

Homeschool INDIANA

a publication of the Indiana Association of Home Educators | Issue 22, Volume 1



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Formerly
The Informer



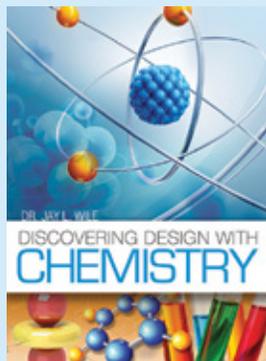
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Homeschool Indiana Core Values

To be Christ-focused
To be Indiana-focused
To be encouraging
To be a resource



Meet Our New Lead Reps!

Steve & Rebecca Barnes

Steve and Rebecca have homeschooled their four daughters, graduating three now. They love the whole homeschooling lifestyle and love sharing their love of family and homeschooling with others. Having been Region 13 Reps for six years, they now serve IAHE as Lead Representatives. ■

Do you have a heart for homeschooling?

Volunteer with the IAHE!

*"Volunteers do not necessarily have the time;
they just have the heart." ~Elizabeth Andrew*



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Welcome

Welcome to the first issue of **Homeschool Indiana**, formerly **The Informer** magazine!

As we mark the 35th Anniversary of the IAHE, we're humbled and blessed by the past three and a half decades filled with servant leaders that invested their time and vision into the homeschool community here in Indiana. We also rejoice for the families currently serving with Team IAHE to **Encourage, Protect, and Serve** alongside us.

It is our goal to serve well in all that we do. Serving such a diverse and growing community is challenging to say the least. While many things may change, our dedication to IAHE's founding mission statement has never changed:

The IAHE was founded for the purpose of serving the Lord Jesus Christ by supporting and encouraging families interested in home education.

Why the name change?

One thing is clear for families in 2018: they are overwhelmed with options and the vast amount of information at their fingertips. Our hope is that our new name provides a clearer message about our publication and that it will help us connect with more families in all that we do.

Whatever you do, work heartily, as for the Lord and not for men. —Colossians 3:23

Celebrating change,

Tara Bentley
Executive Director, IAHE
Managing Editor, *Homeschool Indiana*

The Indiana Association of Home Educators (IAHE) is a not-for-profit organization founded in 1983 for the purpose of serving the Lord Jesus Christ by supporting and encouraging families interested in home education. We define home education as parent-directed, home-based, privately-funded education.

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iahe.net

BOARD MEMBERS
Steve & Penny Taylor
Mark & Tara Bentley
Greg & Kimberly Laskowski
Tim & Becky Zook



New Reps for Region 3

Ben & Nikki Fingerle

Ben and Nikki have been married since 2000, and live southwest of Fort Wayne near Roanoke. They never intended on homeschooling, but felt convicted in 2015 to make the change for their four children. It's been an amazing time of growth for them, and they are grateful for the opportunity to encourage others. ■



New Reps for Region 6

Justin & Lexi Henegar

Justin and Lexi live in Hamilton County near the White River. They have been homeschooling their seven children since 2007. Lexi is a second-generation homeschooler, author, and blogger. Justin is a finance professor at Indiana Wesleyan University, having completed research regarding financial literacy in homeschooling families. ■



New Reps for Region 7

Billy & Linda Rose

Billy and Linda have homeschooled their four children for the last fourteen years, and graduated their first senior in 2018. Her passion is to encourage other homeschool families that they, too, CAN homeschool. She truly believes that if God has called a family to homeschool, then He will equip them to fulfill that calling. ■



New Reps for Region 14

Mark & Kelly Cox

Mark and Kelly currently live in Union County. They have three children, fourteen chickens, a few bee hives, and a lazy beagle. The Coxes have been homeschooling since 2013 when their oldest was ready to start school. They attend Crosspoint Church in Richmond, IN. ■





Did You Hear?

We have new IAHE Regions! Check to see your new region number and share it with your local families.

Serving the homeschooling community throughout Indiana.

Regional Representatives are veteran homeschool parents who are here to support your family on your home education adventure. Whether you are looking for local activities,

have questions about curriculum, or want to find a support group in your area, your Regional Representative couple is available to help you!

To contact any of our reps by phone, dial 317-467-6244 and then their extension.

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Ext #201
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REGION 14



Sam Sorbo

2019 IAHE CONVENTION SPEAKER



Is God Calling You To Homeschool? *Here Are 5 Things To Consider*

Back when our local, “very good” public school failed to serve my second-grader academically, I sought God’s counsel. What should I do, God? Shall I continue to support a failing system simply because it’s what I grew up with, all because I felt inadequate or just plain lazy?

Teaching requires a great deal of patience, by all accounts, and I certainly had no degree in early childhood education. Why should I even consider it?

God answered me in Deuteronomy 6:6 with, “And these words that I command you today shall be on your heart. You shall teach them diligently to your children. . .” and Proverbs 22:6, “Train

up a child in the way he should go: and when he is old he will not depart from it.”

God gives us our children to raise, not to farm out to the government, or the church, even, to educate. Nowhere in the Bible is an admonition to form governments or any institutional bodies to educate our progeny. But, because most of us went to public schools, departing from that paradigm takes a special kind of courage and conviction.

Armed with the understanding that my “very good” local school was missing the mark and that across the boards our institutions aren’t getting it right, I began a journey into independence (from public schools) that has culminated in wonders I never dreamed I could have! Here are my top five things to remember as you consider embarking on your homeschool journey.

You Do Not Have To Go It Alone

Go online and find your local home school communities. The web offers resources that our frontier homeschoolers never imagined. There are myriad ways to connect with people, and home schoolers tend to be quite embracing. We believe in building and growing our ranks – particularly Christian home educators. Reach out for help.

You Do Not Have To Know Everything

Most people who don't home educate erroneously believe that to teach something, you must know the subject inside-out. This is one of the fallacies promoted by our institutions. Who could blame them, as it is the very definition of job-security. The joy of home education is that the parent-as-teacher need only be "lead-learner." In fact, it may be even better if you are not expert at all the things your child wants to learn! This gives you the tremendous opportunity to model for your student how to learn, where to go to find answers, what kinds of questions to ask to be certain of your knowledge. What a gift parents can find in the chance to show their child interest in something they don't already know about.

You Do Not Have To Recreate Public School At Home

The schools are failing our children. There is an over-emphasis on standardized tests. Education should be fun. Discovering God's presence ought to be the focus of every Christian. And the parents' responsibility would be to encourage and engage that innate curiosity in their children. The worst thing that a parent could do is to go buy little desks, put up a blackboard, and stand in front of their children lecturing. Education looks like curiosity turned loose upon the world. Sure, books, paper, pens and other tools are essential, but studying or reading in the great outdoors can be more beneficial than sitting at a desk.

