

# GREENHOUSE

Nurturing Home Education in North Carolina and Beyond



## In This Issue



Kevin's Kluge

Ten Fundamental Reasons to Homeschool

NC Treasures: The American Revolution in NC

Why I Am Passionate about Charlotte Mason

Why We Love Classical Education

The Math around You: Helping Young Children Learn to Think Mathematically

New Homeschool Definition Passes!

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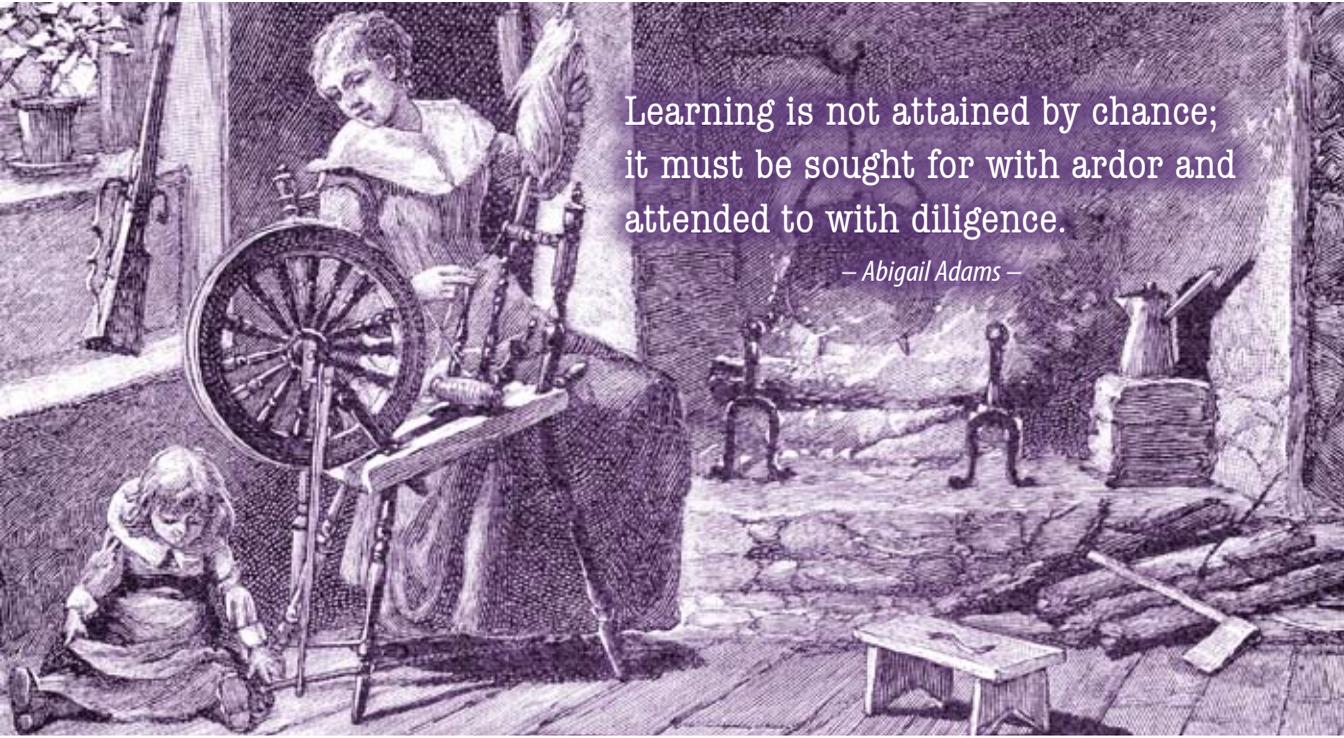
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— Abigail Adams —

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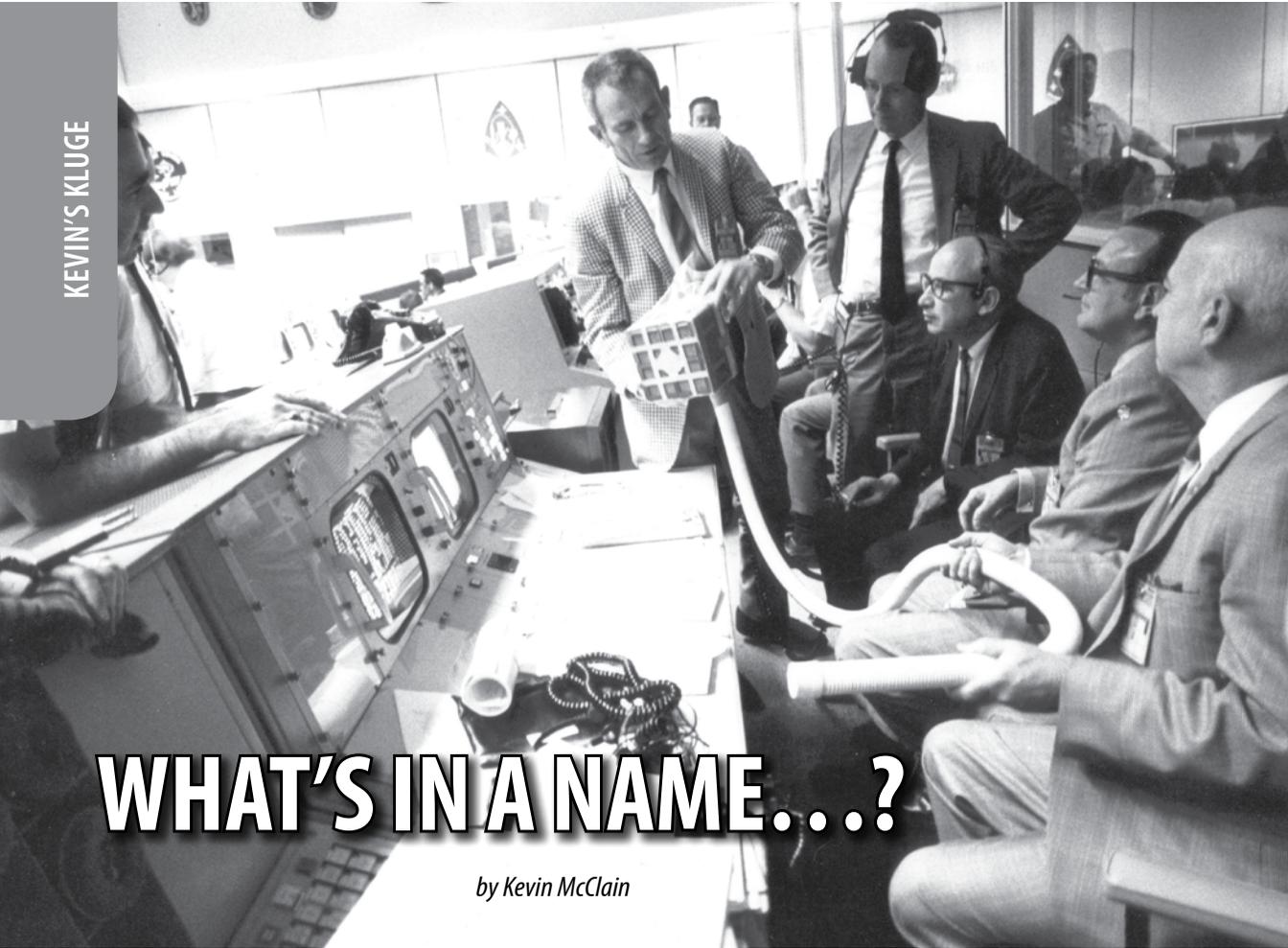
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# TABLE OF CONTENTS

- 2 Kevin’s Kluge: What’s in a Name...?
- 6 2013 Twenty-Ninth Annual NCHE Conference and Book Fair
- 8 Ten Fundamental Reasons to Homeschool
- 12 NC Treasures: The American Revolution in North Carolina
- 19 Summer Fun with Family Filmmaking
- 22 Why I Am Passionate about Charlotte Mason
- 25 Why We Love Classical Education
- 28 The Math around You: Helping Young Children Learn to Think Mathematically
- 32 Law and Policy: New Homeschool Definition Passes!
- 35 Scholarship Committee Announces Winners
- 37 Bulletin Board



# WHAT'S IN A NAME...?

by Kevin McClain

*One of history's greatest kluge success stories: Apollo 13 flight*



*Kevin McClain and his bride, Brea, are embarking on their tenth year of homeschooling. Kevin is studying educational philosophy at UNCG where he is employed as an educational technologist. He is NCHE's new president.*

Greetings readers! My name is Kevin McClain, and I am NCHE's newly-elected president. Previously, I served as the organization's education VP, who oversees publications, including this magazine. So, some of my writings have appeared here before. But this is the first issue in which I write as the president; and, let me tell you, it has been more difficult than it should be. You see, historically, the publication has had a personalized name for its presidential column. Therefore, I have had the difficult first presidential task of selecting a column name. One would hope I would be up to this task. The name of the president's column has typically been alliterative. Great examples from past presidents include: "A Moment with Mike," "Spencer's Space," or "Ernie's Epistle." There are lots of alliterative options for a name starting with a hard C sound. With the help of my wife, Brea, and the editor, Debbie Mason, we came up with quite a few good ones. Some candidates were "Kevin's Considerations," "Kevin's Convictions" (technically, however, I did not admit guilt) and "Kevin's Contemplations." Of course, if the second word began with a K, even better: "Kevin's Kibbles" has a certain comfort, although I must say, not the degree of sophistication I was striving to achieve. There was always a temptation to change that hard C to a K, because, well, symmetry, I guess. So, of course, there was "Kevin's Korner," "Kevin's Konclusions" and "Kevin's Kolumn." My suggestion, "Kevin's Karefully Kondered Kolumn from Kernersville," was quickly disqualified by Debbie on multiple grounds (something about the cost of ink, the size of paper, crazy word count, readers going insane and other editorial mumbo-jumbo that I don't really understand, but that I leave to the expert, as she has been doing this for some time).

None of these options quite resonated with me. But what's in a name, really? Well, I have a tendency to think—quite a bit. As an armchair philosopher, I spend considerable time over-thinking ideas and concepts—what distinguishes a thing from another thing—and I place undue stress on articulating these nuanced differences and crafting the correct label. A word, a label, a name, should correspond to a reality. The solution seemed clear: my mother poorly named me, and I was going to have to quickly adopt a new moniker. Before I could complete the necessary paperwork, Debbie informed me that an alliterative column title is not a requirement. The column of Hal Young was called “Hal's About It,” a clever play on sound (you get it, right? Hal's/How's About It? I speak from experience—saying it out loud repeatedly helps. The ninth time for me was a charm). Sadly, I am not clever enough to yield such a name. I have every confidence you, dear reader, are, but please stop trying and proceed.

