

The
Informer

a publication of the Indiana Association of Home Educators

Winter 2013

Homeschooling
Held Hostage

A Brief Study of
Indiana History

What's the Big Deal about
Common Core?

Beating the
WINTER BLUES

2014 IAHE
Convention Info



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The Informer Core Values

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

IAHE

The 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.

Our primary functions are maintaining visibility as home educators with civil government leaders, influencing the legislative process, sponsoring seminars for parent education, and publishing.

The IAHE is governed by a volunteer board of directors. Sixteen regional representative couples are in direct contact with local support groups across the state.

Our major source of income is our annual convention. With the growth of the home education movement, both our needs and responsibilities continue to grow, and we welcome your tax deductible contributions.

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Welcome

a note from the editor

The Informer Magazine

The Informer is published quarterly by the Indiana Association of Home Educators (IAHE) to provide information, inspiration, and support to homeschool families. Subscriptions are FREE upon request. The mailing list for *The Informer* is never sold or rented.

The articles in this magazine reflect the freedom of home educators in Indiana to choose from a wide variety of homeschool philosophies and teaching methods. Opinions and attitudes expressed in articles do not necessarily reflect the beliefs of the Indiana Association of Home Educators. IAHE does not endorse or advocate any one method or philosophy. The Board encourages each home educator to seek God's will in determining what is best for him, his school, and his students.

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Are you weary?

Sometimes life is difficult.

While the homeschooling life is full of joy and blessings, many days can be hard. Moms often face a challenging morning. Occasionally, we face a challenging week. And sometimes, we even face a challenging season.

Our goal with this issue is to give families encouragement for those tough days and provide you with some practical resources as well.

"Let us not grow weary while doing good,
for in due season we shall reap if we do not lose heart."

—Galatians 6:9

In talking with other homeschool moms over the years, I have found that winter can be one of the most challenging times for many families. To help you through some of those tough days, our IAHE Regional Representatives have offered up some fun ideas in the article *Beating the Winter Blues*.

Another challenge for moms can be letting go of our public school mentality. Heidi St. John, 2014 IAHE convention speaker, encourages us to release our mindset of trying to get it all done and just be present with our children in *Homeschooling Held Hostage*.

Are you ready to teach Indiana history? One of our very own Informer team members, Tawnee Hinton, has put together a unit study to help you. We also have a list of additional resources from the Indiana Historical Society.

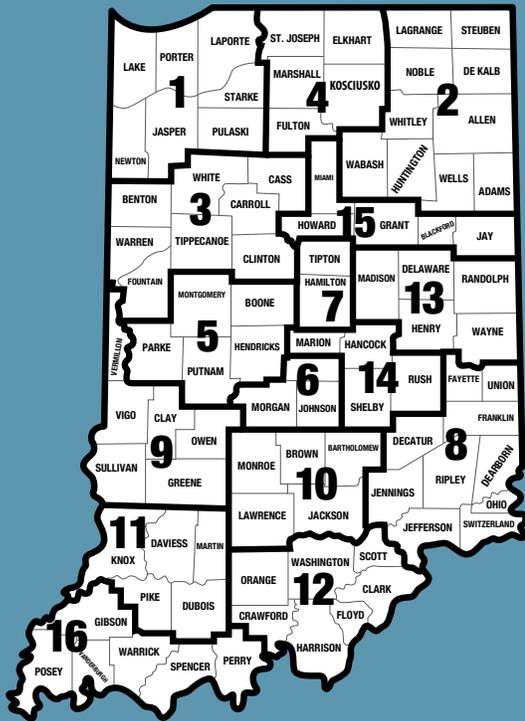
We are also very excited to share early details with you about the 2014 IAHE Home Educators' Convention, **Joy in the Journey**. I hope you'll start making plans now to attend. Personally, the convention has always been one of the highlights in my homeschool year. As we get closer to the convention you'll find the most complete information on our website. Our spring issue will arrive in early February and will include additional speaker and workshop information.

Until then, I pray you'll find joy in each moment of the day in your own homeschool journey!



Tara Bentley
Managing Editor
informer@iahe.net

IAHE Regional Representative Map



New Reps for Region

3

Jeff and Lori Bennett

Jeff & Lori met while serving on active duty in the Air Force and were married in 1988. After becoming Christians and spending time with a homeschool family in their church fellowship, they knew they would homeschool their children. After leaving the military service in 1994, Lori & Jeff moved back to Indiana and spent the next several years gaining ministry experience and being educated in the Bible.