You Do Not Have To Get It Right All The Time

For some reason, many parents believe that every year of school is crucial to the proper educational progression of their child. Remember, all children are not the same, despite what our institutions seem to believe. The fact is, especially in the younger grades, there is a great deal of repetition. So, if your child misses a year of classes, even, there might be a bit of catch-up, but it shouldn't be absolutely devastating. Think about premature babies. They take some months to catch up on the spectrum of "normal" child development, but typically, within the first year or two, they end up in the range of average children. Missing a year of institutionalized education won't necessarily "break" the child's ability to learn.

You Do Not Have To Choose Between Your Child's Spiritual And Intellectual Health

The public school's confessed goals of college prep and career readiness betray an obedience to the fiscal health but not the spiritual health of your child. As Christians, we ought to be primarily engaged with the spiritual growth of our offspring in Christ. Our institutions typically disregard or even disdain this dimension of development.

You don't have to. As a parent, you can have the relationship with your children that you desire, as well as foster their love of God and His providence in their lives.

If you are at all curious about home education, try it on, like a new pair of pants. You might be surprised at how well they fit, and how

flattering they are. Commit for a single semester. Go online and find some support. Ask them about curricula, read some books on it, and take your power back from the institutions to care and educate your children.

If your child is in middle school already, you are possibly experiencing some of the damage to the parent-child relationship that results when parents unwittingly relinquish their authority to the school. If this is the case, lay off the "homework" assignments. Again, don't try to be "school." Start by just requiring reading of classic literature, and having discussion with your child. Classical literature deals with timeless themes and conflicted characters, who behave in ways that demand deep discussions and even difficult deliberations. Have those precious conversations with your child.

Whether your child is six or 16, it is never too late to start restoring the parent-child relationship and reinvigorating your child's relationship with God. You can be your child's lead-learner and central educator, as God designed. Start simply, remember it's about relationship (not a job) and have some joy in the blessing from God that your child is to you. ■

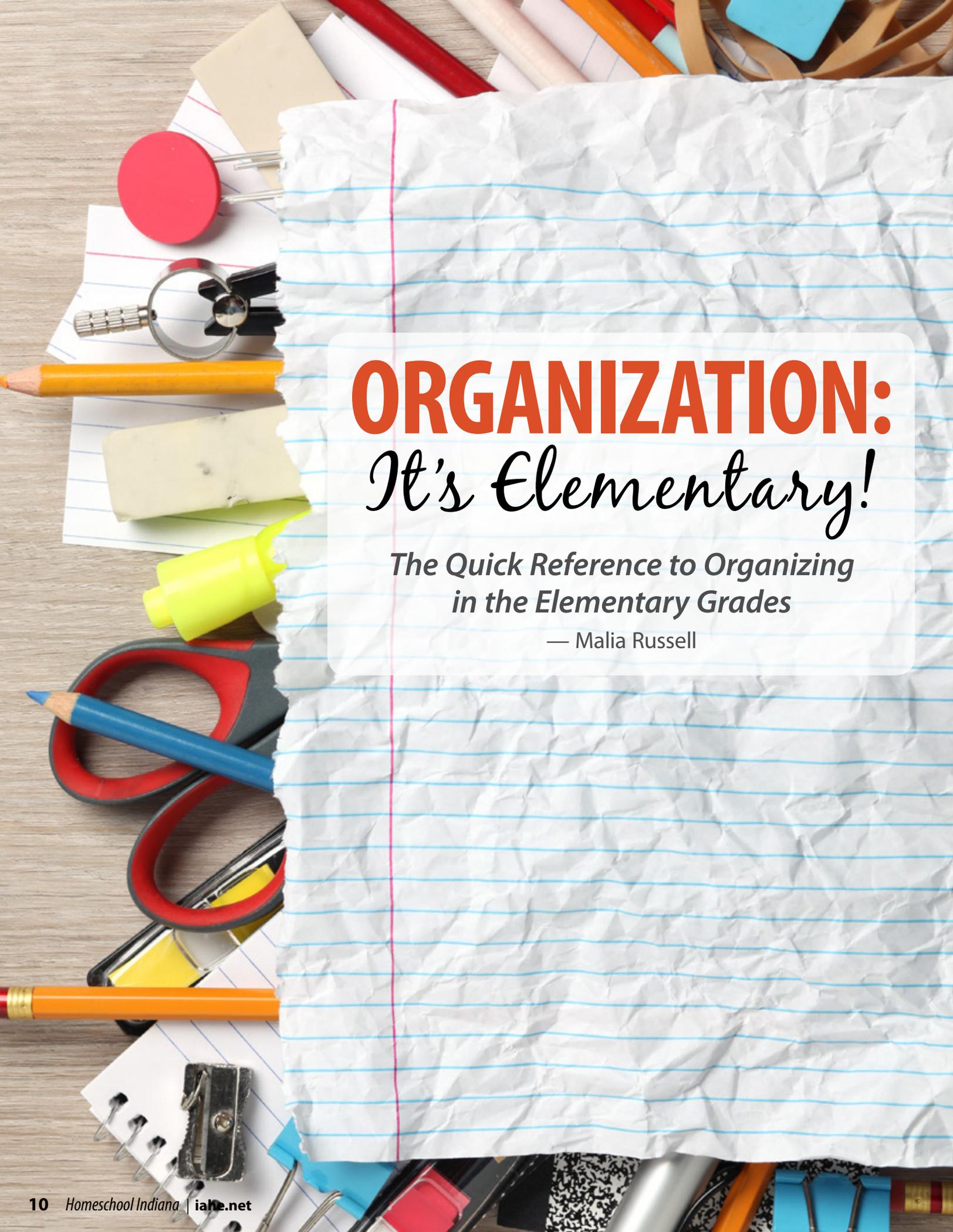


Sam Sorbo is an actress, film producer and home schooling mom. She has authored *"They're YOUR Kids: An Inspirational Journey from Self-Doubter to Home School Advocate,"* and *"Teach from Love: A School Year Devotional for Families,"* (Broadstreet, August, 2017). She also starred in the upcoming *"Let There Be Light"* and is in production for a the new film *"East Texas Oil."*



Join Us!

**34th Annual IAHE
Home Educators' Convention
March 22 & 23, 2019**



ORGANIZATION: *It's Elementary!*

*The Quick Reference to Organizing
in the Elementary Grades*

— Malia Russell

There are three major areas where children need to gain organizational skills. These include: their time, their schoolwork and their personal belongings. In all these areas, clearly defining expectations, having daily, consistent, schedules and systems, and reducing excess will create a formula for organizational SUCCESS.