In the end, I realized I had to summon all my leadership power and rely on my wits to come up with a column name. So, I turned to my wife, who momentarily stopped playing one of her eighty-three simultaneous games of online scrabble-knockoff and Googled words beginning with the letter K. I mean this quite literally, she opened a new tab and entered into the Google search bar “Words that begin with K” and discovered that individuals with far more time on their hands than either of us or the combined citizens of small states had collected these words onto pages. This Internet thing is a treasure trove. We quickly dismissed “Kevin's Koala” (I don't really want one, my eucalypti is limited), “Kevin Kaleidoscope” (I have one but I don't see how that is relevant) and Kevin's Kraken (want one, not widely available). But we did, however, land on “Kevin's Kluge,” and to be honest, it really resonated with me. I am a *huge* fan of kluges and frequently engage in kluging. Only one minor issue: most folk don't have any idea what a kluge is!

The good thing is we are educators and believe in teachable moments. For those of you who do not know what a kluge is, this is a teachable moment. A brief definition is: “An imperfect solution using the resources at hand.” Think of someone who found something not quite working and had to fix it the best they could, making up the solution as they went along. The word is German in origin and is often spelled ‘kludge.’ It has two connotations. The spelling *kludge* is more negative and implies the solution was poorly-executed and the work of someone less than an expert. It is more associated

with physical systems, like plumbing. As you can imagine, a plumbing kludge will not likely make you friends. This is the connotation most familiar. But a more positive sense is developing, and I embrace that one. It is more often associated with the spelling *kluge* and implies that the solution was resourceful and clever. It also revealed insights into new ways of thinking about the problem. The astronauts of Apollo 13 were saved, in part, by the kluging of the NASA staff, who were able to make critical systems work using only materials they had on-board. The connotation of this *kluge* is more often associated with virtual systems, like computing. I work in information technology (IT), and that is how I have come to know it. As information systems have become more and more complex, the ability to quickly adapt, to be agile in one's management is becoming a defining characteristic of the IT worker. Time restraints and user demands often require us to experiment with solutions; to problem-solve on the fly in order to keep things going; to create a *kluge*. If it works, great! Not working and not really sure why—try something else. Often IT workers inherit systems, and when we look under the hood, so to speak, we discover a history of kluges. Many of them are very, very clever and symbolize the rapid changes occurring in the field of information technology management and demonstrate the previous manager's resourcefulness and ability to creatively think on his or her feet. Often they are a wonder and speak to the tight spot the person must have been in. Some kluges are now celebrated on the Internet as a testimony to how impossible it is to build anything perfectly and—we either succeed or fail. I really like that. I like that because it is honest. It's hard to manage complex stuff, and often mistakes are made. We all think we could do better work if we only had more resources: more time, money or help. We are often tempted to make excuses and even become angry that we have responsibilities. But the reality is that we are limited, and we have to make do with what we have, and that means trying. So, in some sense, the kluge is a testament to someone who is likely in over his or her head, yet took responsibility and still tried.

I think educators and information technologists have much in common: both work with information and knowledge. Some say the nature of information is simple: garbage in, garbage out. However, the nature of knowledge is not so simple. Knowledge is more ephemeral, and like a vapor, it changes so quickly. Our knowledge of the world changes under us. Solomon was wise when he articulated the fact that “all of it,” that is all the constructs we humans



make, is a kind of folly. They work, to some degree, but they are not truth. As a Christian, I hold onto the conviction that Christ is The Truth. After that, everything is a kind of glorious kluge. Given the realities of sin, it is a miracle

anything works. I think an honest home educator recognizes this. We make plans: select our curriculum, purchase our books, draft lesson plans, take our field trips, talk with our students, but plans often don't work as we had hoped. We often have to adapt to our students and our circumstances. And so we kluge, and we keep at it. My theory is that part of the power of homeschooling comes from this, the resourcefulness of parents and the willingness, for the sake of our children, to simply try. Let others see our imperfect solutions. We are trying. In humility and grace, we are trying.

We are trying at NCHE, as well. We at NCHE love North Carolinians and believe our children and our communities will be enriched by home education in all its variations, and so we try to help. The need is greater than ever because North Carolina just exceeded 50,000 homeschools. As an organization, we focus on 1) protecting the right to homeschool, 2) providing encouragement to homeschoolers and 3) promoting homeschool as an educational alternative. Do we know what we are doing? Well, we have some experience under our belt, but to be honest, there are times when we make the best decisions we can and then watch to see how it goes! There, I said it: we are *klugers*! Our only goal is that our kluges serve you. If our activity fails to serve, then we will try something different, because that is what klugers do. I am convinced that Christ is sovereign, and so, for the time being, He is content with our trying, as we ultimately rely on Him. Any success we experience is not from our own labor or our own knowledge but from God and is to the glory of Christ, who is Truth.

This year, we engaged in some significant kluging and have, I feel, experienced some success. This publication, GREENHOUSE, is a kind of a kluge. This issue marks the completion of its first year in the current form. Producing it

has been both a challenge and a pleasure. I think it is working well, giving readers a better experience and raising the profile of North Carolina homeschoolers. It made me happy to see the Graduate Issue so embraced by family and friends at the Graduation ceremony on May 25. I talked to an elderly gentleman, I imagine a grandfather of a graduate, who told me it was beautiful. I also hope GREENHOUSE is something you can be glad to share with your neighbor who is inquisitive about homeschooling in North Carolina.

I feel we just wrapped up a great annual conference and book fair. Along with all the tried and true offerings, this year we provided a three-session newbie track. Mike Smith, the president of HSLDA, was a featured speaker. After the conference, he complimented NCHE by writing "In thirty years of speaking at home school conferences, I had never attended the NCHE conference until this year. I was blown away. The cost of the conference was underpriced; the location was central; the vendor hall was full of more than anyone could expect; NCHE trustees were all engaged and super helpful, volunteers were friendly and knowledgeable; the facility was convenient in every respect, and the lineup of speakers was unparalleled. Simply put, all things considered, the NCHE conference is the best homeschool conference in America." This is high praise, for which we are thankful.

This year NCHE also introduced an amendment to the NC homeschool law. It was needed to clarify the authority parents have in their school. The twenty-five-year-old law, originally crafted by NCHE, has served North Carolinians well, but times change and new instructional options, like virtual schooling, and movements like Common Core exist. Two bills, SB189 and HB230, were jointly submitted. Our legislative VP and our lobbyist worked many hours with legislators to explain the new developments and the amendment. Both bills passed their respected chambers unanimously. On May 30, Governor McCrory signed SB189 into law. Spencer Mason, our legislative VP, was at the ceremony. Spencer and the NCHE board are to be congratulated on seeing the need, recognizing the opportunity and acting swiftly and wisely. All North Carolina home educators will benefit from this change.

This presidential column is perhaps a little longer than usual. But then, it's a kluge (can you tell?). It's my first attempt. I trust, dear reader, that you will see that NCHE is an organization oriented toward serving, and that means being willing to reflect on what we are doing and to try new things. We'd love to consider you a partner; come kluge with us!



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Book Fair 2013

# 2013 TWENTY-NINTH ANNUAL NCHE CONFERENCE AND BOOK FAIR

by Nancy Coleman

*"In thirty years of speaking at homeschool conferences, I had never attended the NCHE conference until this year. I was blown away. The cost of the conference was underpriced; the location was central; the vendor hall was full of more than anyone could expect; NCHE trustees were all engaged and super helpful; volunteers were friendly and knowledgeable; the facility was convenient in every respect, and the lineup of speakers was unparalleled. Simply put, all things considered, the NCHE conference is the best home school conference in America."—Mike Smith*



Teen and alum dance

Wow! What a conference! I hope all who were in attendance were blessed, and those who weren't will reap a blessing from those who were. One of the best things we can do with what we receive is to give it out to others. Every year the NCHE conference committee spends countless hours planning a conference specifically tailored for North Carolina homeschoolers. We want you to come to your state conference knowing that we have had you in mind all year.

There are really too many highlights to name. With a slate of 153 sessions, we hope that there was something for everyone. Our vendor hall was buzzing with activity the entire weekend and included many

opportunities to purchase or win curriculum and other prizes. Some of the features of this year's conference were: leader's luncheon and special track of workshops, teen and alum dance and games social, alum social, children's conference, basketball tournament, chess tournament, talent show, , mentoring, college fair, and graduation. There were also new features this year. We offered a film

so much better.

Because of our proactive legislative activity this year we invited some of our state legislators along with Lieutenant Governor Dan Forest to the 2013 conference. After the Lieutenant Governor delivered a speech to the conference, an informal reception was held for him and the legislators, allowing personal interaction with conference attendees. We were happy to provide this opportunity to talk to our elected officials.

It is our desire every year to put together a conference that meets as many of the needs of North Carolina homeschoolers as possible. We are continually examining and asking questions about how we do things. We want to hear from you. Many of you filled out the conference evaluation form, but we like to give many opportunities to offer feedback. If you would like to give input to next year's conference, please contact us through our website at [nche.com](http://nche.com) or email [conferencevp@nche.com](mailto:conferencevp@nche.com).

Next year we will welcome Todd Wilson as the first of our featured speakers. Stay tuned to [nche.com](http://nche.com) and our Facebook page for all



*Children's Conference*

conference information as we add more speakers. Make your plans now for May 22-24, 2014.



*Lt. Gov. Dan Forest chats with Mike and Ronda Marshall at the legislative reception.*

camp for teens, a free newbie track for new homeschoolers. For the first time NCHC took on the big task of recording the 91 conference sessions and selling CDs and MP3s. What a job! The team was made up primarily of homeschool seniors and alums. There was a lot learned that will make next year go



*Nancy Coleman lives in the mountains of North Carolina, near a little town called Brevard. She is married*

*to Tim, and together they have seven children, including one who still lives at home, and two who are married. She and Tim enjoy time spent with their family, as well as gardening and tending to their farm animals. Nancy has been a part of the NCHC board since 1996 and currently serves as conference vice president.*



*Margaret Sloyer in the talent show*



*The Meeker family with graduate Jamey*



# TEN FUNDAMENTAL REASONS TO HOMESCHOOL



• • • by Tracy Klicka

*Tracy Klicka is a homeschooling mom of seven children, four of whom have graduated with two married, and three teens still at home. She is also the widow of Christopher J. Klicka, who was an international pioneer in the homeschool movement and senior counsel for the HSLDA for over twenty-four years. She was a featured speaker at the 2013 NCH Annual Conference. Her website is [www.tracyklicka.com](http://www.tracyklicka.com).*

Each year at this time, I think about why I homeschool my children. It helps me remember the benefits and blessings when I am prone to feel most like a failure. It was finding a link to a recent article on the ChildrensMD website by medical doctor Kathleen Berchelmann—sharing her list of eighteen reasons why she homeschools her children—that encouraged me to not only think about, but write down my own list.