Their first son Matthew was born in 1999 and twins Joshua and Timothy followed 10 months later in 2000. (Not a typo!) Finally, Nicholas was born in 2002 and the family began homeschooling in the fall of 2005. For five years, the family undertook the privilege of serving the men and women in the armed forces as missionaries to the military with Cadence International. Ultimately, God brought them home to Indiana.

The Bennetts consider themselves blessed to have had countless opportunities to encourage young families to consider and begin homeschooling. Jeff & Lori see this new opportunity to serve as Regional Representatives as yet another opportunity to serve, support, and encourage other homeschool families. ■



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Regional Representatives

serve the homeschooling community throughout Indiana. Each representative is a veteran homeschooler who can help answer the questions of a family just starting out. They also communicate with local support groups in their region and keep them up to date on changes in the law and activities throughout the state.

You can contact your regional representative for information about spelling bees, sport clubs, book fairs, curriculum advice, workshops, standardized testing and convention information. They can also help you find a support group in your area, or if none is available, they'll help you start one.

For all other regions,
please contact the IAHE Office at
office@iahe.net

Homeschooling Held Hostage

—by Heidi St. John

I remember the day we decided to pull our daughter out of school. The day we “made it public” - the decision to homeschool.

I WAS TERRIFIED! My knees were knocking as I walked into our oldest daughter’s grade school. I liked her teacher. I had no complaints, really, except that we knew in our hearts there was something missing.

We longed for more. More shared experiences. More tailored education. A greater focus on the Creator of the beauty that surrounded us. A desire to dig deeper into family life. More story time. More field trips. Less rushing to go our separate ways every morning. More LIFE.

That was fifteen years ago. Our beautiful second grader is now a beautiful wife and is expecting her own child this year. Time goes by fast.

In the past fifteen years, we’ve seen a lot of changes in the homeschool community. There is much more pressure being put on homeschoolers to excel academically. We’ve gone from a few brave moms who, without access to mainstream “curriculum,” managed to give their children an excellent education—but we’ve forgotten what made it excellent.

It was excellent because these moms had a vision for homeschooling—they weren’t trying to recreate school at home. They were simply being obedient to the One who had called them to be different. They knew that if He had called them, He would equip them. And they were right.



“Most of us took our children out of public school in search of something more, only to be hijacked by the world’s system—right there on the couches in our living rooms.”

When I was brand-new to homeschooling, I did the only thing I knew how to do: I set up a classroom in our home—complete with desks like the ones I had in school.

We soon began to understand that those desks, however, were not going to work over the long haul. What we really needed was a comfy couch, where we could curl up and read about the life of a hermit crab named Pagoo or discover the mysteries of the Island of Capri. Yes, a couch was what we needed.

For years, I notebooked with our children. We took nature walks and studied the seasons together. We did copy work and read stories of brave men and women who followed God with an abandon that most only dream about. And we spent a lot of time on the couch. My husband (the patience of this man knows no limits) hauled the desks back up the stairs and out of the house. We sold them at a garage sale in the spring of 1999.

And today, as I look closely at our homeschool, I have to ask, “What makes me different?”

It’s easy to be held hostage by the expectations of the world.

I see it all around me—and I feel it myself. The pressure is enormous. Why don’t my kids know Latin?

Am I doing enough?

Most of us took our children out of public school in search of something more, only to be hijacked by the world’s system—right there on the couches in our living rooms. We’re putting our kids into hyper-academic “homeschooling” programs and we’re allowing the pressure of the “what ifs” to determine what we teach our children. Yes. We’re falling for it. Does this sound familiar?

We can’t read today, kids. We have too much math to do.

Mommy would love to play with you; but you need to finish your schoolwork first. And don’t forget about yesterday’s work.

We’ll do that later, after we do school.

Where is your list of assignments from the co-op?

Our Bibles gather dust—or worse—become just another thing to check off on our curriculum checklist.

* Read one chapter in Hebrews. *check here when done*

So many homeschool moms today are suffering from burnout—and I get it. The pressure to do more is enormous. But I wonder ... is all this “more” really what God had in mind when He called us to be different? Somehow, I don’t think He meant for us to bring our children home only to have our home life hijacked by a worldly philosophy of education. I don’t think God meant for us—or our children—to struggle under the weight of someone else’s idea of a “proper” education.

I think—just maybe—He meant for us to be free.

Free to read aloud. All day if we want to. Even with our high schoolers.

Free to draw and create.



Free to discover the beauty of Creation—unhurried—and without the expectation of a report that is due about our “discovery” at the end of the next day.

