



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Cugely's 75 Kid Activities

cugely.blogspot.com/2011/09/75-kid-activities.html

What a great list of fun things to do with your kids. Personally, I like the one that teaches kids about the different moon phases with Oreos. Oh yeah, that's the one I'm trying first!

HIGH SCHOOL AND BEYOND

Writing a First Resume

www.readwritethink.org/parent-afterschool-resources/activities-projects/writing-first-resume-30304.html

In this activity your teenager will learn why resumes are an important part of the job application process. Along with learning the importance of reading a job ad carefully, they will also learn how to use professional language while writing their first resume.

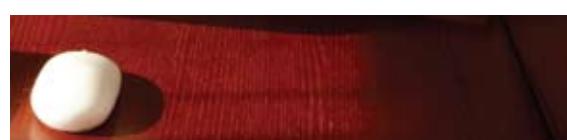
How to Start a Book Club

www.hachettebookgroup.com/teens_reading_index.aspx



Do you like to read? Well, here's a great idea; start a book club. Get together with friends and read some great books at the same time. This article will help get you started on the basics of setting up and managing a successful book club.

Note: Ideas and opinions expressed on the websites in this column are not necessarily those of the author or NCHE.





TEN THINGS I WANT MY KIDS TO KNOW ABOUT BEING A LEADER

PHOTO: Christina's daughter Jessica running for vice president of a Christian youth group

by Christina Parker Brown

I want my kids to seek to be like Jesus; and I want them to be leaders. What kind of foundation should I build into their lives? As a homeschool mom, the foundation I want to instill in my kids is that Jesus should be our role model. I wish someone had taught me this basic truth when I was young. These are the ten things I am focusing on now with my children, and I am still learning.

1. **Good leaders seek God first in all they say and do.** This means praying over every day and every project. It means being obedient to His laws, asking for wisdom and His will, believing in His promises, loving others and being truthful, no matter what.
"But seek first his kingdom and his righteousness, and all these things will be given to you as well." Matthew 6:33
2. **Leaders are self-controlled.** Self-control is being able to use words to solve problems instead of yelling, pushing, hitting or retaliating. This can include controlling other behaviors such as eating, and using the computer. It may mean sacrificing and thinking of others' needs before your own.
"Like a city whose walls are broken down is a man who lacks self-control." Proverbs 25:28
3. **Leaders are self-disciplined.** Self-disciplined leaders possess perseverance and restraint to follow through despite inconveniences or obstacles. This may mean missing out on immediate pleasure for a greater gain that requires long-term effort and hard work. Self-discipline is involved in being punctual, following directions and doing mundane tasks (like algebra) that lead to a desired outcome; it encompasses all areas of life—emotional, spiritual (prayer life) and physical (health).
4. **Leaders take responsibility.** Take responsibility in the small things, and you will be entrusted with bigger things. If my children want me to give them a cell phone, trust

them alone with their friends or have access to the Internet, then they need to be able to clean their room every week and get their chores done without being asked.

"Whoever can be trusted with very little can also be trusted with much..." Luke 16:10

5. **Leaders build relationships.** Some people are anxious because they think that homeschoolers are not socialized. One of the greatest benefits of homeschooling has been the opportunity for our kids to socialize with people of all different ages rather than just thirty-five same-aged peers. Once a month (for the last eleven years), we have volunteered at an assisted living center. Learning about seniors and their lives has been soul changing for my kids and me. The children are learning to develop relationships with people of differing ages. Praying for others, encouraging others and learning to communicate with people is a key to leadership.

"The most important single ingredient in the formula of success is knowing how to get along with people."

Theodore Roosevelt

6. **Leaders choose their friendships carefully.** "You are like the people you hang around." My husband said that. He told me this when we first started dating and were just kids. I didn't really realize this until I saw the fruit of bad friendships. As I entered the corporate world and then had kids, this principle had even more meaning. If your friends are negative, sneaky or lack values then, chances are, you will too. If your friends are considerate, compassionate and trustworthy, chances are, you will be too. Realize your influence.

7. **Leaders start with a vision.** Know what you want, and focus on it. Sometimes the result won't be what you envisioned. When I first had a dream of starting my own play group, I had a vision of being with like-minded Christian women and their kids. Through prayer, it has now evolved into an adventure group with other homeschool moms and their families.