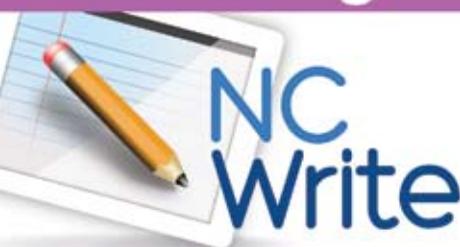
In thinking about my reasons, I started with what was most important to me. I know I'm easily tempted to get sidetracked by some of the benefits that, while good, are not foundational. Putting thought into what's most important to our family helps anchor us when life's stormy winds start blowing us around. We all need that!

Besides the well-documented academic and social advantages, efficiency of our day, practical life skills learned and time to build character that homeschooling affords, here are some additional fundamental reasons why I have chosen and love homeschooling. I hope these resonate with you, or introduce some benefits you perhaps haven't considered.

- 1. God gives the primary responsibility and authority for instruction and nurture of children to parents.** This is not insignificant. While parents can delegate that authority to others, they will *always* have the responsibility squarely on their shoulders. We should make a choice for our children's education with this ever in the forefront of our minds.

2. **My relationship with my children grows deeper as we spend time together.** The thing my children want most from me is just being with them. This was true before their daddy passed away and is even more true now. Homeschooling gives me more time with my children—time that deepens the bond of love between us.
3. **I am a mother before I am a teacher.** My influence on my children in helping them discover who God has made them to be and how they fit into this world He has created is profoundly shaped by my role as mother as I nurture, protect, encourage, pray with, instruct and teach my children. What I do as a mom will leave a far more indelible mark on the hearts and minds of my children than all the academics I teach and oversee throughout their educational journey at home. This is what discipleship is all about, and homeschooling provides the best means for me to disciple my children.
4. **My children are not the only students in our home.** That's because we are all lifelong learners, and homeschooling is the perfect vehicle for both parents and children to learn together. At home, we can discover God's creation and study the glories of His Word. We can search for beauty, goodness and truth wherever it can be found in our world. And we can continue to develop our interests, passions and God-given abilities for His glory. The children are learning, yes, but so am I.
5. **Caring for the needy of the world begins at home.** We learn best to care for others by learning to care for one another in our own home. Teaching and modeling that each of us is made in God's image is foundational to training our children to see themselves and others rightly. Showing your children God's priority of love in His Word and demonstrating it with your life will plant seeds deep into your children's hearts, seeds which God can grow into a desire to reflect Jesus to our world.

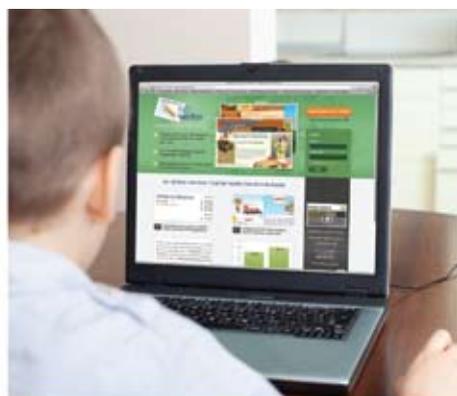
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6. **I can encourage my children to be the persons God made them to be.** Beyond their main academic studies, they can pursue the things for which they have a passion. They may pursue activities like extra learning opportunities, mentor-ships, part-time jobs, special trips, and missions work. My son, John, has pursued acting, my daughter, Charity, (almost eighteen) has been blogging since she was thirteen, and my daughter, Megan, took an entrepreneur workshop when she was fourteen. Now, at twenty-one, with a degree in business management, Meagan is a branch area manager for a large company.

7. **My children can work at their own appropriate pace.** If one or more of my children struggles with math, for instance, the flexibility of the homeschooling lifestyle allows them to progress more slowly without feeling like a failure. Likewise, if they are exceptionally gifted in an area, they

can race ahead in that subject, not being held back, and finish early. Either way, they are making progress and can feel good about that. Mastering the material at their own pace helps them to resist the temptation to compare. The goal is *learning*, whatever pace works best for each child.

8. **My children are able to gain a biblical worldview at home.** Exposure to a biblical worldview will *not* happen in a government school and may not happen even in a Christian school! I want my children to know that God's Word is authoritative and true, and it should shape how we think about our world and culture. How many children do you know who think it is perfectly fine to live a homosexual lifestyle or have an abortion? How many think our government has the right to tax a society to death? Some may believe these things because they weren't taught the authority and content of God's Word.



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9. **Having our children at home day-to-day gives us an opportunity to model a godly marriage and the joys of being a parent.** Not only do our children get to see a mom and dad who truly love each other and model (though imperfectly!) a Christ-like love, they also have a wonderful opportunity to see a mom and dad who joyfully embrace God's call to be parents who desire to raise their children for God's glory. For most of our children, marriage and parenthood will be their primary calling in life (besides following Christ). Being at home, seeing mom and dad love each other and love being a parent with God's help gives our children a vision for a meaningful and God-glorifying future, no matter where our society is headed.
10. **The reality of the gospel is demonstrated in the everyday of life.** I love sharing the goodness and greatness of our Creator God with my children; but even on days when, as a mom I feel like pulling my hair out, having my children at home gives me a tremendous opportunity to show the sufficiency of the gospel. God accepts me as I am through His Son. He has given me His Spirit to help me, but I still need Him every day. My strength always comes from Him, but His grace is always sufficient! How I live each day before my children—in the attitude of my heart, in the words of my mouth, in the choices I make—demonstrates how important, how true the gospel is to me. When they see me lean with trust and hope on a faithful God who securely holds me in His hands because of Christ's sacrifice for me, they will know the gospel is real—and that's the best lesson my children can ever learn. 

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# The American Revolution in North Carolina

by Dave Henderson

## Living History

What state can claim (arguably) the earliest battle in the American Revolution and one of the decisive last battles? Which can claim a tea party organized by leading women and an early forerunner of the Declaration of Independence? Massachusetts? Pennsylvania? New York? Virginia? No! North Carolina!

We've all heard about the 1775 "Shot Heard Round the World" in Lexington, MA, but have you heard about the Battle of Alamance, NC, in 1771? While the Boston Tea Party threw tea into the harbor in 1773, the Edenton, NC, tea party petition was signed by fifty-one leading women of the town. They promised to no longer buy British goods, even to the detriment of their family businesses. The controversial Mecklenburg, NC, Declaration predated the Declaration of Independence by over a year. The battle at the Guilford County, NC, Courthouse forced British General Cornwallis to head to the coast and on to Yorktown VA, where he surrendered. All of these are part of our North Carolina heritage and history. All of these are places and things you can visit or research. And the more you look, the more you discover!

*Wake Forest History Days—Artillery regiment demonstrates cannon*





## Homeschooling Enables Experiential Education

It's one thing to read about events that happened over two hundred years ago, but it is another thing to experience history. Field trips to historical sites provide unique opportunities for students to experience *living* history. No matter where you live in North Carolina, you are close to a place where the War for Independence was fought!

The more young people see, hear, touch, smell and maybe even taste an historically accurate representation of artifacts, the more the reality of what once happened will take form in their mind. The more they walk the ground others have walked and stand beside a similar hearth, the more appreciation they will have for the trials and temptations others had to endure. There is no doubt that experiential learning takes a good deal of effort, a great deal of intentionality and planning. It is much easier just to do a unit study about the American Revolution at home. However, one of the benefits of homeschooling is scheduling flexibility. You can do school on a weekend. You can incorporate other educational work into the drive. Incorporating history field trips into the curriculum is important, and homeschooling provides a unique opportunity to do so.

A field trip to a historical site should be filled with great learning opportunities. Here are some tips to make the most of the experience.

1. **Plan ahead.** Have the students research who/what/where/why/when and how of the site you will be visiting. Who was involved? Was the battle between the British and the Colonists, or between the Loyalists and the Patriots? Why was the battle here?
2. **Dress appropriately for hiking and be prepared to be outside and walk.** Pay attention to the weather forecast and dress in layers. Bring water bottles and maybe even lunch. Most historical sites provide picnic shelters. Will there be Living History displays? At the Alamance Battle days, we had the opportunity to help

prepare our own apple cider and hotcakes!

3. **Engage Historians.** Historians love to share what they know. Historical sites are often the best places to interact with historians. Whether they are paid staff, or just volunteers, you can be sure that the folks who are there want to be there and would love to share with you what they know. Why would someone volunteer their time at a small historical site, unless they really have a heart for it? So don't be afraid to engage them and ask good questions. You will make their day, and in addition, your day will be better for it. In addition to individual history buffs, there are special groups made up of people who have direct family ties to historical places and events. Two such groups are The North Carolina Daughters of the American Revolution <<http://www.ncdar.org>> and North Carolina Sons of the American Revolution <<http://www.ncssar.org>>. People who belong to these groups celebrate their heritage and are typically great resources for little-known historical stories.



*On one of the Hendersons' early field trips, daughter Andrea meets Ben Franklin.*



**4. Time your visit to re-enactments or Living History days.** Re-enactments provide some the best opportunities to take abstract historical acts and make them concrete. Several years ago, the town of Wake Forest was invaded for a weekend by Hessian horsemen and a Scottish Regiment practicing maneuvers and drills on the town square, preparing for combat with Continentals. The sounds from huge horses, skirl of bagpipes and shouts of commands filled the air—and impressed several young minds that day. Check out the anniversary date of the event. Some sites even have special homeschool days where they plan re-enactments and offer discounts to homeschoolers.

**5. Budget for Mementos/Souvenirs/Resources.** Many sites have an extensive bookstore with everything from scholarly volumes for the avid historian or high schooler to children’s books and colonial toys. We have a shadow box on the wall filled with knickknacks from around the state. A cannon, a statue of George Washington, a boot with a hole in it—you get the idea. And of course, *books*. Lighthorse Harry Lee’s

*History of the Revolution in the South* is still one of my favorite finds. It is still available at Guilford County Courthouse Battlefield Bookstore. Children should also be encouraged to budget money to spend at these stores.