Free to forget about preschool.

Free to take a hot chocolate walk for no reason.

Free ... to know Him more.

It's hard to do that when we're always on someone else's schedule. If you are being held hostage by a burdensome curriculum or a program that promises to get your kid into college—and if you're wondering if this was really the life that God had designed for you, I challenge you to look at those first homeschool moms. They set the bar—and they did it without expensive “all inclusive” programs. They did it by faith. They did it because they knew God would provide for their every need if they would only trust Him to guide and direct them.

These precious moms found out that God is faithful. He can be trusted. His mercies are new every day.

His yoke is easy. His burden is light.

Ask Him what He has for you and your children. If you are not experiencing the “life” you were looking for when you began your homeschooling journey, it may be that you're not giving the Lord permission to lead you there.

I know—because for all my trying—and even after I have experienced the freedom that comes from a more relational approach to homeschooling, I often find myself a hostage of homeschooling rather than a mom who is enjoying the gift that she has been given through homeschooling. It's easy, even for a mom who has graduated a few children, to wonder if she's doing enough. If you're being held hostage today—ask the Lord to show you His heart for your homeschool. Because in following Him, you'll find the LIFE you're looking for. ■



HEIDI ST. JOHN has been married to her husband, Jay, since 1989. Together they have seven children, from toddler to adult, and have homeschooled all the way through high school. A favorite conference and radio speaker, Heidi approaches marriage and parenting with humor and grace. Her passion to encourage moms and set them free to be who God has created them to be will bless and encourage you.

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Beating the Winter Blues

Our first winter as a homeschool family was dark and dreary. Daylight was short, the weather was cold and damp, and the post-holiday blues had set in. Every day we faced a constant battle to accomplish our schoolwork. January and February seemed to drag on forever. Eventually signs of spring arrived and breathed new life into our school routine. I soon realized that winter could be a tough time for us.

Over the years I've seen other homeschool families struggle as well. With the excitement of a new school year gone, and the beautiful days of spring too far ahead... the winter months can make homeschooling seem overwhelming. But with a little bit of planning ahead and creative thinking, these months can also be full of fun and new adventures.

Check out these great ideas from a few of your IAHE Regional Representatives.

—TARA BENTLEY, REGION 8



LORI BENNETT, REGION 3

Our family chooses a special service project each year in the winter. Each year is different. We've done food/clothing drives, bell ringing, gifts to shut-ins, and several others. Sometimes we make short-term commitments, and at other times we make longer commitments. This year we started early. We are volunteering at the Living Alternatives Pregnancy Resource Center. We love it so much that I think it will be a permanent part of our lives. In any case, short term or long, family service has always been a sweet and special thing that we look forward to each year.



KATHY BALKE, REGION 4

One year our support group planned a big night we called, "Destination Sunshine". Each family picked a sunny spot to do a report on. We chose Mexico, since our relatives on my dad's side came from there. Other families chose other sunny destinations, such as tropical countries or islands all over the world. The children each set up a booth to display maps, pictures, native food to serve, and they also gave reports. It was something we worked on through the dark, cold Indiana winter months and presented either in February or March. It was a lot of fun!



KAREN WHITESELL, REGION 5

We always take the week of Thanksgiving off and do fun things together like put a hard 1,000 piece puzzle together, go hiking at Turkey Run State Park, and make food for a family in need for Thanksgiving.

We'll play in the snow in the morning before it melts and do school work in the afternoon.

If we're reading a really good book out loud, we'll take the afternoon off and just read.

We also take three weeks off at Christmas so that the holiday is not so hectic and we can enjoy the family more.



AMY CANADAY, REGION 7

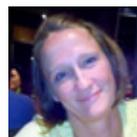
I like to do a few lapbooks throughout the school year, and winter is the perfect time to do them! They are short-term enough that I can fit them anywhere in the school year, we can cover any kind of topic that interests the kids, and they allow room for "chasing rabbit trails" while we study the lapbook material. This year we are going to venture into Unit Studies... I'm thinking winter is a great time to do those, too! For our family, I am also planning a designated day to work on 4H projects. Starting those in winter is such a blessing, and I think it will be a giant benefit come July.



SHAWN KING, REGION 9

Game days! Pull out educational board games or make up your own games. Keep score of how many rounds each child wins and have coupon-prizes at the end like "a day off school" or "breakfast out with dad," etc. Every child wins something on game day!