Their Time

When teaching children about time management, it's a good system to start by making a one-page chart that shows their daily to-do's in picture form. Older students can be given a simple list. But even before elementary school, each child can be given a checklist that includes their tasks. For younger children it can include things like: get dressed; eat breakfast; brush teeth; make bed, and tidy bedroom. As they get a little older, you will want to add things like: one reading lesson, one math lesson, or Bible time. By starting this while young, children learn there is an expected order of things, and quickly they are able to accomplish their entire list with very little input—as long as you are willing to inspect and encourage them as they establish these habits. Keep this list as consistent as possible from day to day for best results. We use little clip-art pictures for each task to keep it colorful and engaging. This is posted in their bedrooms, with an additional copy kept in their schoolwork binder.

Once children have daily assignments, it is helpful for each child to have a planner. In this planner, take the time to write, or help them write, all of the day's assignments, appointments and chores. Teach them to consult the list as they work and check off items as they go. This is particularly helpful if you have several children. If you suspect they are not finished with their work, or they are not being diligent, you can simply ask, "Have you completed your list?" This helps avoid having to remind the student about every subject or task assigned. It's been my experience that a notebook-sized planner is best. It is not as easily lost in a backpack or stack of books.

Their Schoolwork

Organizing school papers can be daunting, particularly if you have an artistically prolific child. I have a binder system we keep for each child, where they file schoolwork throughout the year. I generally keep tabs to make it easy to file including: Math, Reading, Writing, Science, History and Bible. If your state has any required paperwork such as attendance and grades, these can go in as well. For things you want to use several times, such as a 100 chart or reference charts, use page protectors. These can also be written on with a dry erase marker, making them handy for reusing. In our home, only graded work gets filed. After I have graded the work, an older child can do all the filing. You could have your student do

this daily. It will depend primarily on whether you grade papers daily or want them filed before or after you grade them.

For the copious amount of art projects and papers they bring home from church, each child is assigned a file box. They can put any and all art in the box that they want to keep. Every few months, or when the box gets full, go through it with your child to determine what to keep and what to toss. After a few months, their attachment to many items has faded, and they are glad to recycle or get rid of things they don't love.

Their Personal Belongings

To help with the organization of personal belongings, start by keeping the amount of things they accumulate to a minimum. Often children are given many toys by well-meaning friends and relatives. These toys and books accumulate and become more than the child can reasonably handle. Then, large amounts of time are spent organizing, sorting, cleaning, or ignoring huge messes. The best way to solve this issue is to have a few well-loved, well-organized toys, and work consistently, daily, to keep them put away. It's my experience that toy boxes become bottomless pits of junky toys. Use smaller bins, close to the right size for the toy or items it is holding. Put a label on each bin, (or use picture labels) to keep it neat. Make sure these are stored where the child can easily put them away without requiring help. Keep the system simple and easy to maintain. Complex systems just frustrate you and your child and will lead to disorder.

You will find that making your systems easy to use and maintain, consistently following-up on the systems, and reducing excess will make your homeschool easier to manage. Your child will learn lifelong organizational skills and will be well prepared to succeed in work and home management as they graduate from your homeschool. ■

Malia Russell is the blessed wife to Duncan, thankful mother to six children, ages two to 24, a grandmother, and an author, conference speaker, and director of www.homemaking911.com.

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Why and How: “Music Will Save the World” Challenging the Crises in Educational Thought

— Andrew Pudewa

“Maybe music will save the world,” said Pablo Casals, the great cellist and humanitarian musician of the twentieth century. Shinichi Suzuki, founder of the Suzuki Method, also believed so, but amended the point by writing, “If we work hard, music can save the world.” Ludwig van Beethoven, composer of some of the most magnificent music known to man, also believed and lived for the purpose that music should save the world. But how?

Certainly the power of music has done little to prevent wars, crime, hatred, and destruction in the last two thousand years. Perhaps many great men and women have been inspired by uplifting, transcendent music. Swaying and influencing the emotions of the masses can be more easily done when reinforced by patriotic or religious sounds. Without question, music has power—but in what way can music save the world?

Most likely, Beethoven, Casals, Suzuki, and countless other dedicated musicians and teachers throughout history felt that the power of music would help sustain and ennoble people to be the best that we can be. We want to believe that music, as the language of the soul, might enable mankind to transcend the mundane and

rise above its petty desires, conflicts, and quarrels. It seems that such effects have yet to be seen on a grand scale. And yet, perhaps music will help us now, at a time when we face a new wave of ideas about what children should learn and how they should learn it. Many people feel that we are facing a crisis, or many crises in education, and that the future of our country and perhaps of our world may depend on our ability to solve these crises in this decade.

What crises? Are we not at the height of intellectual and scientific achievement? Do we not have the highest quality of life in all of recorded history? How would all this be possible if there were real crises in education? Let us not forget that today we are reaping the benefits of our grandparents’ and great grandparents’ efforts to build this country on a strong moral and ethical foundation. History buffs now discuss parallels between America today and the fall of the Roman Empire. Our collective moral and ethical standard is quickly taking back seat to our need to support “politically correct” positions and heel “theoretically accurate” pedagogical and philosophical ideas.

Indeed, there are crises at hand. The three Rs are continually deemphasized. Textbook publishers are careful to eliminate any hint of moral message in reading materials. History is edited so as to prevent the proliferation of “misconceptions about our founding fathers’ real motives.” Parents read that to teach their preschool

Our collective moral and ethical standard is quickly taking back seat to our need to support “politically correct” positions and heel “theoretically accurate” pedagogical and philosophical ideas.

age child to read, swim, do ballet, or gymnastics may put them at risk for “long term personality damage.” Basic phonics information is gradually being displaced from the code of language curriculum in early grades, and this is producing illiterate children across the continent. “Inventive spelling” up through the third grade is commonplace. Upper elementary children receive instruction in “values clarification” and are asked to analyze their mothers’ and fathers’ parenting skills. High school students are given the opportunity to place themselves on a “spectrum of sexuality” somewhere between entirely heterosexual and entirely homosexual. National test scores continue on a downward trend, and standards are revised. The NEA pushes for more regulation of teacher certification, textbooks and curriculum, private and religious schools, and homeschooling. In the 1990s, the United States ranked at the very bottom of nineteen industrial nations in reading, writing, and arithmetic. Yes, there are crises in education.

The reasons for these crises are diverse, complex, and numerous. Equally complex are the solutions to these problems. Where does music fit in? What power is there in music to effect change in educational philosophy and practice? Why do musicians, music educators, musically literate parents, and music lovers all have a responsibility to challenge these complex crises in the field of education?