### **Great Revolutionary Sites**

What follows is a list of North Carolina Revolutionary sites that I highly recommend. It is by no means a comprehensible list. Some I’ve visited and really enjoyed, others are still on my list to visit. There is no use trying to rank them, for they are unique and each has its own value; some are comprehensive and might require multiple visits to take in all they have to offer, others are small and more intimate. All of these sites are within a reasonable drive from just about anywhere in North Carolina. While some are run by the National Park Service, many are run by the state. Some are very much a local/volunteer venture. Some have fees associated with them. All are worth the time and effort to go and visit. I’ve grouped them geographically and provided some historical context. For more context, I recommend some of the amazing history sites online dedicated to North



*Revolutionary war era camp, Primitive Rendezvous, Yadkin, NC*

Carolina and/or the Revolutionary War (<http://www.nchistoricsites.org>, <http://www.ncpedia.org>, <http://www.carolana.com>, <http://www.northcarolinahistory.org>, <http://www.myrevolutionarywar.com>)

Have you been to Tryon Palace? It was built by a tyrannical British governor during his reign 1765-1771. His tax officials would confiscate horses and tack, or all important cooking pots if colonists were not able to pay. The colonists saw the need for regulation of these government officials hence the rebels formed the Regulators. Refusal to pay the taxes led to the showdown in 1771 at Alamance Battlefield. The Regulators were defeated and leaders hung. But this was arguably the first confrontation of the American War for Independence. Today, both Tryon Palace near New Bern and Alamance Battlefield outside of Burlington are the first of the locations you should visit to follow the war through the state. (<http://www.tryonpalace.org/>, <http://alamancebattlegroundfriends.com/history.html>, <http://www.northcarolinahistory.org/encyclopedia/533/entry>, [http://www.carolana.com/NC/Royal\\_Colony/nc\\_royal\\_colony\\_war\\_of\\_regulation.html](http://www.carolana.com/NC/Royal_Colony/nc_royal_colony_war_of_regulation.html))

North Carolina colonists were pretty evenly divided

between Loyalists, Patriots and those who did not want war. In the years leading up to the War of the Regulators, the Great Awakening swept through the colonies. The Wesleys, George Whitefield and others inspired circuit riders and tent meetings. (<http://www.learnnc.org/lp/editions/nchist-newnation/4451> <http://ncpedia.org/great-awakening>)

Baptists, Methodists, Presbyterians, Moravians and Quakers took root and grew in North Carolina. With them came varied theologies. Some emphasized personal salvation, individual freedom and duty to God and fellow man. With it came the dethroning of the King as the source of law. The cry of "No King but King Jesus!" was heard. <http://ncpedia.org/religion-part-3-ascent-and-influenc>. Other theologies honored the authority of the Anglican Church and the King and were naturally called the Loyalists. (<http://ncpedia.org/church-england>)

Still others would not, no, could not pick up a weapon against their fellow man. Remnants of their settlements and meetings last to this day. You can visit the Quaker settlement of Snow Camp during the summer and see the reasons why they would not fight in the outdoor play *The Sword of Peace*. (<http://www.snowcampdrama.com>)

In other parts of the Colonies and in North Carolina, tensions were rising. News traveled across the land of the Boston Tea Party in 1773, spawning other tea parties in many other cities. Visit Edenton to learn more about Mrs. Penelope Barker and the agreement to boycott British goods she signed in the fall of 1774 with fifty other leading women. (<http://www.northcarolinahistory.org/encyclopedia/50/entry>, <http://ncpedia.org/history/colonial/edenton-tea-party>)

Feb 27, 1775—At the Bridge over Widow Moore’s Creek twenty miles from Wilmington, Whigs (Patriots) blocked the way for a larger group of Tories (Loyalists) marching to Brunswick Town on the Cape Fear River to join up with General Cornwallis. The Patriots demonstrated surprising strength, discouraging Loyalists from recruiting more. (<http://www.myrevolutionarywar.com/battles/760227-moores-creek-bridge/>, <http://www.nps.gov/mocr/index.htm>)

Now we’re off to Charlotte to discover the controversial Mecklenburg Declaration. Soon after Lexington/Concord in 1775, residents of the county declared themselves “a free and independent people.” There is controversy amongst historians as to whether or not the Mecklenburg Declaration is authentic. Did the residents really write it in 1775, or was it produced later and post-dated? You need to research and decide. (<http://ncpedia.org/mecklenburg-declaration>)

Confirmed to be authentic are the Mecklenburg May 31, 1775 Resolves, twenty resolutions declaring “laws... derived from the Authority of the King or Parliament are

annulled and vacated. . .”It outlined how to replace the Crown government with local. (<http://www.learnnc.org/lp/editions/nchist-revolution/4263>)

It was not until a year later with the Halifax Resolves of April 12, 1776, that North Carolina authorized its representatives to the Continental Congress to vote for independence from Britain. (<http://ncpedia.org/history/usrevolution/halifax-resolves>, <http://www.lib.unc.edu/ncc/ref/nchistory/apr2007/index.html>)

Back to the west, the far west, Indians were divided; Cherokees joined up with the British, Catawba with the Patriots. Battles were fought near Franklin near Coweecho River gorge called the block hole. ([http://www.carolana.com/NC/Revolution/revolution\\_coweecho\\_river.html](http://www.carolana.com/NC/Revolution/revolution_coweecho_river.html))

For the next several years, major battles were fought outside North Carolina. Many Patriots left to join the Continentals in the north or Militias in South Carolina and Georgia. Loyalists joined up with Cornwallis as he occupied Charleston, SC, and attempted to subdue SC, Georgia and eventually North Carolina. Skirmishes and battles were fought throughout North Carolina when Loyalists and Patriots clashed at places like Ramsours Mill in 1780. ([http://www.carolana.com/NC/Revolution/revolution\\_battle\\_of\\_ramseurs\\_mill.html](http://www.carolana.com/NC/Revolution/revolution_battle_of_ramseurs_mill.html) or The House in the Horseshoe, <http://www.nchistoricsites.org/horsesho/horsesho.htm>)

You can explore a Timeline of North Carolina Battles/Skirmishes to find local conflicts near you. [http://www.carolana.com/NC/Revolution/NC\\_Revolutionary\\_War\\_Known\\_Battles\\_Skirmishes.htm](http://www.carolana.com/NC/Revolution/NC_Revolutionary_War_Known_Battles_Skirmishes.htm)



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In 1780, war escalated in North Carolina. With British General Ferguson and an army of Loyalists headed towards Kings Mountain, frontiersmen gathered together and rode south to meet them. Along the way more men joined in until the group grew 900-1000 strong. This march is reenacted by the Overmountain Men. (<http://www.ovta.org/>, <http://www.learnnc.org/lp/editions/nchist-revolution/4272>). The Overmountain Men caught up with Ferguson and his Loyalist troops at Kings Mountain—oops!—SC. You'll have to go slightly out of state to visit this important battle! Because of the outcome, General Cornwallis planned to advance into North Carolina from his camp in Charlotte. The battle's anniversary is Oct 7, 1780. ([http://townhall.com/columnists/chucknorris/2012/10/09/true\\_patriots/page/full/](http://townhall.com/columnists/chucknorris/2012/10/09/true_patriots/page/full/))

By this time, General Greene was put in charge of the Continentals in North Carolina. He extended the use of hit and run attacks, using light horse cavalry to harass and destroy supplies behind the British/Loyalist army and take out bridges and boats in front of them.

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General Greene outpaced Cornwallis all the way to the Dan River in Virginia. This is a short out of state trip to South Boston, VA. ([http://www.prizery.com/index.php?option=com\\_content&view=article&id=96&Itemid=190](http://www.prizery.com/index.php?option=com_content&view=article&id=96&Itemid=190)) Greene took all boats across the Dan, stranding Cornwallis on the south bank. The British turned to Loyalist stronghold of Hillsborough.

After both armies took time to refit, Greene and the Patriot Regulars and Militias returned to Guilford County Courthouse, in the middle of present day Greensboro. I won't spoil your visit by revealing all that went on there. It is a National Military Park, and they have a well-run Museum with exhibits, a short movie, an interactive map and a well stocked bookstore/gift shop with something for everyone. There is a great trail through the park with preserved battle lines and explanations of the events. (<http://www.nps.gov/guco/index.htm>)

After this battle, Cornwallis headed to Wilmington. This was the path of least resistance, not large rivers to cross like the Dan, and from there he went to Yorktown, VA. And you know the rest! By October 19, 1781, most of

the hostilities were finished. (Map of conflicts in North Carolina: 1781—<http://www.waywelivednc.com/maps/historical/rev-war.htm>)

There is no way I could find all of the many sites in North Carolina related to the American War for Independence. If, in your travels or web searches you run across a less-visited site of historic significance, send us a note to [history@nche.com](mailto:history@nche.com).

*Dave Henderson is the father of a homeschool graduate (since kindergarten). Until he started homeschooling, he thought history started in 1492. Now he realizes it is His Story that started before Creation. Dave is NCHS region 8 director. He transplanted twenty-two years ago from the Midwest to North Carolina.*



*(Go East, young man)*



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# SUMMER FUN with FAMILY FILMMAKING

*Left to right: Mark Struble (holding the boom mic), Gary T. White, Curtiss Struble, Aerin White and Fireman Harry (acted by Nathanael T. White).*

by Sally Matheny

Searching for something fun (and shhh...educational) for your family to do this summer? Why not try filmmaking?

That's what the homeschool family of Gary and Shannon White of Cliffside did. However, their summer project turned into a year-long endeavor. Their oldest daughter, Aerin (sixteen) chose cinematography as a high school elective. She then directed a sixty-seven-person cast to make the first full-feature Christian film that she has written, *After the Knight*. The story is about a family facing the foreclosure of their farm and a greedy neighbor who will do almost anything to obtain it. The main character, Kirk Decker, and his teen friends stumble onto a mysterious treasure hunt. A series of surprising events unfold, offering hope, danger and dramatically changing everything.

When the script was finished, Aerin began emailing her friends and family, requesting warriors to pray and volunteers to act.

The Whites did not use a movie-making curriculum but learned mostly by trial and error. Some of the equipment used was iMovie, Final Cut Pro X and a Canon HV 30 video camera. Aerin's father, a pastor and high school teacher, invested his free time doing the filming and editing.

Making *After the Knight* was definitely a family affair. All seven of the White children took part in the filmmaking. They acted, helped make sets, prepared meals for the cast

and assisted with childcare for cast members. Extended family, friends and church members all gave of themselves to make Aerin's story come to life.

Homeschooled teens made up the main cast: Curtiss Struble (fourteen) of Lawndale, Cailey (fifteen) and Hannah (thirteen) Speer of Shelby; Matthew Fulton (seventeen) of Forest City, Aerin (sixteen) and Joelle (thirteen) White of Forest City and Jonathan Keller (fifteen) of Gaffney, SC.

Filming took place in numerous locations in Rutherford and Cleveland counties. The majority of film production took about four months in 2011. Editing took over a year before reaching completion in 2012.

Making a movie was a great learning experience but it was not always fun. Before the project was complete, numerous obstacles were tackled; everyone's patience was tested; and the \$1,000 budget had tripled. Aerin continuously kept all her prayer partners posted with prayer requests and praise reports concerning the film.

When asked to name the most difficult thing they encountered during filmmaking, Aerin answered, "Our own inexperience has made this project difficult. At times, we had trouble working around everyone's

schedules and keeping ourselves and everyone else motivated!" Her sister, Joelle, who assisted greatly in the filming, added, "Being hot and tired, and still having to act energetic for the filming [was difficult]. After a long, tiring day, we would get in bed late and have to wake up early. We also had to deal with stinging yellow jackets!"