Science day! Invite friends over and dissect earthworms, owl pellets, or other specimens. Or create tasty food experiments, make Diet Coke and Mentos volcanoes, and more. Search the library for a science experiment book or check out the many resources on the internet.



REBECCA BARNES, REGION 13

Last year, we had a Luau. We made several island foods, put on Hawaiian music, donned our Hawaiian sarongs and shirts, and enjoyed the



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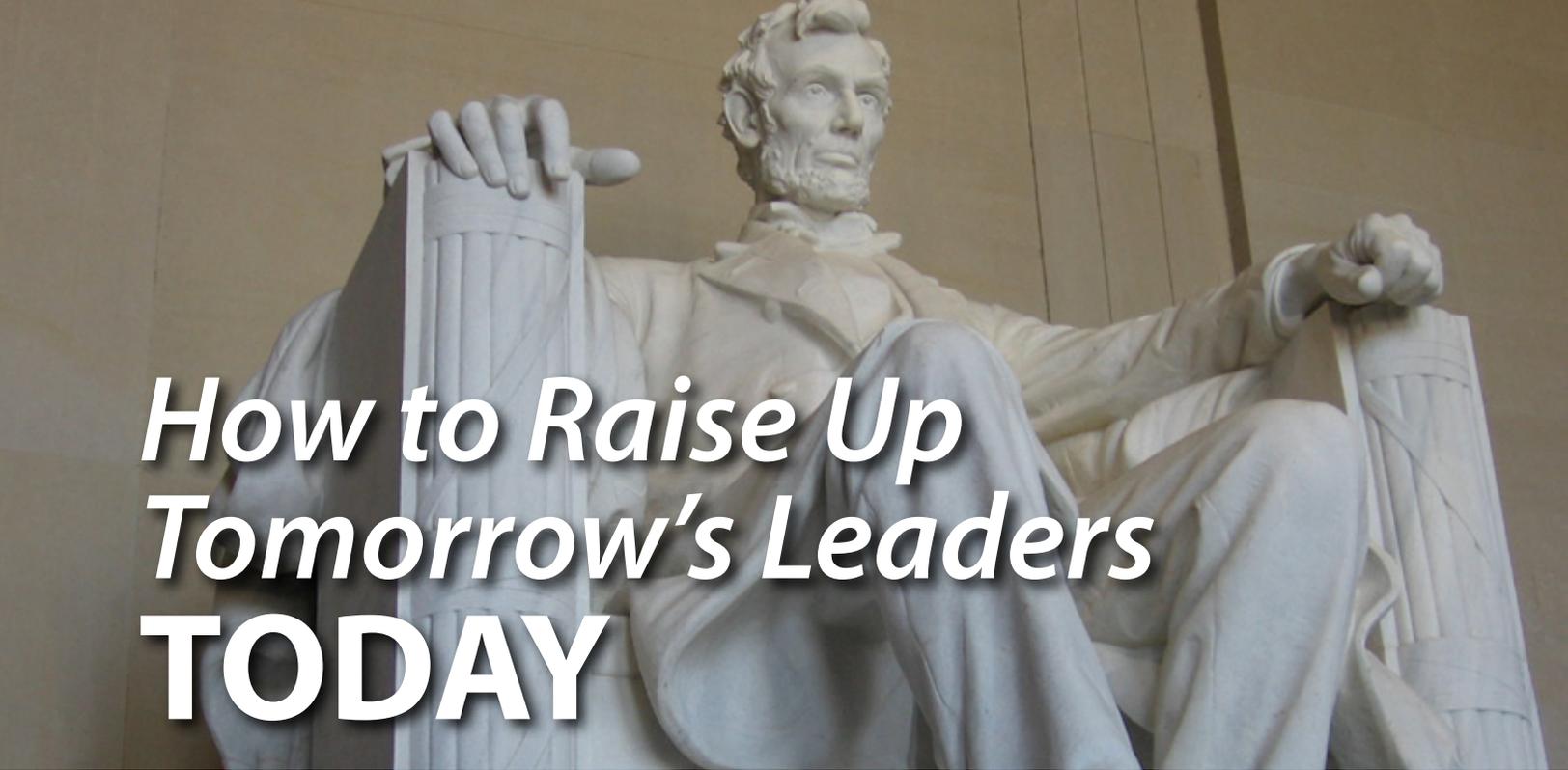
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evening. One of our local families held an indoor beach party. They covered their floor with a tarp, brought in a little kiddie pool (complete with water), put on some Beach Boys music, and let everyone play. You could even top off the party with microwave s'mores as a reminder of those summer camp fires.