Standards have been lost. What was expected and required of students of yesteryear is no longer the rule. Vast numbers of teenagers graduate from high school with far less knowledge and problem solving ability than the graduates of eighth grade 100 years ago. In our grand search for solutions to the psychological and emotional problems of the day, ethical standards, moral standards, and academic standards have been sacrificed. From Rousseau to Dewey to Spock, the psychologists have gradually taken over the education of educators, and what teachers-to-be learn in university classes today often has much less to do with what to teach than with the psychological implications of how it is taught. Content is second place. Standards have been lost.

In almost every subject, classical methods for teaching content have been compromised with a “new” and presumably better system. “New Math” has still failed to produce a nation of children who are competent at the level of Ray’s Arithmetic (first published in 1877). Various new reading strategies over the last twenty years have an ever-increasingly poor record of producing a literate high school and college population. An ever-growing selection of phonics-first reading materials are readily available to aware and concerned parents who often find that books like the McGuffey’s Eclectic Readers (published 1836) provide a better basis for developing basic reading skills than any of the “new” material currently available in their local public schools.

Real art instruction has all but disappeared and been replaced by “exploring media” and appreciation of modern, cubist, surreal, post-impressionistic, and who-knows-what; everything but the

classics. The methods whereby the masters learned their trade have all but vanished from our school curricula, and consequently the quality of artwork in our environment today has little aesthetic value when compared to the great art of a more classical time.

Most serious of all, however, is the compromise of the moral fiber of education. Once upon a time teachers were respected and revered for the moral standard that was theirs to uphold. Our forefathers learned handwriting by copying again and again the moral lessons of the day:

Employment prevents vice. Time cuts down all, the great and the small. Build your hopes of fame on virtue. Zinc is a white semi-metal useful in galvanism. Wrought by hand great works to stand. Zeal for justice is worthy of praise. Persevere in accomplishing a complete education.

These copybook headings were written before condescension toward children became elevated to a dogma. Presently, no early elementary reading curriculum would presume that children would have any interest in such ideas or that it should be the role of the school to try to influence the child’s value judgment in such a way. Almost without exception, standards in education have been lost.

But music may be the sole survivor. Hard rock and heavy metal-type noise aside (which misappropriates the word music), the study of music is simply not possible without standards. One cannot hand a violin to a child and say: “Here, learn music.” Rhythm, harmony, melody, intonation, tone quality—all the intrinsic factors that make music what it is—these cannot be learned without structure and standards. Without standards, music is not. And these must be skillfully taught. Music will never disappear. It is the oldest and most basic form of human expression. It is the highest and most elevating form of human expression. It is the most eternal form of human expression. And without standards, music does not exist. Discipline is inherent to rhythm. The gentle and joyous discipline of music gives life to all who step into it. Children thrive on it. Music will survive.

“All people who love art,” Dr. Suzuki says, “should burn with the obligation to save the world.” Music teachers will maintain the standards that make music music. And after all the psycho-educationalists have come full circle to realize that in order to give children self-esteem, you have to “give it by teaching them something,” the musicians, quietly upholding a standard in music education, surrounded by happy, emotionally healthy, and competent children and parents, will be ready to help rebuild the educational foundation upon which this great country was built. And that is how music will help save the world. ■

This article first appeared in the Renaissance newsletter.

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34th Annual IAHE Home Educators' Convention

I have no greater joy than to hear that my children are walking in the truth.

— 3 John 4 (ESV)

Our Featured 2019 Speakers!



Sam Sorbo is a homeschooling advocate, radio talk show host, actress, and the author of *They're YOUR Kids: An Inspirational Journey from Self-Doubter to Home School Advocate*. Sam and her husband, Kevin, are co-producers of *Let There Be Light*, an emotional story of the an atheist who finds his purpose after a near-death experience.



Israel Wayne is a homeschool graduate and father of nine who is passionate about defending the Christian faith and developing a Biblical worldview. He is the Director of Family Renewal and author of the books *Answers for Homeschooling: Top 25 Questions Critics Ask*, *Education: Does God Have an Opinion*, *Pitchin' a Fit!: Overcoming Angry and Stressed-Out Parenting*, among others. More information may be found at www.familyrenewal.org.



Peter Heck is an author, speaker, and high school teacher from Kokomo, IN. He is married to Jenny and is the father of three young children: Addie, Bristol, and Grayson. Most importantly, he is an unashamed follower and servant of the Lord Jesus Christ.



Kristin and Danny Adams are celebrating 10 years of marriage and have two children. They are passionate about finding the funny in life and relationships. While they are best known for their lip sync mash-ups they also host many "Laughter is the Best Medicine" nights at churches and corporations as well as lead "Better Together" marriage conferences. *Special appearance Friday only.*

It's the homeschool event of the year! Join us for two days of encouraging workshops and curriculum shopping!

Did you know? We have something for the whole family!

Children are welcome to attend with their family. Our Exhibit Hall includes **Learning Express** with workshops and activities designed just for the younger crowd. Learning Express is **not** a drop-off program.

Teens are welcome to attend the convention with their families. We also offer a special add-on program just for students ages 13 to 18. CREW 4:12 is a **full two-day program** for teens that includes a component of serving in the exhibit hall.

Grandparents are encouraged by IAHE to become knowledgeable about home education and value the contributions they offer. Therefore, **non-homeschooling** grandparents may attend for free when registered as part of a Family Registration. The grandparent's name(s) must be included on your registration form.

34th Annual

IAHE Home Educators' Convention

Save the date! March 22 & 23
Indiana State Fairgrounds, Indianapolis

• Register Online or by Mail! •

Convention Pre-Registration Available Online!

- **Early Bird Registration** •
Now–December 31, 2018
\$45 Individual / \$65 Family
- **Pre-Registration** •
January 1–March 10, 2019
\$50 Individual / \$75 Family

At-the-Door Pricing | March 22 & 23

- **One-Day Convention Registration** •
\$40 Individual / \$65 Family
- **Two-Day Convention Registration** •
\$55 Individual / \$85 Family
- **One-Day Exhibit Hall Only Pass** •
\$35 Individual / \$55 Family

Register Early & Save!

Diana Waring
2019 IAHE CONVENTION SPEAKER

Homeschool Conventions

My Mistake

If you're planning to attend a homeschool convention this year, here is a true, but slightly embarrassing, story:

Two years after I had begun homeschooling, a convention for homeschoolers was held not far from my home. With great expectations, I marched into the exhibit hall, looking for colorful textbooks, hoping to find something a lot more interesting than what we had used in the previous two years.

At one of the exhibit tables was an older woman, whose display of books on the table identified her as the author. Ruth Beechick was an unfamiliar name to me at the time. I had no idea of her background as a master teacher, of her deep insights and strategies for helping students love learning or her strong commitment to helping homeschoolers learn how their children could flourish at home.