We have accomplished and experienced more (after thirteen years) than I could have ever dreamed. A vision can include someone who is doing what you want to do and modeling after them.

"You get what you focus on." - Anthony Robbins

8. **Leaders know attitude is a decision.** Purpose it. Choose an attitude of gratitude. It is impossible to be unhappy and grateful at the same time. Inspire others.

"Eucharisteo—thanksgiving—always precedes the miracle." Ann Voskamp

9. **Leaders serve others because they genuinely want to, without expecting anything in return.** It's not just about you. You are most like Jesus when you are serving others. Be humble and kind.

"Do all the good you can, and make as little fuss about it as possible." Charles Dickens

Self-disciplined leaders possess perseverance and restraint to follow through despite inconveniences or obstacles.

Embrace mistakes and teach others.

"Take the attitude of a student, never be too big to ask questions, never know too much to learn something new." Og Mandino



Christina Parker Brown attempts to capture grateful everyday moments with words and a camera. Her writing is inspired from her faith in Jesus, being a homeschool mom of eleven years, and authentically embracing an imperfect life. Her passion is to encourage others. Most often you can find her yard saling, reading, or writing about her faith, family, and adventures in NC on www.akahomeschoolmom.com.





HAL AND MELANIE YOUNG AND THEIR MINISTRY, GREAT WATERS PRESS



Hal and Melanie Young

PHOTO: The Young children

by Justin Nale

"In a time when our culture seems intent on emasculating our boys, it is a real pleasure to find Christians who are pushing back, responding with biblical answers." So writes pastor and author Douglas Wilson in his endorsement of *Raising Real Men*, the 2011 book written by Hal and Melanie Young. The Youngs have been fixtures in the home education movement in North Carolina for more than a decade (Hal served three years as president of NCHE) and have impacted thousands across the state and beyond through their conference appearances and publishing company. They are the parents of eight children, six boys and two girls, and reside in Smithfield.

Hal and Melanie discussed the possibility of homeschooling while they were courting and committed to the idea after they were newlyweds. Hal was a newly-commissioned lieutenant in the Air Force, and Melanie was attending graduate school to obtain a master's degree in education and a teaching certificate. The Youngs were uncertain about where the service might station Hal, and they wanted Melanie to have the necessary credentials should they be sent to a state where homeschooling was still controversial. Around this time seven fathers in Nebraska spent several months in jail for sending their children to a non-accredited Christian school, so the threat of trouble for homeschooling families was very real. During these education courses, Melanie witnessed firsthand the denial of objective reality in science, the redefinition of language and an emphasis on teaching controversial social values in defiance of parental objections. This experience was all the confirmation the Youngs needed that home education was a better course for their future family.

Hal and Melanie read a great deal about homeschooling before and after their first son, John Calvin, was born. They began homeschooling when he turned four (at his request!). In 1996, just before John turned seven, they moved from Louisiana to Roanoke Rapids, NC. Three years later the family moved to Smithfield. All together, the Youngs have been involved in the home education movement for almost twenty-six years and have been actively homeschooling for the last eighteen of them.

The Youngs' children range in age from three to twenty-two, all of them homeschooled from the beginning. John Calvin recently graduated with a degree in economics and politics from Washington and Lee University in Virginia. Caleb is a rising sophomore pursuing an engineering degree at East Carolina University. Matthew

Henry is the family musician and will graduate from high school at the end of this school year. Samuel Adams is fifteen and an entrepreneur at heart. Seth is twelve, David is ten and their sisters, Susannah (seven) and Katie (three), round out the tribe.

Raising Real Men, recognized by the Christian Small Publishers Association as their 2011 Book of the Year, was birthed out of the providence of God. Though the Lord chose to give the Youngs eight children, He began by giving them six boys. By the fourth, people had begun asking, "How in the world do you manage four boys? I'm going crazy with my one." Melanie began to receive invitations to support group meetings to speak on the challenge of homeschooling boys, and her talks seemed to draw a crowd. Hal and Melanie realized that a significant amount of the frustration that moms were feeling stemmed from a lack of understanding concerning what God was doing in the lives of young boys. Mothers were confused and flustered by how different their sons were from themselves. The Youngs tried to find a single book about raising sons that they could recommend to people, but most did not have the balance or breadth they were looking for.