We have also had pajama days, when we might still do school work, or else we might not. We'll just cuddle up and watch warm weather movies or play board games. I am especially fond of putting puzzles together in the winter. I put a table next to a window, so I have lots of natural light, and start. Sometimes the kids help, but they aren't as into it as I am. But I find it very fulfilling to take something that is chaos and form it into something that is lovely.

We (yes, all of us) love to look through garden catalogs and dream about what we'll plant in the spring. Everyone has hopes of planting something beautiful in their flower bed (any child who wants a flower bed gets to take over one and plant whatever they want) or garden. Each year, I try to plant something different in our vegetable garden, and everyone has input on what that will be. ■





How to Raise Up Tomorrow's Leaders TODAY

—by Ken Snyder

As our family of four walked through the airport concourse, some words were left unsaid, though each of us knew the same emotion: nervousness. Our 15-year-old son, Winston, was about to take his first flight by himself. He likely had some unease, but my wife, Chris, clearly possessed the most anxiety.

Most moms understand her discomfort. Her firstborn was flying by himself to Washington D.C. to meet people we did not know. As part of his journey, he had a connecting flight at O'Hare. Who could know what might happen? His departing gate in Chicago could be changed at the last minute. (It was.) Any change could put him at risk of missing his flight. (It was a close call.) So many things.

We reminded ourselves why he was going, that he was growing up and that this would all be worth it. Winston was participating in iGovern, Generation Joshua's summer leadership camp designed to equip students with leadership skills by leveraging their interest in government and utilizing various mock government learning

scenarios. In the end, our investment in our son through iGovern was a huge win for our family and a life changing event for him.

Now more than ever, I am convinced that, in our day, parents need to pursue some of the near limitless opportunities to prepare every child to be leaders now and in the future.

"Not everyone is destined to be a leader" is one common objection. This is undeniably true. However, as author Chris Lowney points out in his phenomenal book *Heroic Leadership*, the genius of epic organizations is their understanding that every person needs leadership training because each of us is first called to self-leadership.

Another common question is, "What can be done with a generation distracted by social media and gaming?" It cannot be ignored that many teens and children are consumed with amusement which robs them of time and focus, and, most importantly, saps them of a sense of purpose and meaning. This current state doesn't neutralize the obligation we have to raise up leaders. In fact, it highlights it.

In fact, this generation's filling of their lives with the unimportant is evidence that they long for more. Unfortunately, we often have failed to inspire them with a vision to be world changers, so too many are falling to common pursuits. Still, the emerging generations are very aware this world is not a good place. They see the pain. While

many choose indifference, others desire, even if latently, to make a difference. Pursuing a vision to develop the rising generations into leaders will give them the tools they need to lead themselves and others, while inspiring them to, in the words of missionary William Carey, “Expect great things from God. Attempt great things for God.”

Here are four key steps I’ve gleaned over the years which can assist parents in their efforts to raise their children to be leaders, not only in the future, but in our day as well:

READ BOOKS OR WATCH VIDEOS ON LEADERSHIP

Admittedly, many young people do not enjoy reading. So, if books like Tim Tebow’s *Through My Eyes, Do Hard Things* by the Harris brothers, or *Real Citizenship* by Tim Echols do not inspire them, leverage videos. In fact, the emerging generation’s tech savviness makes videos an important tool.

Here are a couple of ideas. Watch video clips of Alex and Brett Harris on YouTube with your son or daughter, and then discuss lessons learned. Or, enlist the whole family in the effort by watching a movie like *Amazing Grace*, about the struggle of William Wilberforce to end slavery in England. Be prepared to discuss as a family lessons learned about purpose, character, and leadership.

Parents, do not assign or delegate this. Do it with them.

GO WHERE LEADERSHIP IS TAUGHT

Last summer, high school junior Caleb Engle did just that. He participated in TeenPact (teenpact.com), a camp at the state capitol, designed to teach students servant leadership while learning how our state government functions. Caleb was inspired by what he experienced, “The godly people I met, others my age, who were leading, really stood out. There was only one adult at the camp. Everything else was led by 18-year-olds and under.”

Caleb’s mom, Pam, saw TeenPact as a venue which fit his learning style. “It was an applicable laboratory for him to learn leadership from a Christian perspective.”

For less expensive options close to home, your church youth group may offer training for rising leaders. Many homeschool groups provide leadership classes and workshops. Take advantage of these.

Experiencing hands-on leadership education builds on the learning from books and videos.