All I was looking for was a better textbook.

When Ruth asked me how she could help me, I asked her if her books gave lists of the best textbooks. She began to explain to me why she didn't have that list, but I was not interested. Asking the same question with different words, I again sought to know whether she could point me to the textbooks that would be more interesting to my son. And, once again, as she began to describe that what would make things interesting was not found in textbooks, I cut her off—saying, “No, I'm just looking for the right textbooks.”

I didn't know that learning was much bigger than my textbook model.

It was another year or two before I read Ruth Beechick's book, *You CAN Teach Your Child Successfully*. By that point, I was ready to listen. . . and learn.

So, if you want to gain from my mistake, walk into a homeschool convention without blinders—without preconceived notions of exactly what you need. Instead, walk in prayerfully, ready to listen and consider what you see and hear. Ask yourself, **“Which of these bring learning to life? What will give my children joy in their studies? How does this approach bring freedom for different kinds of learners?”**

Remember, stay relational! ■



Diana Waring is one of the pioneers of homeschooling. For the past thirty years, she has been an author and speaker to the international homeschool movement. She gives encouragement, practical steps, and relational insights for homeschooling moms. And, her spell-binding, storytelling of history will captivate you!

Who is Dr. Ruth Beechick?

“Curriculum materials are less important than we tend to think. They do not make or break your homeschool — unless you try to use too much. That might break a few things.”

—Dr. Ruth Beechick

Dr. Beechick was a pioneer in the modern homeschool movement. Her books provided parents with a wealth of information in a time before curriculum and resources were plentiful. She was known for providing a common sense approach to education at home.

Her ideas were known for setting parents free from old ideas about what education should look like and empowering them to think anew. A few of her “novel” ideas were:

- Ignore grade levels
- Curriculum is to be used, not followed
- First learn to read, then read to learn

Books by Dr. Beechick

- *A Biblical Home Education*
- *The Three R's*
- *Dr. Beechick's Homeschool Answer Book*
- *The Language Wars*



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March 22nd & March 23th, 2019

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First Last

Total Number of Children Attending # _____

First Time Attendees? Yes! No

Names of Children Attending (ages 4 and up) TEEN CREW 4:12
(ages 13-19)

_____	_____	<input type="checkbox"/>
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First	Last	

Contact Information

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County _____

Phone (____) _____

Mobile (____) _____

Email _____

Attending Grandparents' Names

Must not be the primary home educator.

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First Last

First Last

First Last

FOR MORE INFORMATION ON OUR TEEN CREW 4:12 OPPORTUNITY, VISIT OUR WEBSITE AT IAHE.NET!

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	EARLY BIRD Oct 30 – Dec 31	PRE-REGISTRATION Jan 1 – Mar 3	1 DAY At the Door	2 DAY At the Door	EXHIBIT HALL ONLY At the Door	CREW 4:12 Per Teen
Individual	\$45	\$50	\$40	\$55	\$35	\$30
Family*	\$65	\$75	\$65	\$85	\$55	

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Are homeschool rights important to you?

Make sure your legislators know!



What is a great way to show them? Attend **HOME SCHOOL DAY** AT THE CAPITOL!

Thursday, January 17, 2019

It's our desire that EVERY legislator meets with a homeschool family that day. It sends a powerful message to them to know that homeschool rights are important enough to take time out of your very busy schedule to come to the Statehouse.

We have events from **9:00 am to 2:00 pm** to help your family learn more about our state government. **Registration/Check-in begins at 8:30am.**

Activities Available Throughout the Day:

Scavenger Hunt • Prayer Walk • Tours* • Letterboxing**

- 9:00 am • Statehouse Tour (Sign up at registration)
- State Library Program (Pre-registration required)
- 10:00 am • History of the Statehouse with Jeanette Goben (South Atrium)
- Statehouse Tour (Sign up at registration)
- State Library Program (Pre-registration required)
- Live Statue Hunt
- 11:00 am • IAHE Action Bills of Concern
- Statehouse Tour (Sign up at registration)
- State Library Program (Pre-registration required)
- Live Statue Hunt
- 12:00 pm • Rally with Senator Dennis Kruse (South Atrium)
- 1:00 pm • Statehouse Tour
- 1:15 pm • State Library Program (Pre-registration required)

*For self-guided tours, please visit the information desk

**To participate in the letter-boxing event, you will need to bring a rubber stamp, ink pad, pen, and log book.

"Page for A Day" Program

Families with a student ages 13 and older are eligible to serve as a Page for the day. The Page for the Day program is an excellent way for your student to gain a first-hand glimpse of how the legislative process works at the Indiana Statehouse. During IAHE's Home School Day, the rest of the family will have other events in which to participate while your child serves. This program fills up quickly, so check the IN.gov website for details and deadlines.

MORE DETAILS?

iahe.net/2019-homeschool-day-at-the-capitol



Rebecca Barnes

2019 IAHE CONVENTION SPEAKER

Parenting the Ones That Feel Left Out

I sat down today with my chocolate and my coffee, and I reminisced. I went back to the day when my kids were young. I was 24 when my first baby was born. We were young but still had experienced three years of infertility before finally being blessed with our first baby girl. But our little girl was born with a congenital disability called Spina Bifida. Within 12 hours of birth, she was having her first surgery. A few days later, she had her second. In fact, she has had 24 surgeries in her almost 25 years of life.

Two-and-a-half years after the birth of our first, God gave us our second daughter. Two-and-a-half years after that our third daughter blessed us. And to shake things up, three-and-a-half years later, daughter number four came into our world. Our quiver was full, and we felt blessed. God always provided and was giving us the strength to get through each day.

When my oldest was young, there were lots of medical problems to attend to. Lots of visits to Riley Children's Hospital. Lots of visits to our local doctor. Lots of physical and occupational therapy. Lots of home therapy. In fact, our oldest daughter Kayla consumed most of my time. As our family grew, I began to feel the strain of trying to take care of my medically fragile child AND take care of the basic needs of my other children. I became overwhelmed easily and often felt like I was a failure as a mom. I felt like all my attention was being given, at times, to just one child.

Over the years, I came to realize that I was allowing myself to be defeated. God gave me each child because He knew something that I didn't at the time. He knew that I was the perfect mother for each one of my girls. He also knew that I had a lot to learn and overcome. I had to learn the art of balancing. Balance in being a wife, a mother, the teacher, the maid, the cook, the nurse, the physical therapist, the accountant, the gardener, and whatever else life threw our way.