The girls are quick to share the good things they have learned as well. "I learned how to write a script," Aerin said, "and use the filming equipment. One of the biggest

things I learned was how to work with people, especially in stressful situations. God has used the filmmaking process to teach me patience and to extend grace to others."

Joelle said she became better at organizing and communicating more clearly. "I've learned film editing and how to use voice recording programs as well as how to operate a camera and boom microphone."

When asked what she wants people to take away from *After the Knight*, Aerin answered, "I want people to realize God is ultimately in control. We have to give the

things in our lives to Him, faithfully do what He has called us to do, and trust Him with the results."

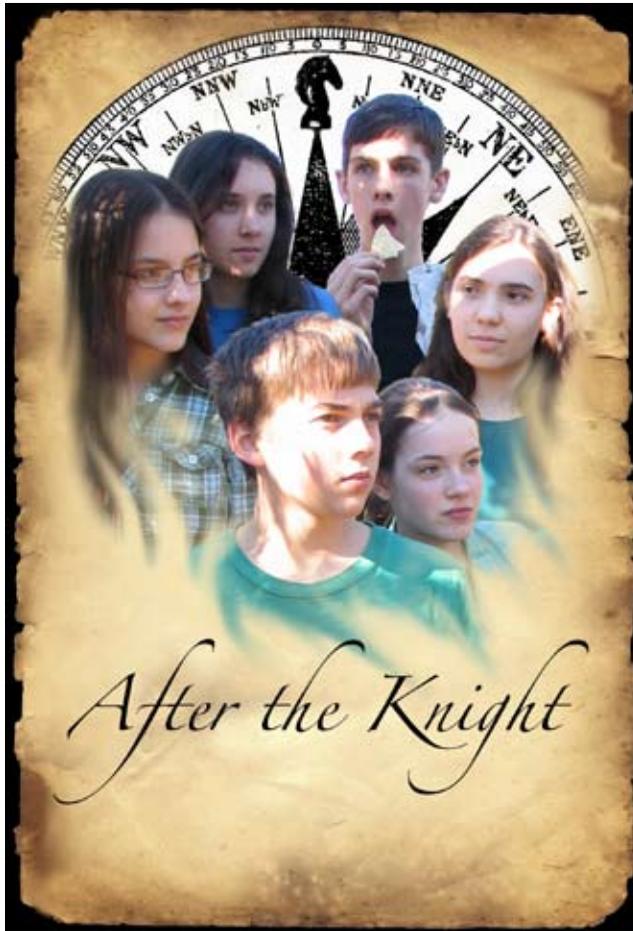
The final hurdle was to obtain an original music score for the film. The Lord provided two talented former homeschoolers: Samuel Jenkins and Jacob Searcy, both of Rutherfordton.

Hundreds of hours of hard work were encompassed in the film. Technical difficulties were rampant but the Whites persevered. They recently held a private debut of *After the Knight* in their community. Enthusiastic reviews prompted the family to enter the film into a Christian film festival that is taking place this fall.

The family has set up

a website at [www.aftertheknight.com](http://www.aftertheknight.com), that includes the movie trailer, background information and makes the family-film available to the public.

Joelle and Aerin have advice for other young filmmakers. "My best advice is to pray over whatever you're doing. Prayer is powerful," Joelle said. "Get adult help. We couldn't have done it without Daddy and other adults. Don't make things hard on yourself. Stay within budget, keep props easy and learn your equipment."



*The DVD cover of After the Knight (designed by Gary T. White)*



Aerin and Joelle White, young film-makers with a purpose

Aerin adds "Pray and seek God's will in *all* you do. Start simple. Think through your scenes; plan when and how you are going to shoot them. Don't rush. Take time to get good performances and plenty of footage to work with and enjoy the process!"

Do you think your family might like to try making a movie this summer? It doesn't have to be a full-feature film. You may try something simpler. Perhaps you might retell a story you just read, or a story you have written. Maybe your family would like to film a short clip promoting an upcoming event at your church or film a positive message of hope for other media outlets. Record a legacy by interviewing relatives on camera. The ideas are plentiful (and educational) so have fun with it. "Lights, camera, action!"



*Sally Matheny's mission in life is to encourage others. Her work is published by Practical Homeschooling; Clubhouse Jr.; Keys for Kids, and other publications. She also serves on the leadership team for the Write2Ignite Writers' Conference which assists writers with a Christian worldview. Sally and her pastor-husband live in the foothills of N.C. with their three children. They are in their fourteenth year of homeschooling. Connect with Sally Matheny at [www.sallymatheny.blogspot.com](http://www.sallymatheny.blogspot.com) or at [www.write2ignite.com](http://www.write2ignite.com).*



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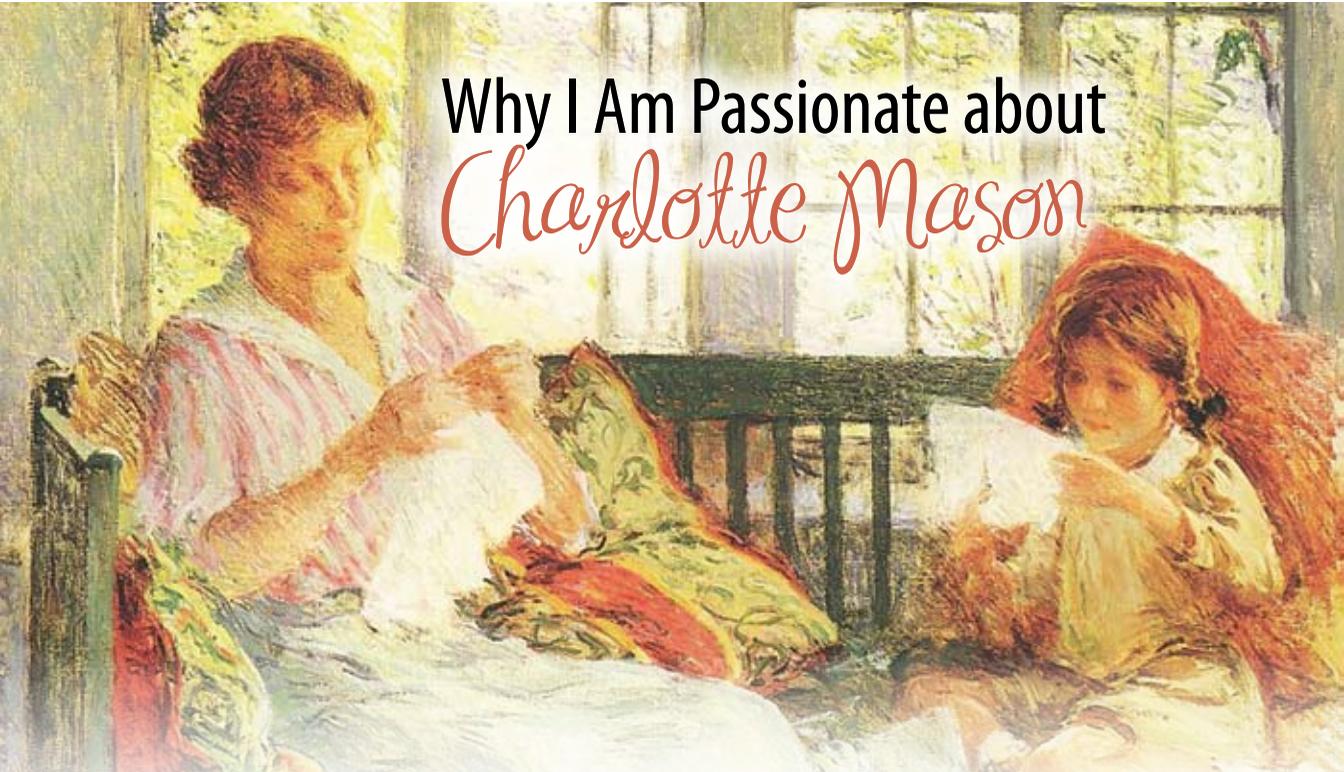
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Allen Smith, of the law firm Smith, Dickey, Dempster, Carpenter, Harris & Wright, has been Home Educating for almost 20 years, and understands the homeschooling community.

 We Support Our Troops

# Why I Am Passionate about *Charlotte Mason*



by Mary Freeman



*Mary and Karl Freeman homeschool their three children, Adah, age eleven, Seth, age eleven and Patrick, age seven. They have homeschooled for five years in Kernersville.*

Many factors may influence our decisions on educational curriculum, including our own journey through life. As a product of traditional public schooling, where my pursuit of high scores on tests outweighed any personal development, I found that delving into the hows and whys of learning was not intuitive. Furthermore, the concept of homeschooling never entered my mind until our twins were approaching kindergarten. As we looked into options other than a full day of school, God opened doors and windows to the Charlotte Mason philosophy. Redeemer School, we found, is a half-day program and a Charlotte Mason style private school. After the head master encouraged me to read *For the Children's Sake* by Susan Schaeffer Macaulay to get a taste of the Mason philosophy, we decided to try home education for the twins' kindergarten year and our educational journey began.

Charlotte's philosophy of education captured my heart with the gentle approach to learning, treating a child as a person and not a vessel to be filled with facts—facts that would soon be forgotten. Education should be treated as a lifelong journey, encouraging the child's God-given desire to learn and building character along the way with the overseeing power of the Holy Spirit.

Let me introduce you to this lovely lady whose ideas were well ahead of her time. Charlotte Mason was a distinguished British educator, a pioneer at the turn of the twentieth century. Her ideas and insights were brought to life in many homes and many schools. "She founded the Charlotte Mason College of Education in England where she developed an educational philosophy that stressed bringing broad and stimulating education to a child in a noncompetitive, biblically-based way." *The Original Home Schooling Series*, back cover

She said education is "an atmosphere, a discipline, and a life": atmosphere is learning real things in the child's real world (not contrived); discipline is training of good habits and self control; life is ideas applying to mind, body and soul (a generous and diverse curriculum). She believed that real life is the most effective teacher and encouraged implementing natural opportunities to learn. This is a beautiful fit with homeschooling because children are learning at home where real life happens.

“Education is a life; that life is sustained on ideas. . . . An idea fitly put is taken in without effort, and, once in, ideas behave like living creatures—they feed, grow, and multiply.” *Parents and Children*, vol. 2

Here are a few—certainly not all—unique aspects of a Charlotte Mason education:

- *Short lessons*, in variety of sequence to maximize focused attention and use of the brain—We utilize multiple five to ten minute sessions on topics such as copy work, memory work and verse recitation as well as thirty minute sessions on math, geography, history, science readings, foreign language and music. Because of these short lessons, the child has more time for play and exploration of his or her world.
- *Ideas that are living and inspiring* in stories of history, biography, science, geography—The emphasis is on the ideas that bring the facts to life and not just the dry facts. These living storybooks are meant to be read slowly so the child (and parent) can bask in the story and ponder, reflect and live with the characters. Examples include *Carry on Mr. Bowditch*, *Across Five Aprils*, *Poor Richard*, and Halliburton’s *Complete Book of Marvels*.