LEAD SOMETHING

Nothing compares to applying the lessons learned through books, videos, and experiences like actually leading something. Whether through your church, an extracurricular group, or in the community, in the words of the Harris Brothers, “Do hard things.” Leadership is not easy, and is a learned art and science. The best lessons are learned in the laboratory of life.

Throughout the country, Generation Joshua has GenJ Clubs for the purpose of spiritual growth and leadership development. Our son Winston has observed that Indiana’s two largest cities, Indianapolis and Fort Wayne, do not have active GenJ clubs. If your child would be interested in helping to start a GenJ club in one of those cities, or in your town, contact me (information is at the end of the article), and Winston and I can help you. A GenJ club would give many students an opportunity to lead in their own group.

Whether it’s a GenJ club or another venue, help your student find leadership opportunities. The best future leaders will lead now. Now is the time to learn “on the job.”

FIND MENTORS

Parents are God-given mentors. However, no parent is good at everything. Further, parents need others in the lives of their children reinforcing lessons learned at home. A mentor is a vital asset in the development of your son or daughter. Whether it is a grandparent, pastor, youth leader or coach, all of these roles are great possibilities for intentional or informal mentoring.

With the rise of technology, authors and organizations dedicated to raise up leaders provide parents with a myriad of tools at their disposal. You can invest money, if available, to supplement your son or daughter’s leadership development, but it is not necessary. What is necessary, however, is your time and your encouragement. Don’t wait until they are older. Start right now. Do something, especially if it is difficult. ■



Ken Snyder and his wife, Chris, have homeschooled their two children for ten years. Ken is the co-founder of the Indianapolis Crimson Knights, a Middle and High School football program for homeschool students. He is dedicated to partnering with parents to grow current and future leaders. For a continued conversation and additional insights into how the IHSAA made its current decision, go to kensnyderblog.com. Ken can be reached at ken.snyder@kensnyderblog.com

LIFE TOGETHER: Family Ideas

—by The King Family

Kids' Korner

Microscope Scavenger Hunt

Last year we kids combined our money and, with a little help from mom and dad, bought ourselves a microscope. One of the best buys ever!

Did you know that a microscope and a few empty slides are fun?! And actually, our best time with the microscope so far has been examining dollar bills. We found states names, the words "FIVE DOLLARS" printed around the border of the five dollar bill, and other tiny microscopic images and words.

Don't have a microscope? Here are some things you can hunt for on a one dollar bill without the need of a microscope. (A magnifying glass might come in handy.)

- Add the Roman Numerals at the bottom of the pyramid together and see what you get. Why is that number significant?
- Find the tiny owl on the front.
- Don't miss the balance scales.
- Can you spot the tiny spider? How about its web?
- Look for the skeleton key.
- The number "13" is represented many times on a one dollar bill. How many can you find? (Thirteen was for the original 13 colonies.)

ANSWERS for "13" on page 31.



Dad's Direction

You Don't Have to Take That Call

In this day and age of ever improving technology, I believe we sometimes get too caught up in the "drama" of it all. Our tiny phones are equipped with texting, e-mail, and the Internet. We spend countless hours talking and typing on these little devices. Many times our children are left out as we spend so much time with our mobile phones. Our children need us. They need our time and our complete attention. They need us to talk to them as well as listen to them. They need to know that for a period of time they have our undivided attention. Our kids are more important than our cell phones. When you have the opportunity to spend time with your children, it's okay to not take that call. It's okay to not respond to that text. It's okay to not answer that e-mail. We only have our children for a short time. Let's do all we can as fathers to spend quality time with our kids. So let's put the phone down and let the voicemail answer the call. The message will still be there after you have had some fun with your children. Let's be sure our kids know that they rank higher than electronic machines.

Mom's Morsel

Household Tried and Trues

Do you love to save a dollar and use more natural products in your home? Here are some of my favorite tried and trues:

- Never scrub your tub again! Fill a dishwand with half vinegar and half Dawn dish soap. Keep it in your bathtub/shower and use it on one area each week. You'll never have to scrub your tub again.
- Refresh towels and strip them of residue and stale smells by washing them in hot water with 1 cup of vinegar, and then a second time with hot water and ½ cup of baking soda.
- Mix 1 cup of brown sugar, 1 cup of oatmeal, and 1 cup of olive oil together. Rub it on your skin and rinse for uber-moisturized skin.
- Mix hydrogen peroxide and baking soda to form a paste and clean the brown marks from cookie sheets.
- Put toothpaste on bug bites or a mud plaster on stings. ■

The Kings are a homeschooling family of six in Vermillion County. Dan is the pastor of Calvary Baptist Church in Clinton, and Shawn operates a home-based business. The Kings have four children: Danny (16), Abbie (14), Noah (12), and Emily (10). The Kings serve as the IAHE Representatives for Region 9.