Today, I'm learning to focus on this balancing act of being a mother of a special needs child AND the mother of the typical child. Oy! Not an easy task! I have the privilege of knowing two families in our church who have children affected by autism. I have seen how they tried to balance the needs of the whole family while still trying to meet the unique needs of their autistic child. I took notice of the other siblings when "Johnny" acted out and noted how they sometimes were confused and embarrassed by their brother's actions. These interactions brought me to an early understanding that I needed to be upfront and no-nonsense about my daughter's condition with my other children. As soon as the other girls were old enough to understand, I began to talk about why Kayla walks differently or uses a wheelchair or why learning was so hard for her. We'd be upfront, saying, "She does the same things as you, just differently."

As she entered the school years, we noticed learning problems as well. After years of struggling and several rounds of tests to determine why learning was so hard for her, no clear answers were found. So as the other girls progressed in their schooling, it became apparent that soon they were going to pass Kayla in school. Another upfront and honest conversation was needed. I treated this conversation with a bit more discretion because I didn't want to affect Kayla's perception of herself. I gently explained to her sister about how Kayla struggled with math and the higher levels of reading that was required in middle and high school. I told her that it was ok that even though she was younger and doing higher level school work, she was never to boast about it or make her sister feel bad. My goal was not to create an atmosphere of pity, but to create one of "this is how it is" and it is ok. I wanted all of the girls to understand why it is this way and not be confused or come to their own conclusions.

Another thing we did was try to take time each day to spend one-on-one time with each of our kids. Since Kayla required so

much time and energy, we felt that it was important that each kid get special one-on-one time. Sometimes we played dolls, wrestled, or played with play-dough; we tried to let them pick. It didn't always work out for it to be one-on-one, but we decided to be intentional, even if it was only for a few minutes. When my third daughter started feeling left out, she would start to misbehave. Whenever I began to notice repeated behavioral problems, I knew that she needed some "mommy time." On the rare occasions that we had extra money, we might even splurge on a treat. One year, my very hyper daughter took gymnastics lessons. Another took piano lessons. Occasionally taking one of the children out for an ice cream cone or out to the park, was a special treat as well. Even taking just one kiddo to the grocery with me was a big deal to them. I also tried to spend time snuggling with them, whether we were reading books or just watching a tv show. During that time, my lap was made for one.

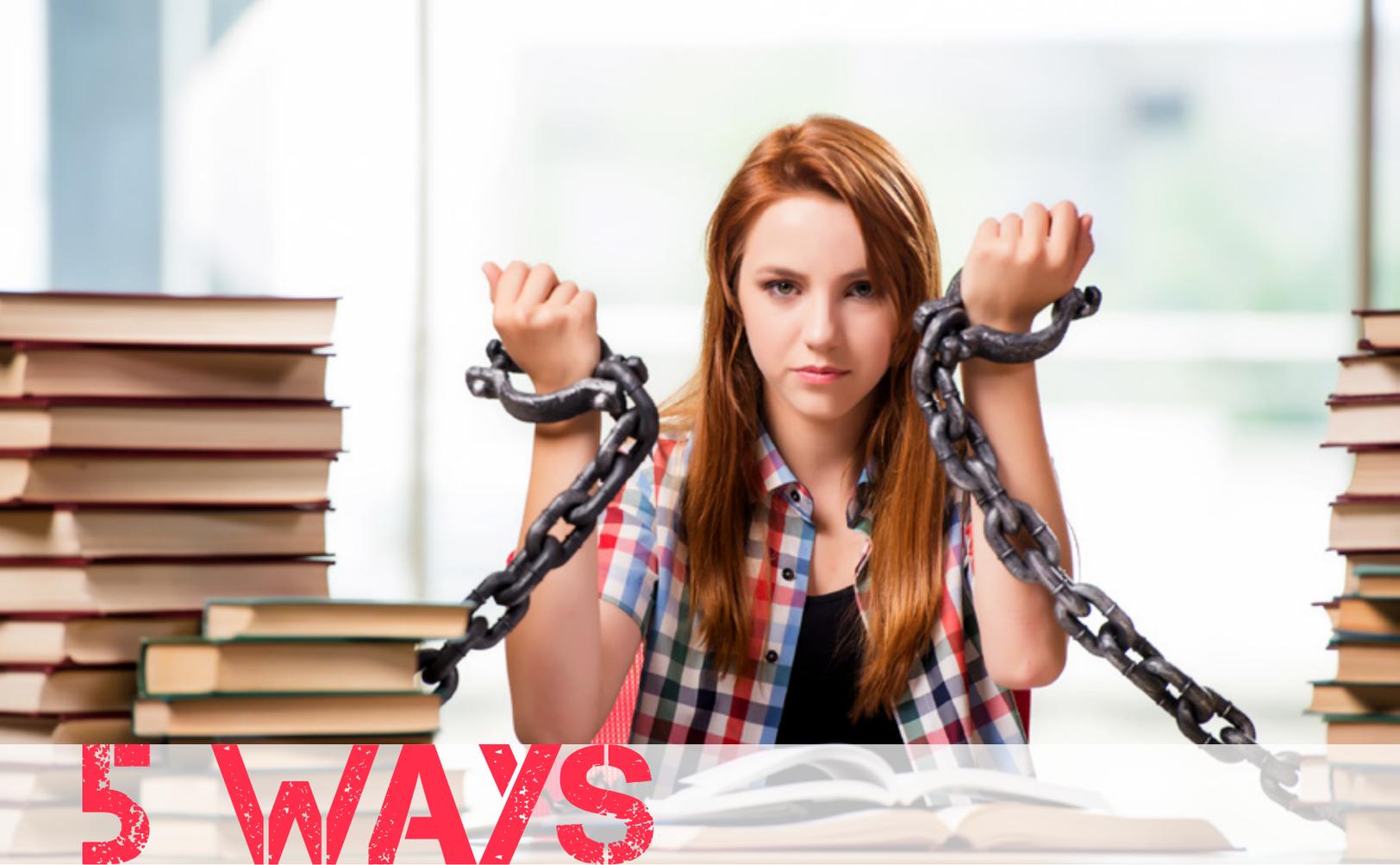
When Kayla was in the hospital, we were blessed to have grandparents who were able and more than willing to watch the other children. The kids always had fun spending nights with grandparents and being spoiled by them. On extended stays though, the grandparents would bring the kids to see their sister and us. After some time for them to visit with her, we would take them someplace to spend time with them ourselves. Intentional time with the kids while in the hospital can be challenging, but it was worth it. I have very fond memories of my little girls running and giggling around the lobby of Riley Hospital and throwing pennies in the fountain. Those visits gave us some joy in an otherwise dull day of sitting in a hospital, and they all thought Riley was a fun place to go. And for them, I guess it was. For us... well, not so much.