“The children should have the joy of living in far lands, in other persons, in other times—a delightful double existence; and this joy they will find, for the most part, in their storybooks.” *Home Education*, vol. 1, p. 153

- *Literature with rich language*, from great authors such as Shakespeare, Dickens, Pyle, Stevenson, Plutarch, C. S. Lewis and Defoe, that helps the child to learn character and quality literature—We enjoy reading each night, being immersed in the stories and relishing time together as a family. Each term we read or listen to a Shakespeare play and try to see an actual performance. Being exposed to well crafted literature helps students to learn from great writers and to become good writers themselves.
- *Poetry, art (picture study), and music* (composers, hymns, folksongs) giving the child’s mind beautiful ideas to feed on and appreciate—A continual exposure to poems, art and music allows our children’s observation skills to grow. It gives them an appreciation of the arts, expands their world and stimulates their creative nature.

“Great artists, whether they be poets or painters, builders or musicians, have the power of expressing and showing to the rest of us some part of the wonderful visions Imagination has revealed to them. But the reason why we enjoy their pictures, their poems, or their tales, is because Imagination does the same sort of thing for all of us, if in a less degree.” *Ourselves*, vol. 4, p. 48

- *Nature study* fostering observation and appreciation of God’s beautiful and orderly creation—A highlight of our week is when a new aspect of nature captures



our attention (a bird or flower blossom or ice crystals in mud), and we paint or draw it. Experiencing nature lays a foundation for appreciating and understanding the higher level sciences.

In fact, Charlotte encourages all of us to be outdoors much of the time, for health and growth. "Never be within doors when you can rightly be without." *Home Education*, vol.1, p. 42

- *Copywork and studied dictation* used for handwriting skills, spelling and grammar modeling—We use excerpts from rich literature or poignant quotes for copying or dictation, depending on the age of the child. Spelling, grammar and punctuation is more effectively taught when studied in the context of real writing.
- *Narration* (or retelling of the story) used to help the child remember the ideas which are personally meaningful and to learn to communicate those ideas—It is a natural progression of composition to go from oral to written—learning from and emulating the greatest writers. The process of narration, putting the information into the child's own words, helps the child make the knowledge his or her own while also teaching the communication of that knowledge. We use various methods such as recitation, acting a scene, writing questions or paragraphs and drawing, all to help the student know and express the story in their own words. This is not for the purpose of testing.

Starting out in homeschooling, I struggled to apply the Charlotte Mason principles since there was no boxed curriculum that truly fit because it really is a philosophy and way of life and habits. It remains a process of continuing education. There are many resources that are helpful including handbooks and websites. The primary helps for me include:

- <http://www.amblesideonline.org/>  
This is a free-to-use curriculum and booklist designed and moderated by homeschool moms to be true to Charlotte Mason's high literary standards.
- *The Original Home Schooling Series*, Charlotte Mason's six volumes, originally published in 1925  
The most direct way to learn about this philosophy is through Charlotte's writings. Even more enriching is to study chapters along with a group of like-minded people. There is much to glean from her ideas in parenting, education and spirituality.

- <http://www.charlottesmasoninstitute.org> through <http://www.childlightusa.org/>  
Childlight USA is home base for disseminating information about Charlotte Mason including blog articles, links to digitizing of archives, conference information, etc. An annual conference is held every June for educators (homes and schools) to re-unite from across the country. A retreat of sorts, it is a wonderful reunion of like-minds where we are immersed in Charlotte Mason's principles and learn how other veterans apply her ideas to their schools or homeschools.

So as we move towards an educational destination, let us remember that it is a journey that can in fact lead our children to develop a passion for learning if we provide the proper framework and allow their innate learning abilities to blossom. In reading, in learning, in doing—as the reality of CM philosophy materializes in our homeschool—it is clear that an educational atmosphere that emphasizes these ideals has allowed our children to flourish, not only in learning, but in the fullness of character that God intended.

Whatever your path of education, here are some encouraging words from Charlotte Mason:

"The question is not, how much does the youth know when he has finished his education, but how much does he care and about how many orders of things does he care? In fact, how large is the room in which he finds his feet set and, therefore, how full is the life he has before him?"

*School Education*, vol. 3, pp. 170-171

*"We hold that the child's mind is no mere sack to hold ideas; but is rather—a spiritual organism, with an appetite for all knowledge. This is its proper diet—(we take) care only that all knowledge offered him is vital, that is, that facts are not presented without their informing ideas. Our business is to give children the great ideas of life, of religion, history, science; but it is the ideas we must give, clothed upon the facts as they occur, and must leave the child to deal with these as he chooses."*

*A Philosophy of Education*, vol. 6 



# WHY WE LOVE CLASSICAL EDUCATION

by Justin and Crystal Nale



*Justin and Crystal Nale live with their two sons, Jonathan (nine) and Benjamin (four) in Rocky Mount, where Justin pastors a Reformed Baptist church. The Nales serve on the NCHC board as directors for Region 12, supporting homeschoolers throughout northeastern NC.*

Classical education is distinguished from other models of education in at least three ways. First, classical education recognizes and embraces three stages of learning and seeks to teach in accordance with those stages. Second, it values history, especially the great conversations of the past, and places a priority on helping students benefit from and engage with those great ideas. Third, classical education values education for its own sake and seeks to develop students who are well-rounded with a wide breadth of knowledge across many disciplines.

We knew almost nothing about classical education when we first began investigating various approaches to homeschooling for our two boys. As Christians, we were looking for an approach that seemed to lend itself to the kind of God-centered education we wanted to give our boys. We chose to go the classical route and are continuing to enjoy the adventure. Here are some of the reasons why we love classical education:

## 1. Classical education reflects a biblical perspective of learning.

In classical terminology, we are speaking here about the *trivium*, or the three stages of learning. The first stage is the *grammar* stage, in which a person begins learning basic facts about a new subject. The second stage is the *dialectic* stage, in which the student uses reason and logic to draw conclusions from the facts he or she has already learned. The final stage is the *rhetoric* stage, in which the student has gained sufficient mastery of the subject to instruct others.

The illustration that I (Justin) love to use is that of auto mechanics. It is an area in which I have no expertise (to put it mildly!). Imagine that a strange noise was emanating from the engine of the family van. How might someone, like me, go

about learning to fix the problem? First, I would have to open the hood and look at the engine. I would need someone (or some manual) to instruct me concerning the various parts. What is this thingamajig called? What does it do? What about that strange looking part over there? Learning the basic parts of the engine and their functions would be the *grammar* stage. We call this knowledge.

Having learned the basic parts of the engine, I could now begin to use reason to draw conclusions. How does each part of the engine affect the others? Suppose I have a bad spark plug, or a broken connecting rod—how will that affect the other parts of the engine?

This is the *dialectic* stage, the stage in which we begin to make connections and the light bulb continues to switch on in our minds. We call this understanding.

Finally, having learned the basic facts of auto mechanics and gained an understanding of how each part of the engine relates to the others, I could now make a wise decision concerning repairs. I might even be able to instruct others and give them advice concerning problems with their engine.

This is the *rhetoric* stage. We call this wisdom.

Wisdom is the goal—not just in auto mechanics, but in a thousand disciplines we want our children to be able to make wise decisions. As Christians, our chief desire is not that our children merely have great knowledge. In fact, knowledge that doesn't lead to wisdom usually leads to pride, and pride leads to trouble. No, our desire is that our children would use the knowledge and understanding they obtain to live for the glory of God in this world. *“Wisdom is better than jewels, and all that you may desire cannot compare with her.”* (Proverbs 8:11). Wisdom is the goal, and classical education is a proven guide to help us get there.

## 2. Classical education teaches to the developmental level of children.

Once we came to grasp the three stages of learning outlined above, it became easy for us to see that God designed human beings so that we develop in a way that

aligns with these stages. During the elementary years, children's brains are not yet ready for heavy reasoning, but they soak up knowledge as a sponge. The ability of most children to memorize is a wonder to us who are adults. We cannot tell you how many times we've heard one of our boys singing a song that they heard on the radio many months before, and then only for a few seconds. Yet this is how God has designed children—their minds are ripe to soak up the grammar of life.

Classical education takes advantage of this by devoting the early years to memorization. The goal is to put as much truly useful information into the minds of our children as we can, even if they don't yet fully understand it. The understanding will come later, but many of the facts they learn now will stick with them for a lifetime.

As the children grow and enter the preteen years, their brains begin to change. Reasoning becomes much more important. Our children want to know *why*. *Why* does our family believe in God when the family down the street does not? *Why* do we vote the way we do? *Why* are the rules of our

house different from the rules of our neighbors? At this point, our preteens are entering the dialectic stage, and they are beginning to draw conclusions for themselves. “Because Daddy said so,” no longer wins their hearts and minds.

Classical education embraces this stage of development by seizing it as the best opportunity to teach logic and sound reasoning skills. Many other models of education seem to forego the teaching of logic altogether, but certainly there can be few subjects more important than this one! Homeschooling parents will often find that this is a very exciting season for the whole family as dinner-time conversations become more in-depth, with discussions of current events and the values that the family holds dear taking a central place in the student's learning.

As our children reach the high school years, they are becoming young men and young women. We pray that

*“The tools of learning are the same, in any and every subject; and the person who knows how to use them will, at any age, get the mastery of a new subject in half the time and with a quarter of the effort expended by the person who has not the tools at his command.”*

— Dorothy Sayers —

they have not only gained a great deal of knowledge and understanding, but that they are now learning to make wise decisions with what they know. Our desire is that they be equipped with the skills to take the knowledge and understanding they have and use it to change the world for Christ's sake. In these last years of homeschooling, the classical model would emphasize refining the student's ability to speak and write persuasively, to be able to lead others towards truth and godliness.

### **3. Classical education lends itself to a one-room schoolhouse.**

Here is a great benefit to families with children at varied ages who would like to study the same subjects at the same time. The classical education model allows your seven, twelve and sixteen year-olds to all study the same subject at varying depths and with great benefit. So, for example, suppose you are studying the scientific classifications of living things. Your seven-year-old would memorize the classifications (kingdom, phylum, class, order, family, genus, species). Your twelve-year-old could research various plants and animals, seeking to deduce from their descriptions which kingdom, phylum, class, etc., each belongs to. Your sixteen-year-old might write a persuasive paper about a newly discovered plant, arguing whether the plant should be classified as a new species, or as merely a sub-species or variant of an already existing species.