A Brief Study of INDIANA HISTORY

—by Tawnee Hinton

Have you ever wondered how Indiana became a state? Maybe you remember it from your Indiana History class in public school ages ago and now it's time to teach your student. Where do you start?

No matter what the age of your children, having an understanding of your state history is great. And if you live in Indiana now and didn't as a child, planning an Indiana History unit might be a challenge. Here are some great places to start in putting together an Indiana History unit for you and your family, regardless of age.

START AT THE BEGINNING

Though the future state of Indiana was explored by the French in the 1500s, we all know that Native Americans were the first to inhabit most of today's United States, including Indiana. That only makes sense when you consider our state's name – “Indian-a” right? The origin of the name “Indiana” is named from an Indian word meaning “Land of the Indians.”

Some of the first tribes included the Miami tribe (the largest), the Potawatomi tribe, and the Shawnee tribe, though there were several other tribes that lived peacefully throughout what is our state today. Today, there are many ancestors of these tribes that live in Indiana. Though they live and work in the modern world, strong traditional and cultural ties remain with their Native American Heritage.

Assignment: Research the three major Native American tribes that called Indiana home. (ANS: Miami, Potawatomi, and Shawnee tribes) What kind of homes did they live in?

Did you know...
The eighteen smaller stars in the Indiana State Flag represents each state in the year 1816. The largest star at the top represents Indiana, the 19th state.

(ANS: the Miami and Potawatomi preferred dome-shaped houses called “wiikiaami” and Shawnee preferred small, round houses called “wigwams.”) What goods did they harvest and eat? (ANS: corn, beans, and squash were staples) Did they trade? (ANS: all traded, primary trade was dried Miami corn) Where was the major center of trade in Indiana? (ANS: the Kekionga – today’s Fort Wayne).

Field Trip: To see some great photos and artifacts of Native American History, take a field trip to the Eiteljorg Museum in Indianapolis, Indiana and visit their website at <http://www.eiteljorg.org/>.

Craft: Make a cardboard loom (<http://www.eiteljorg.org/docs/learn-doc/cardboardloom.pdf>) or a hunting hat (<http://www.eiteljorg.org/docs/learn-doc/hunting-hat.pdf>).

FRENCH AND INDIAN WAR (1754–1763)

The French and Indian War, also known as the Seven Years War, was the final Colonial War fought on US soil. It was the beginning of hostilities between the colonies and Great Britain. Though it was fought throughout today’s United States, several states saw battles during this time period – Indiana included.

Fort Miami, located in modern day Ft. Wayne, was involved in many battles, especially during the time period involving and surrounding the French and Indian War. The attack on Fort Miami in 1752 showed Great Britain allied with the Indians and fighting against the French. The capture of Fort Miami (Kekionga) in May of 1763, as well as the capture of Fort Ouiatenon (located in today’s Lafayette, Indiana) were two battles that were fought in Indiana during the French and Indian War. Can you imagine the French right here in Indiana fighting with the Native Americans? Sometimes it’s difficult to imagine, huh?

Assignment: Research who was involved in the French and Indian War. Locate modern day Lafayette and Ft. Wayne on a map. This is where the primary battles were fought during this time period.

Field Trip: Attend Ko-Ko-Mah, located in Kokomo, Indiana, and see a reenactment of the Siege on a fictitious fort, visit the camps of the British and the French, and meet some Native American Indians as they discuss the battles fought during the French and Indian War from their perspective. Visit their website at www.kokomah.com for more details.

Craft: Miami Indians worked on intricate bead work. Make some Indian jewelry with beads. Research colors used by the Miami tribe.

THE AMERICAN REVOLUTION (1775-1783)

As the original thirteen colonies became more interested in their independence, and less interested in the taxes that Britain was imposing on them, disagreements between the colonies and Great Britain escalated to full war. The American Revolutionary War began in 1775. With assistance from the French, Dutch, and Spanish, the colonies declared independence and won the war against Great Britain in 1783. The Treaty of Paris was signed in Paris, France and provided stipulations to allow for the war to end, and for the United States (then, the thirteen colonies) to be free, sovereign, and independent, and that Great Britain would hold no claim to the government, property or territories of the United States.