Educating more than one child can be a struggle as well, but when you add in a special needs child, or one that learns differently, that ups the stress level a bit. Trying to juggle doctor and therapy appointments with their school work was an act in flexibility. One thing I tried to keep in mind was that each of my children was different. Two of them were very typical learners, one struggled with every single subject, and one struggles (still) with just math. I had to learn to give up that perfect dream of what schooling my children would look like. I had to learn to tailor their education to meet their needs. I couldn't force them into the mold of the child before them. So I had to be willing to change curriculum or to be more hands-on for one and more hands-off for another.

Parenting and educating your children is a journey. Homeschooling with a special needs child allows them so many more opportunities to grow, but it also allows your other children to see how we deal with life when there is a crisis. They get to see the day-to-day trials and see how we adapt. That life lesson is something that will bless them for the rest of their lives. Some days are easy, some days are not. But, as with anything, God gives you what you need for each day. So be intentional with each of your children to make sure that they feel loved and secure, and know that God gave you the children that you have because you are the PERFECT mom for them. ■



Rebecca Barnes is wife to Steve. She has had the blessing and privilege to homeschool all four of their daughters from the beginning. Their oldest daughter, born with Spina Bifida, was a struggling learner. Through God's grace, they navigated the medical world and home education graduating three of the four children.



5 WAYS

TO LOSE YOUR HOMESCHOOL FREEDOM

—Johanna Ireland

You may have noticed by now that Indiana is an oasis of homeschool freedom. We are a beloved home to veteran homeschoolers who have been here for decades, and we are a haven for families fleeing more restrictive states. To paraphrase Benjamin Franklin: You have homeschool freedom if you can keep it! Keeping or losing homeschool freedom takes intent. Here are 5 ways to lose it.

1. IGNORE ELECTIONS

Every new and returning candidate has opinions about homeschooling – some based on stereotypes, some based on genuine interactions with homeschoolers. One thing they know for sure is that they want your vote! Families who homeschool are as a group very politically active, and candidates often look for opportunities to win your vote.

One sure way to lose your homeschool freedom is to ignore the candidates' positions on homeschooling, or even ignore the election altogether.

2. LOSE YOUR LEGISLATORS' CONTACT INFO

Once elected, legislators want to tinker. They come into the marble halls of the statehouse with ideas from their life experience, letters from constituents, or visits from lobbyists for “improvements” to existing laws or even suggesting new ones. Many times lawmakers have not interacted with homeschool families enough to fully understand the ramifications of their attempts to “help” homeschoolers. For example, a bill allowing tax credits to parents who choose to homeschool would end up decreasing freedom due

to the accountability and record keeping required for compliance with the tax code.

IAHE, along with our sister organization IAHE Action, tracks bills during the legislative session each year and sends email alerts when bills threaten to reduce homeschool freedom. A good way to see your homeschool freedom diminished is to lose your legislators' email addresses and phone numbers so you cannot contact them with your concerns. Make sure they do not have good opportunities to interact with homeschool families. Bills infringing on your parental freedom to home educate will pass unchallenged.

3. MAKE ROOM IN YOUR BUDGET FOR STATE FUNDING

In many states, public schools are alarmed at the exodus to private homeschooling. School districts are combating this by actively recruiting homeschool families. They offer to pay for curriculum, extracurricular activities, and any number of extravagant extras. In return, public schools are able to include formerly privately homeschooled students in their official enrollment numbers as a way to secure additional money for the district.

Many virtual school programs have the self-proclaimed agenda of bringing students back into the public school system, under state oversight.¹ Checking in with teachers, seeking approval for purchases, submitting lesson plans or learning goals, required progress reports, and mandated testing are some of the requirements the state purchases the privilege to impose when you use their funding. The oversight is especially onerous to Indiana homeschoolers since we enjoy such tremendous freedom. An effective way to lose your homeschool freedom is to make room in your budget for funding from virtual public schools or programs. You will integrate your students into the public school system, and place yourself under state regulations and scrutiny.

4. RELY ON NEWS MEDIA TO TELL THE STORY OF HOMESCHOOLING

The schizophrenic telling of the story of homeschooling by the news media could give a reader whiplash. They either revere homeschooled families as an exclusive Mensa society or cast us as villains that would happily have tea with Mommie Dearest. You will see freedom diminish when we allow these caricatures to tell the story. Let the story be told by teachers' unions, chanting demonstrators, and social media rants and we lose freedom. Encourage selfies over self-sacrifice, Instagram stories over initiative, and Facebook fame over steadfastness and we lose freedom. Don't mention in your circles of friends and family that homeschooled graduates are among the most well adjusted, self-motivated, gainfully employed citizens they will have the pleasure of meeting and we lose freedom. Don't write to newspaper editors or comment on news posts and we lose freedom.

Lawmakers read the same news you read every day. They listen to the same voices you hear. You allow them to base their decisions forming state law on exaggerated extremes when you rely on the news media to tell the story of homeschooling.

5. BELIEVE THE MYTH THAT PARENTS AREN'T QUALIFIED TO HOMESCHOOL

Parents not only have the responsibility, they have the ability to teach their own kids at home. Public education "experts" deliver dire warnings that parents are not qualified to teach. You are surrounded by people who believe that myth. Current and former teachers, CPS agents, education policy lobbyists, family members, the pink-haired cashier at Walmart, or the random dog-walking-lady-at-the-park. In some cases, they believe you are not qualified because they are misinformed. In other cases, it is because private homeschooling challenges the assumptions behind the entire education infrastructure. Others choose to belittle parents because their own bottom line suffers when kids aren't filling seats in a classroom.

You might believe the myth, too. You might sign up for a virtual public school program for "accountability." You might enroll your high school student in your local brick-and-mortar school so he can get a "real" diploma. You might fret that you aren't following state curriculum requirements. Maybe you haven't seen the compelling evidence that parents of average education can successfully educate their children.² Maybe you still believe that the title "educator" imparts a mystical charm necessary to teach children.³ Maybe you don't trust your instinct that parents have insight into their kids' needs that professional educators can never replace. When you begin to believe the myth that parents aren't qualified to homeschool, you erode one of the foundational pillars of homeschool freedom: the presumption that fit parents act in the best interest of their children.⁴

You have homeschool freedom. Are you going to keep it or lose it?

IT IS THE DUTY OF THE PATRIOT TO PROTECT HIS COUNTRY FROM ITS GOVERNMENT.
-THOMAS PAINE ■

Footnotes

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Johanna Ireland and her husband Wes started homeschooling their first child in Idaho fourteen years ago, and will graduate their youngest of nine sixteen years from now. They follow elections, know their legislators' email addresses, and believe parents are fully qualified to teach their own children without government funding or oversight. They endeavor to keep homeschooling free by serving on the board of Homeschool Idaho.