### **4. Classical education emphasizes the integration of subjects.**

God's world is not segregated into isolated subjects. Instead, all things are joined together, and He is the unifying principle that connects them all. All things are from Him, through Him, and to Him (Romans 11:36); God is the Subject of every subject.

Classical education refuses to move from the study of science to the study of history to the study of math. Rather, it recognizes that all of the subjects are intertwined. The invention you are studying today was designed by a particular scientist, living in a particular part of the world, in a particular culture, at a particular time in history. Perhaps this invention was possible only because of previous inventions, and because of mathematical discoveries made centuries earlier. In the real world, all subjects overlap and connect. Classical

education allows us to see these connections, and to stand in wonder at the wisdom of our God, the Author of all these things.

### **5. Classical education teaches the skills needed to be life-long learners.**

Here is one of the great benefits of classical education: it teaches students the skill of learning. With each and every subject studied, as the student is being taught to walk through the three stages, he or she is learning what it is to learn. The student is being quipped with the skills necessary to tackle any new subject he or she chooses in the future. No subject is too hard—all are possible to master if one will only take the time to follow the stages.

### **6. Classical education gives students a foundation in the past in order to engage the present (and shape the future!).**

This is one reason why families who choose the classical model often teach their students Latin and other classical languages. Not only does the study of these languages become a wonderful opportunity to practice the skill of learning, but it opens up the door to the greatest ideas this world has ever known. Students become equipped to read Plato or Aristotle, Cicero or Virgil for themselves. They are able to engage with the thoughts of these men, to have a dialogue with them (through their books) about God, man and morality, truth, goodness and beauty. In our day of triviality and shallow thinking, classical education seeks to put students in touch with the great ideas of the past so that they can stand on the shoulders of giants and lead others today.

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# The Math around You:

## Helping Young Children Learn to Think Mathematically

by Alexa Carter



*Alexa Carter, a homeschool graduate herself, and her husband, Daniel, live in Durham and homeschool their four children, ages ten months to almost eight years. She has coached award-winning homeschool MathCounts teams and taught math at various levels over the past twelve years.*

Despite popular opinion, math is not a creation of evil masterminds plotting the demise of students and mothers everywhere. I often get the feeling from comments I hear and read that many people think that math isn't a natural part of our lives, that it's boring and that it's something that we just have to make our kids do simply because we're expected to. None of these things is true—math is all around us! Just as we learn more about God through nature, music and art, we learn about God through math. It's part of the world that He created!

I do understand that some people aren't as strong in math as others, but even the least mathematically inclined of us can naturally include math in our children's education. This way when they eventually sit down to a textbook, they already have a base of mathematical thought to build on, as well as a reason to want to learn it! Plain old arithmetic is very useful, but if that's the be-all and end-all in math, it can be incredibly boring. If numbers only come up at your house when it's time to drill the multiplication tables, any natural love of math in your child might be squashed.

Laboriously working through a math book with your child is not important when your kids are young! Trying to make sure that they are at grade level in their math is not important when your kids are young! Don't let the book represent math for your young child—rather use the book as a resource to help fill out your child's math exploration.

The end goal of your child's math education is not for them to be at or above grade level in elementary school! Your goal is for them to have a mind that can think math, enjoy math and apply math to their lives (and through all of these things, learn more about their Creator!). Keep focused on your higher aim and remind yourself that worrying about these benchmarks along the way could divert your path. If you lay a good foundation, speed can follow.

Up until my daughter entered second grade, I only used curricula when my kids asked for it. This year with my second grade daughter reached a point where she needed to understand

some of the mechanics of arithmetic before she could solve the problems that she wanted to solve. She was getting frustrated with trying to solve things without having the proper tools. Tools like the function of the tens place, carrying and borrowing (which are all really the same thing) are necessary knowledge. Of course, you can teach these without a book, but I like the way mine explains it. We now work on our second grade curriculum once a week for about ten or fifteen minutes. She doesn't drill problems—we just discuss the new concept and do a very few sample problems so that she can test her understanding. It's not important at this point for her to work problems quickly—the important thing is to understand how to come up with the answer.

There are so many ways to live and enjoy math. I have listed some ideas for working math into your kids' lives. If you're mathematically inclined, these ideas or your own similar ones will come naturally to you. If you're not, try to pick some of the ones that feel the most comfortable to you. If neither you nor your child enjoys any particular idea, then stop the activity! And here's a tip for everyone as you do math with your kids: don't assume that they are only capable of the simplest math—I've often been surprised at the answers my kids can come up with! Ask hard questions, and give them a chance—if they can't solve it, help them think through it.

## BAKING FUN

Baking with your kids is a great way to deal with numbers (plus teach some science and end up with yummy results!). One thing I started doing with my kids was giving them a



one-half measuring cup (or even a fourth of a cup) to use instead of the full cup measure, simply because it was easier for them to fill. When I did this, I didn't even think about the great math possibilities! I progressed from simply telling them "we need four of these" to "we need two cups, and that's only half of a cup, so I need four of these," to "we need two cups, and that's only a half of a cup, so how many do I need?" The other day, I was in a hurry and handed my five-year-old

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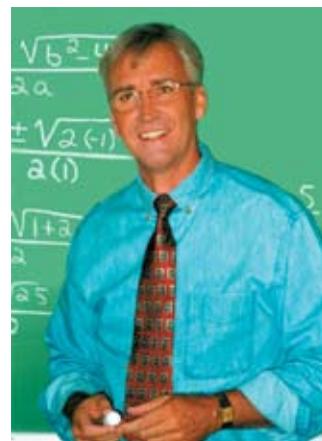
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son a one-fourth cup and asked him to measure out eight of them—he immediately responded “so, we need two cups?” I have not been drilling this with him, and I do not think that he needs to know that yet—but isn’t it fun to be surprised by things like that? He understands the concept of a fourth of a cup, so to him it completely makes sense that eight of them make two cups! Also, vary the counting when you’re baking: start with having your child simply count the things you need—then progress to “Ok, we need six, but I already put in two—how many more do you need to add?”



## LUNCH LESSONS

Lunchtime is a great time to mess with numbers. When my kids ask if they can have crackers, I tell them that they can have eight, and they do the counting themselves. When there are only a few carrot sticks, I have one of the older kids divide up what’s left among the three of them. It’s gotten to be pretty natural for them to notice if there is a bad number to divide (“Oh no! There are eight left! What should we do? Mom, you’ll have to have two.”). Another thing that isn’t a natural part of lunch (but my kids love) is to have them “pay” for their lunch. I give them a random amount of change and then make up things that they have to pay me for (e.g., sandwich, yogurt, apples, etc.). I can make easier costs for the little ones and harder costs for the bigger kids. I also progress to charging them amounts for which they don’t have exact change, so they have to figure out how to pay slightly more and ask me for change. To be perfectly honest, this game can be a tad bit wearying to me (lunchtime is my time to be on the computer while they eat, so constantly having to come back in and charge money isn’t exactly my favorite thing to do). However, they really do love it, it’s gotten them comfortable with money, and it makes them comfortable with arithmetic!

## ALLOWANCE

Another math-and-money activity is allowance. My kids each have three jars for their allowance—one for their spending money, one to save for purchasing gifts at Christmas or birthdays and one for tithe. When I give the kids their money, they are the ones to split it up into the right jars with the percentages we laid out. I try to give it to them in different denominations at different times so they get used to more than just one way of splitting it up. I also often forget to give it to them for several weeks in a row, so sometimes they get to do multiplication (if one week is 40 cents in this jar, then four weeks is 160 cents). It gives them an added challenge, and it’s nice to have a good excuse for forgetting.



## EVERYDAY QUESTIONS

When your kids ask number-related questions, help them figure out the answers! This seems to happen a lot around my house—questions like “how old will I be when the baby is five? How long is it until we leave? When will I be six?” are great opportunities! Try to take advantage of everyday word problems! For example, this happened yesterday:

“Mom, what year was I born in?”

“Well, what year is it now?”

“2013”

“And how old are you now?”

Hesitation. “Well, I don’t know if I count as seven or eight.”

After explaining that that’s a good question, and that since she turns eight next month, she counts as eight; we move on: “So, can you figure out what year you were born in, if you know that you’re eight in 2013?”

After a pause: “No.”

“Ok, well how old were you in 2012? 2011? 2010? And if you were five in 2010, what year were you born in?”

“Oh! 2005!”



## GAME TIME

Games are *wonderful* for learning math! For young children, things as simple as Candy Land and Chutes and Ladders (though these are admittedly not the ones I most enjoy playing) are great for teaching counting, patterns and turn-taking. As your child gets older, there are plenty of excellent games to keep them stimulated and thinking! Some games are better than others, as is true with everything, but almost any game involves some sort of strategy. Some fun games deal directly with math, and there are plenty of games that don't seem math related but are excellent thinking games.

Also in the game-like category are solitaire games and workbooks. These are some of my favorite things ever! ThinkFun puts out many wonderful solitaire games that my kids love—I highly recommend any of their stuff. My favorite workbooks are those put out by Critical Thinking Company. My kids love to do them, and I'm thrilled with the types of thinking that they teach. Check out the resources section below for some ideas on specific games and workbooks.

And don't underestimate the value of puzzles! The spatial reasoning used in putting together a puzzle is more difficult than we realize. Some children, like my oldest two, can do it naturally, so I never really thought

of doing puzzles as a big learning experience. But when my third child started trying to do puzzles, I was amazed at how little she understood the concept of placement in the picture or how the bits of a picture go together. She tries to put the dog's head on the end of its tail, or the doll that's on the right side of the picture all the way over on the left! She enjoys trying to do the puzzle with me, though, and she's getting so much better at it. Separating the edge pieces from the interior pieces is also great sorting practice!

## LOOK AROUND YOU

Maybe the ideas above aren't in your areas of interest. Can't stand baking? Get bored by games? There are plenty of other areas where you can find math. In music, count beats or talk about note duration and time signature. In art, talk about parallel lines and shapes or learn ratios while mixing new colors. In nature, look at symmetry and have your little ones count petals on a flower or points on a leaf. For sports, there are lots of numbers in scores and time keeping, and brackets are charts! Keep an eye out for math; it's everywhere!

## RESOURCES:

There are many other wonderful things out there as well, but these are the ones that I've come across that we enjoy. As with the ideas above, use them for fun—don't push if you and your child really don't like them!

**Games:** Guess Who, Mastermind for Kids, Rack-O, Number Ninjas, Gobblet Gobblers, 3D Labyrinth, Mancala, Cranium Matching Madness, Cranium Cariboo, Taiga,

**Solitaire Games:** Meta-Forms by FoxMind, Clever Castle, Rush Hour Jr., Hoppers Jr., River Crossing Jr., all by ThinkFun.