After speaking for almost eight years in the Carolinas and Virginia, the Youngs received an invitation to speak at the Arizona Families for Home Education convention

in Phoenix. While preparing for this opportunity, Hal suddenly looked at Melanie and said, "You know, maybe this year we need to write our own book." Melanie took some convincing, but God graciously provided the time they needed to devote themselves to the project. By the time the Youngs arrived in Phoenix, they had with them pre-publication review copies of *Raising Real Men*. They sold the whole batch in fifteen minutes. It was then that they realized that God had bigger plans for their book than they had anticipated.

Today, *Raising Real Men* is in its fourth printing.

The desire to publish led to the founding of Great Waters Press. Hal and Melanie talked to many Christian authors and publishers, seeking out a publisher for their manuscript. They found that the book industry has cut back significantly on marketing for

new authors and that unestablished authors typically have to do most of their own promotion for a very small royalty. They were encouraged by those they spoke with to consider self-publishing. After researching vanity press and print-on-demand services, the Youngs decided to incorporate their own traditional-model publishing company, using the same printers, tools and services that other publishing companies use.

The name Great Waters Press comes from Psalm 107:23-24, which says, "They that go down to the sea in ships, who do business on great waters, they see the works of the LORD, and his wonders in the deep" (KJV). These verses teach that though God sends storms into the lives of His people, He also rescues them and ultimately brings them to their desired safe harbor. The motto of the company is "Making biblical family life practical." The Youngs have adopted a "business as ministry" model that allows them to use the publishing company as their means of support while seeking to share the message of God's Word applied to the concerns of the modern family. Great Waters Press has become the family's joint project; everyone has a part, from the writing and speaking that Hal and Melanie do, to the typesetting, graphic design, marketing, and other aspects of the business that the children share.

A typical year for the Youngs will include speaking

engagements at seven conferences and many churches and support groups. Altogether, since *Raising Real Men* was published, they have spoken in twenty-two states and two Canadian provinces. In the midst of this, Hal and Melanie have been working on their second book, this one on the subject of marriage. Their desire is to publish this book by the end of 2012.

Great Waters Press also has two other books that they are excited to promote. The first is *Children in Church* by Curt and Sandra Lovelace. This book makes the case for including young people in the regular worship services of a church and offers practical help for parents and congregations to help make this a joyful reality. The second, *A Cry From Egypt*, is a historical novel about a Hebrew family in ancient Egypt before the Exodus. This book was written by Hope Auer, a homeschool graduate, and was illustrated by Mike Slaton, a homeschool teen. Both Hope and Mike are from North Carolina.

Just for fun, Great Waters Press also has a series of dramatized readings of Theodore Roosevelt's *Hero Tales from American History*, which was written to teach patriotism and virtue from the examples of history. More information about this and other Great Waters Press offerings can be found at greatwaterspress.com.

Hal and Melanie Young Reflect on Homeschooling in North Carolina

Question 1: You have been involved in the homeschool movement for more than twenty-five years. How do you think the movement has changed over those years?

It's a lot easier to homeschool now. When we started, the legal question wasn't settled everywhere; people were uneasy about letting their kids outside during school hours, and many publishers wouldn't sell textbooks to families. That's all changed for the better. People feel more free to give homeschooling a try

without having a do-or-die, pioneering spirit first.

Question 2: You have the opportunity to speak each year throughout the country. From your perception, what are the benefits of homeschooling in North Carolina?

Three big ones—There are so many homeschoolers here, we aren't isolated. We can come up with many of our own programs and don't have to beg our way back into the school systems for activities. When we talk to families in other states about our homeschool sports programs, debate teams, academic clubs and the like, they're amazed.

We have a reasonable law and a decent relationship with the state. DNPE is totally separate from the public school system, and that's really, really important. Families in other places often have to work through local school boards and superintendents for permission—we don't.