Finishing High School

WHAT COMES NEXT?

— Susan Daniels

The beginning of a new school year inspires a certain excitement—new materials, new topics to explore. Other emotions mix with anticipation when the years of homeschooling are drawing to a close. Graduation – that great goal you’ve been waiting for – brings feelings of accomplishment, relief, sadness, and fear of the unknown.

What’s next? You’ve been forward thinking in planning your homeschooling. Don’t stop now! Help your student make wise decisions about what comes after high school. Will college be the next step or some other kind of preparation? Think carefully with your student and help plan their path. Show that you are excited about their future and God’s plan for them.

When to Start?

Ninth or tenth grade is not too early to begin the discussion. What kind of work might God be calling him to? How can she best hone and utilize her God-given talents? Make opportunities for practicing different skills and learning about a variety of careers. Help your student excel in their studies and find out what special talents and interests they have. Develop in them a vision for their calling. Look with them at career interest surveys online. Allow them to volunteer or find part-time work in their areas of interest. This will help tremendously in choosing whether college is for them. By junior year it will be time investigate further.

What about a Christian College?

If college is the chosen path, don’t disregard a Christian college because you think it might be too expensive. Many Christian

colleges provide excellent scholarship packages which make them very competitively priced. As a Christian home educator you’ve worked hard to provide a Christian education for your child; perhaps the logical next step would be a Christian college.

But Christian colleges are not all alike; not all are equally suitable for all students. There are four areas to consider when evaluating a Christian college:

Theology: Does this school’s statement of faith or denominational affiliation agree with your family’s? What is the teaching of the Bible department concerning the Bible, creation, sin, and salvation?

Student Life: Do students live in dorms? What are they like and what lifestyle policies must students abide by? Are chapels or Bible study participation required? What extracurricular activities are available to your student?

Academics: Is the major that interests your student offered? Is the program respected and does it include internships or other practical job-readiness preparation?

Costs: Complete the financial aid form (FAFSA) as early as possible so the college can give you a realistic picture of the costs. What scholarships does the school offer? Is it possible to take dual enrollment or study online?

How can you find out the answers to these questions? See the college’s website. Call and speak with an admissions representative. Make a visit. Ask questions of professors, students, and administrators; go to chapel.

Can a Christian Student Thrive in a Public University?

Yes! Sometimes a secular school can be a good fit. Maybe there's one close to home or your student's preferred program is only offered at a state university. A Christian student can thrive in that place too.

There are three things to do to prepare for a faith-building time in a secular school:

Find a church: If your student will be going away to school, help him get established in a church; find one or more churches to visit, and go there with your student. Attending a church "home away from home" is vital.

Find an active Christian student group: Perhaps the local church has a student group, or there is a chapter of Cru, Navigators, or other Christian group meeting on campus. Your student can contact the campus leader and attend a meeting when you visit campus. There are other Christians on that campus who join together for learning, fellowship, and encouragement; find them.

Find a Christian roommate: If your student will be living away from home is there a Christian friend who'll be attending too? Or a Christian student group which pairs Christian roommates? Roommates with similar values will be an invaluable support to each other.

When these are in place, even a secular college campus can be a very rich environment for a Christian young person to grow spiritually and learn to be "in the world but not of it."

College is Not the Only Way

What if traditional college is not the best fit for your student? Other worthy avenues of preparation exist:

The skilled trades: there is a significant need for electricians, plumbers, mechanics, and other skilled tradesmen. Contact your local vocational school, community college, or trade union for more information. After one year of schooling

or less, your student may receive certification and will be ready for an apprenticeship or employment in their chosen occupation.

Entry-level paid work: in retail, restaurant, sales or clerical positions it is possible to work up to management positions or gain experience to start one's own business.

Starting a small business: perhaps the student already has the skills to start a business in computer repair, landscaping, pet grooming, cleaning, or other field. Young people have the time, energy, and low personal expenses needed to get a business off the ground.

The military: homeschooled students are welcomed into the armed forces. High school students interested in the military would benefit from participating in youth training programs such as Civil Air Patrol, Boy Scouts: Eagle Rank, or Law Enforcement Explorer. Each branch sponsors its own youth program; investigate to find what is available in your area.

Transcripts

Providing well-written transcripts will be important for all these avenues, so be sure to prepare excellent transcripts that highlight your student's academics and extracurricular activities, whether they are planning on college or not.

The Most Important Thing

God has a calling and a plan in mind for your young person. No matter the avenue of preparation, God will be faithful to complete what He has begun in them through your home education. Launching them into the next stage of life takes the same faith, purpose, forethought, and cooperation you've exercised all these years. Work with them to discover their talents and calling, encourage them to follow a suitable path into adulthood and meaningful work. With faith in God, you can let them go. ■



Susan Daniels, along with her husband Robert, has been homeschooling parents since 1997. They currently homeschool two, and they have launched three graduates. Bob is an associate professor of sociology at Bethel College, Mishawaka, and Susan devotes her time to homeschooling. She also teaches Spanish classes for homeschooled high school students.



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<p>AGES 11-13</p> <p><i>Revival For His Glory</i></p> <p>REVIVAL TO REVOLUTION Ages 11-13 extending to 14-15</p>	<p>AGES 12-14</p> <p><i>Missions For His Glory</i></p> <p>MISSIONS TO MODERN MARVELS Ages 12-14 extending to 15-16</p>	<p>AGES 13-15</p> <p><i>World Geography</i></p> <p>WORLD GEOGRAPHY Ages 13-15 extending to 16-17</p>	<p>AGES 14-16</p> <p><i>World History</i></p> <p>WORLD HISTORY Ages 14-16 extending to 17-18</p>	<p>AGES 15-17</p> <p><i>U.S. History I</i></p> <p>U.S. HISTORY I Ages 15-17 extending to 18</p>	<p>AGES 16-18</p> <p><i>U.S. History II</i></p> <p>U.S. HISTORY II Ages 16-18</p>	<p>AGES 7-15</p> <p><i>Drawn Into The Heart of Reading</i></p> <p>DRAWN INTO THE HEART OF READING Ages 7-15</p>

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1985



IAHE War Memorial event with Dr. Raymond Moore

1986



First Annual Indiana State Convention of Home Educators

1996



First *The Informer* is published

2013



First, full-color issue of *The Informer*

2013



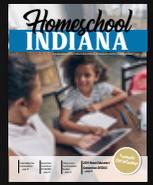
30th Anniversary of IAHE

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33rd Annual IAHE Home Educators' Convention

2018



Introducing *Homeschool Indiana*

The Indiana Association of Home Educators (IAHE) was founded in 1983 for the purpose of serving the Lord Jesus Christ by supporting and encouraging families interested in home education.

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