**Workbooks by Critical Thinking Company:** Can You Find Me?, Mind Benders, Complete the Picture Math, Balance Benders, Dr. DooRiddles, Math Analogies, Think-a-Minutes, and Scratch Your Brain

**Books (just for fun—don't worry about making sure that they understand or solve everything!):** Sir Cumference books by Cindy Neuschwander and Wayne Geehan, *Anno's Math Games* by Mitsumasa Anno, Life of Fred books by Stanley F. Schmidt, Family Math by Stenmark, Thompson and Cossey



## LAW AND POLICY: New Homeschool Definition PASSES!

*At the signing of SB 189, from left: Sen. Cook, Rep. Jones, Sen. Woodard, Gov. McCrory, Rep. Stam, Sen. Barefoot, Rep. Riddell, and NCHE legislative VP Spencer Mason*

*by Spencer Mason*

On May 30, 2013, I, along with many homeschool students, parents and supportive legislators witnessed the signing into law of Senate Bill 189 by Governor Pat McCrory. The endeavor that NCHE began in the fall of 2012 was successfully accomplished with the governor's signature. Here is the definition in the new law: *"Home school" means a nonpublic school consisting of the children of not more than two families or households, where the parents or legal guardians or members of either household determine the scope and sequence of academic instruction, provide academic instruction, and determine additional sources of academic instruction.*

NCHE had not attempted to have new legislation introduced in the North Carolina General Assembly since May 1988, when we asked Senator Dennis Winner to file a substitute bill for House Bill 837, thus creating our current law. Since then, NCHE has focused on being a watchdog (and sometimes an attack dog) to *protect* homeschooling rights in NC. This year was the opportune time to go on the offensive, and here is why.

Since the 1988-89 school year, NCHE has had a running debate with the North Carolina Division of Non-Public Education (DNPE). They interpreted the law, passed in 1988, to require homeschool parents to provide *all* fundamental core instruction (language arts, math, science and social studies) in their homeschools. NCHE took the position that the law didn't require the parent to personally provide *all* the fundamental instruction, but they could get help outside of the home when they needed it.

Several years ago DNPE allowed that homeschool students could receive supplemental instruction from someone other than the parent once the parent provided fundamental (first) instruction in core subjects. This supplemental instruction could be in a co-op or with a tutor, but a teacher, other than the parent, could not provide fundamental instruction. While this was an improvement, it didn't resolve the problem. According to the DNPE interpretation, no one outside the home, including grandparents, could provide fundamental instruction.

Parents who had children with learning disabilities still could not employ a specialist to help their children. Co-ops where fundamental instruction was provided were not in compliance with the homeschool law.

While this debate with DNPE was going on, NCHE was advising homeschoolers to tell their legislators, "We like our law; please don't change it." The reason for this incongruence was two-fold. One reason was that the DNPE had implemented a "don't ask, don't tell" policy. Most homeschool students were getting help from outside the home, and were not suffering any consequences. And two, we were concerned that opening up the law with legislative action could result in more homeschool regulation. However, through the years, NCHE has been contacted by several homeschool parents who were negatively impacted by the DNPE interpretation. The NCHE board had a running debate on how to fix this problem.

In the fall of 2012, the NCHE legislative committee began to ask the question, "If we could change the law to fix this problem, what would it look like?" After the November elections, I proposed that the legislative committee support changing the homeschool law. In the November meeting, the NCHE board of directors gave the legislative committee authority to begin research on changing the homeschool law. This was the formal beginning of our mission to improve our homeschool law.

Here is a brief timeline of the events leading up to successful completion of our undertaking.

**January**—NCHE alerted the public to the possibilities of a change through the GREENHOUSE article "Homeschooling and Outside Classes" in early January. Here is a quote from that article. "We now have a house of representatives, a senate and a governor who seem to be homeschool friendly. We are now evaluating our chances of getting clarifying language added to our homeschool law while avoiding more regulation."

Meetings were held in Wilmington, Raleigh,

Kernersville, Charlotte and Hendersonville to get homeschoolers' input on changing the law. The overwhelming majority of homeschoolers who responded were in favor of our efforts. However, we began to hear from a small, but vocal, number of homeschoolers who were opposed to changing the law in any way. There were a number of objections, but the primary reason was fear that attempting to change the law for the better might result in a worse law. NCHE was well aware of this danger. The meetings were attended mostly by supporters, but those who opposed changing the law attended also. Some board members of the North Carolina Coalition of Home Educators (Coalition) attended meetings, and they pledged their support. In addition to these

meetings, NCHE consulted with homeschool dads who were attorneys, HSLDA and legislators.

**February**—This month was spent almost entirely refining the wording of a potential bill, and answering questions and responding to emails and phone calls about the possible changes in the law. I worked with the staff attorney for the General Assembly, research attorneys, homeschool parents and the Coalition. The bill drafting

process in the legislature began. We finally arrived at wording that was simple and pleased the legislators, the lawyers and the homeschool parents we were working with.

**March**—The NCHE board voted to proceed and have companion bills filed in the House and the Senate. SB 189 and HB 230 were filed on March 5. Most of the month was spent lining up sponsors and lobbying legislators for support. The House passed HB 230 unanimously on March 20!

**April**—The NCHE legislative committee began concentrating on lobbying the Senate to pass HB 230/SB 189. The Senate passed SB 189 unanimously on April 25.



*Spencer and Governor Pat McCrory at the signing of SB 189*

May—On the first day of our annual conference, May 23, the House passed SB 189 unanimously! It was ratified the following day.

We had a lot of help in this process. Cliff Brinson and Tom Roberts, (homeschool dads and attorneys) Amy Chauncey (a learning specialist), my son-in-law, Daniel Carter, my wife, Debbie, and all the homeschool parents who offered feedback played a big part in getting the language in the bills right. Representative Paul Stam gave invaluable help in getting our bill drafted and finding primary sponsors for HB 230 and the lead sponsor for SB 189. Our primary sponsors, Representatives Chris Malone, Susan Martin, Mark Brody and Ruth Samuelson, for HB 230, and Senators Bill Cook, Chad Barefoot and Norman Sanderson, for SB 189, presented a compelling need for amending the law in education committees and their respective chambers. We sent twelve NCHE E-Briefs and posted many updates about this legislation to keep our members and friends informed and to ask them to contact their representative and senator to ask for their support. I got to know many of the legislative assistants when I called or visited their offices and found them to be gracious and helpful. The Coalition, especially Carmen Ledford and Brenda Brown, and the Generation Joshua students spent many hours lobbying on behalf of the bills. It took many people to get our law changed. It was a lot of work, but it was worth it. Now NC homeschool parents can educate their children with even greater freedom.

Here are a few of the comments we received from the legislators we worked with:

“When I realized the potential improvement in the lot of homeschoolers throughout North Carolina by providing them more flexibility, resource accessibility and educational options, I became passionate in making the bill a law. I was proud to be lead on the bill, and happy for each homeschool parent that they will be able to better educate their child. I so appreciated working with NCHE to get this done. We were a great team and maybe we can again work collaboratively to do good things for others.”—Representative Chris Malone

“Homeschooling is a super alternative to public education. I want to do everything I can to promote homeschooling and make sure that parents have the tools they need to teach their children.”—Senator Bill Cook

“As a former homeschooler, the bill made perfect sense to me. We need parents to be able to take advantage of the new options and technologies that exist for educating their children.”—Representative Ruth Samuelson



*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 legislative vice president.* 

*We've been going to bat for homeschool freedom since 1983.*



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# Scholarship Committee ANNOUNCES WINNERS



by Amanda Wares



*Amanda Wares makes her home in Greensboro with her husband, Michael, four children, ages three to sixteen. The Wares have homeschooled for eight years. Amanda is the NCHE region 5 director and the scholarship committee chairperson.*

"If I homeschool my child through high school, will they be accepted into college?" This is the most common question parents ask regarding homeschooling through the upper grades. As scholarship committee chair, I can say with confidence, *yes*, homeschooled students are accepted into colleges and universities. This year, the applicants for the NCHE and HINTS scholarships will be attending a multitude of colleges and universities. These students are unique, with diverse interests and passions. Because they were homeschooled, they had time during their high school years to pursue their interests in a deep way. We know that on average homeschooled students achieve above and beyond their public and private school counterparts in test scores, but, beyond that, all of the applicants display an ability to take charge of their own learning, to be leaders on their campuses, and most of all, to follow God's will as they leave their homeschool environment.

The NCHE scholarship is a \$1,000 one-time award that is provided by NCHE member donations. Each year, two students from the group of applicants are chosen for their academic achievement, leadership ability, character and initiative. This year's winners are Kirsten Daley and Chris Bollinger. Kirsten is the daughter of Christopher and Andrea Daley of Morganton. She plans to attend Gardner-Webb University in the fall, and will major in English with hopes of pursuing a career in writing. Chris is the son of Wayne and Andrea Bollinger of Apex. He will be attending NC State University in the fall, studying electrical and computer engineering.

The HINTS scholarship, provided each year by the HINTS support group in Charlotte, is a \$1,000 one-time award. In addition to the criteria listed for the NCHE scholarship, HINTS award winners must also be active members of their local homeschool support group. Jason Bickley and Colby Sorrell are this year's HINTS scholarship winners. Jason is the son of Barry and Evelyn Bickley of Charlotte. He will be studying in the College of Christian Studies at Anderson University, majoring in ministry with a pastoral concentration. Colby Sorrell is the daughter of Loyd and Denise Sorrell of Apex. She will be working on both a bachelor's and a master's degree from NC State University in nuclear engineering this fall.

The scholarship committee offers their congratulations to each of the scholarship winners, and prays for God's richest blessings on them and they move forward in His plan for their lives!



*Jason Bickley*



*Kirsten Daley*



*Colby Sorrell*



*Chris Bollinger*

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William Peace University . . . . .	18

## 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 homeschoolers 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 anyone who pledges to uphold the ideals of NCHE and comply with the North Carolina homeschool law (if they are homeschooling residents of NC). 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.

Visit Us Online at [nche.com](http://nche.com)

# BULLETIN BOARD

**NCHE Thirtieth Annual Conference and Book Fair** will be May 22-24, 2014, at the M.C. Benton Convention Center in Winston-Salem, NC.

**New NCHE website.** We are excited to announce that we have a new website. Go to [nche.com](http://nche.com) and check it out.



**Conference recordings.** MP3s of conference sessions are available on the NCHE website. Go to the NCHE store link.

**GREENHOUSE Online.** GREENHOUSE articles are made freely available online. Users may access a digital version (PDF) of the magazine in its entirety at [nche.com](http://nche.com). Users may also enjoy a mid-week update as NCHE makes one article from the current issue available in an online readable format at [nche.com](http://nche.com).

**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 [nche@nche.com](mailto:nche@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.

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“*B*efore I got married I had six theories  
about bringing up children; now I  
have six children, and no theories.” – *John Wilmot*