And it's good that we have a strong statewide organization, NCHE, which has been here from the beginning. There's strength

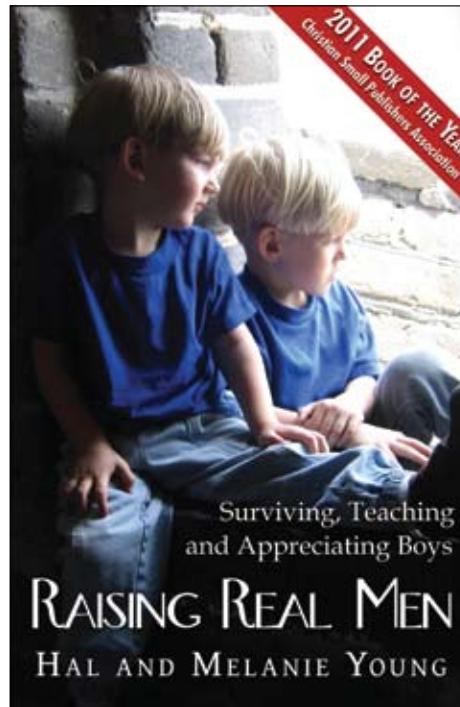
in numbers, and lawmakers and journalists tend to pay more attention to organizations than individuals.

Question 3: Without vigilance, hard-fought gains can be lost again. What issues would you encourage homeschooling families in our state to keep an eye on?

Creeping dependence. Any time we accept a "gift" from the taxpayers, the government has the right to regulate and supervise it. We need to be cautious of public school programs that look "free" but may lead to much more state interference in our family decisions about homeschooling.

Question 4: If you had only one minute to offer advice to a family just beginning their homeschool journey, what advice would you give?

Step back and re-think what education is about. It's



not about duplicating a public schoolroom in your home but about providing instruction and experience to shape your child's understanding. Homeschooling opens up so many opportunities you just can't do with a group of twenty-five unrelated fifth-graders!

Question 5: Just for fun, what is one North Carolina location that you would encourage every homeschooling family to visit on a field trip?

We really like Old Salem in Winston-Salem, especially at Christmas time—the traditional Christmas Tea, the brass bands, the whole thing. But there are so many interesting things around the state, it's not fair to single out just one.



Justin Nale is from Rocky Mount; he met Hal briefly at the 2012 NCHE conference. He is a Reformed Baptist pastor in Rocky Mount and a new member of the NCHE board.



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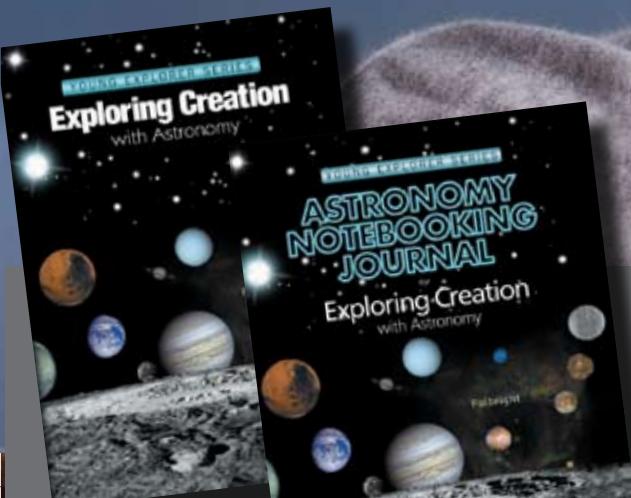
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2012 NCHE ATHLETIC CONFERENCE BASEBALL CHAMPIONSHIPS



Ernie Hodes is the NCHEAC state director

by Ernie Hodes

The 2012 NCHE Athletic Conference Varsity Baseball Championship was held at War Memorial Stadium in Greensboro, NC, on May 12 and was won by the Charlotte Stampede. This was their first state championship, and they demonstrated commanding form by defeating two-time defending state champion Wake County Warriors. They bested the Wake Warriors 8-3 in the winner's bracket game and again 7-5 in the tournament championship game. Additionally, they defeated the Raleigh Hawks 7-0 on the way to the championship game. They were also the undefeated Western Conference regular season champions. This is the fourth year for the state baseball tournament.

The Greater Cabarrus Stallions won the middle school division of the tournament held at the Tom Leonard Field in Greensboro. They won their first game of the tournament over the Asheville Trailblazers by defeating them 10-0. Then they handily overcame the Charlotte Stampede 12-3. Then, in the championship game, the Stallions held off the Wake Warriors 8-6. This is the second year for the middle school tournament.



GCAA Stallions, Middle School State Champions

Final Standings Varsity Division:

Charlotte Stampede
Wake Warriors
Raleigh Hawk
Stokes Tigers
Asheville Trailblazers
Forsyth Hawks



Charlotte Stampede Varsity State Champions

Final Standings Middle School Division:

Cabarrus Stallions
Wake Warriors
Charlotte Stampede
Asheville Trailblazers

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North Carolina Homeschool History

Although home education is the oldest form of education, it was not officially recognized in North Carolina until a Supreme Court decision in 1985 ruled that a homeschool could operate under the existing private school law. Through the efforts of concerned members of North Carolinians for Home Education, a bill was passed in 1988 that specifically named home education as an alternative for complying with compulsory school attendance requirements.

About NCHE

Our purpose is to protect the freedom to educate at home, to provide encouragement and support to families choosing home education for their children and to promote home education as an excellent educational alternative. Since its beginning in 1984, NCHE has grown from a few pioneering families to a statewide association of home educators that promotes home education and supports home educators. NCHE is governed by a working board of directors who volunteer their time and efforts to represent homeschooled in every part of the state. A non-profit organization, NCHE operates on the basis of biblical principles and living faith. NCHE welcomes members of all races and religions.

NCHE Membership

Membership in NCHE is available to all residents of North Carolina who pledge to uphold the ideals of NCHE and comply with the North Carolina homeschool law. Membership is obtained by donating any amount to NCHE (suggested donation is \$25). The service of NCHE is made possible by the generous and consistent contributions of its supporters. The NCHE ideals are: educational excellence, parental authority and responsibility for education, protection and promotion of the family, diligence in moral and ethical instruction, responsible citizenship, freedom of choice among educational alternatives, and defense of constitutional rights.

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NCHE Twenty-Ninth Annual Conference and Book Fair will be held May 23-25, 2013, at the M.C. Benton Convention Center in Winston-Salem, NC.

Attention All 2013 Graduates. The spring graduation information will be on the NCHE website nche.com by January 1, 2013. The completed graduation application must be in the office or postmarked by March 1, 2013.

2013 NCHE Scholarship Program. Applications for homeschooled high school seniors will be available from the NCHE website nche.com in September. Applications must be postmarked by December 1, 2012.

2012 Fall Graduates. Information for the fall printing of NCHE diplomas will be available on our website nche.com in October. This printing is also available for those who missed the deadline for spring 2012 printing.

Email addresses wanted. Since NCHE uses email for much of its communication, your email addresses are needed in order for us to stay in touch. Please send an email to memberservices@nche.com with your name and mailing address. We'll verify our records and send you a response confirming that we now have your email address. You may also call the office at (919) 790-1100 during normal business hours.

4-H News. Due to the change in the publication dates for the new GREENHOUSE, we will be spotlighting news on 4-H winners in the winter, Jan./Feb./Mar., issue. The information we receive is compiled into one article. If your student would like to be included, send specifics (county, age division and interest/subject) describing the awards your student has received to nche@nche.com by November 1. The students' families must be NCHE members to be included; send parents' names and member number.

New Website: GREENHOUSE Online. Because NCHE wants to more widely publicize the benefits of home education, GREENHOUSE articles are made freely available online. Users may access a digital version (PDF) of the magazine in its entirety at nche.com. Users may also enjoy a mid-week update every Wednesday as NCHE plans to make one article from the current volume available for the first time in an online readable format. Through this schedule and format NCHE desires to provide a balance of convenient access and to encourage users to reflect and interact with the material and each other by way of the online sharing and commenting. Begin now at greenhouse.nche.com.

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NCHE TWENTY-NINTH ANNUAL CONFERENCE

May 23-25, 2013 • M.C. Benton Convention Center in Winston-Salem, NC.

Just wanted to say thanks for the conference. Top notch speakers, well-laid out, learned a ton, left feeling more prepared and excited about the coming school year. Thank you!

— Jody —

I was only able to attend on Friday (due to family plans) and definitely wished I could have been there all three days. :)

— Nicole —

This was our first time attending the conference & it was great! Thank you for all the hard work that went into it & we look forward to next year

— Sheyna —



We are still adding speakers, but so far, we are excited to announce:

<<< **Scott Klusendorf**, president of Life Training Institute

Jeannie Fulbright, popular homeschool writer and speaker >>>

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**Education is simply the
soul of a society as it
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*Gilbert K. Chesterton,
Illustrated London News, July 5, 1924*