Important battles that were fought during the American Revolutionary War here in Indiana included: the Siege of Fort Sackville (modern day Vincennes) which was between the colonies and Great Britain; the Battle of the White River Forks (modern day Vincennes) which was between the Vincennes militia and Delaware village; Petit Fort (modern day Indiana Dunes) which was between the colonies and Great Britain allied with the American Indians; and de LaBalme Massacre (near the Eel River in Whitley County) which was fought between the Continental Army and the American Indians.

Assignment: Choose one battle fought on Indiana soil during the American Revolution and write a paragraph (or paper) about it including dates, location, who was involved, and who won. Locate the battle ground on the map, and describe the location. Give any pertinent details about the battle ground, such as its location near trading or a water way. Include which Native American tribes were involved, if any.

Field Trip: Visit the Indiana Dunes and see the site of the Petit Fort battle as well as many other historic events that are documented there.

Craft: Construct a battlefield or wooden fort from the American Revolution. You may wish to use some templates that you can find at <http://www.juniorgeneral.org>.

WAR OF 1812

Yes, even the War of 1812 brought conflict to the Indiana Territory. The Siege of Fort Harrison was prominent during the War of 1812, as well as the Battle of Eel River and the Battle of Mississinewa. During the War of 1812, then Governor of Indiana Territory, William Henry Harrison, fought battles outside of the Indiana Territory. However, back home, the US battled the Shawnee Indian

Chief Tecumseh and his confederacy. Chief Tecumseh was heavily involved during the War of 1812 and was instrumental in covering the retreat of British soldiers into Canada in 1813. General William Henry Harrison was in command of the Army of the Northwest during the War of 1812, and it was his troops that were responsible for the death of Tecumseh.

The War of 1812 ended on December 24, 1814 with the signing of the Treaty of Ghent, which called for peace and friendship between the US and the Wyandot, Delaware, Shawanoese, Senecas, and Miami tribes. In 1815, another treaty was signed between the US and the Wyandot, Delaware, Seneca, Shawanoese, Miami, Chippewa, Ottawa, and Potawatimie tribes residing in today's Ohio, Indiana, and Michigan.

Assignment: Read more about Chief Tecumseh and his brother. You can read a biography about Tecumseh here (<http://www.warof1812.ca/tecumseh.htm>).

Field Trip: Visit the battlefield of the Battle of Tippecanoe in Lafayette, Indiana. You can see their website at <http://www.tcha.mus.in.us/battlefield.htm> for more details.

Craft: Design and color a wampum belt, used by the Shawnee Indians to tell the story of their lives or represent their lives in some manner. See pictures of traditional wampum belts here http://wampumbear.com/P_Wampum%20Belt%20Provenience%20Archive.html.

THE BEGINNING OF MODERN INDIANA

Things continued to happen quickly for the newly independent United States. As the colonies became states and westward expansion continued, more territories became states. On December 11, 1816, Indiana became the 19th state to be

admitted to the Union. Did you realize that Indiana was part of the first 20% of the U.S. to become an independent state?

Though the capital of the Indiana Territory was Vincennes, the capital of Indiana was Corydon at the time Indiana achieved statehood. Jonathan Jennings (1784-1834) was the first Governor of Indiana.

Assignment: Research the first three governors of Indiana. What was their background and how were they involved in forming the modern day Indiana government?

Field Trip: Visit the "Red House" in Vincennes, the capital of the Indiana Territory. The Red House was the center of government for Vincennes and was the site of the meeting place for the Indiana Territory legislature.

WILLIAM HENRY HARRISON

One of the most important figures in early Indiana History is William Henry Harrison. Harrison County, Indiana is named for this great man. Henry Harrison was the first territorial congressional delegate from the Northwest Territory and, later, governor of the Indiana Territory. He gained national fame by leading US forces against the American Indians at the Battle of Tippecanoe in 1822, and then, as a general in the War of 1812, leading the US victory and ending hostilities in his region in 1813's Battle of the Thames, which resulted in the death of Tecumseh and the disbandment of the Native American coalition that Tecumseh led.

After the War of 1812, Harrison moved to Ohio and was elected to the US House of Representatives. He then became a member of the Senate in 1824 and was nominated for the presidency in 1836. Though defeated in 1836, William Henry Harrison was elected

INDIANA FAST FACTS

INDIANA

became the 19th state on December 11, 1816

MOTTO

"the Crossroads of America"
adopted in 1937

NICKNAME

the Hoosier state

NICKNAME OF INDIANA NATIVES

"Hoosier"

STATE FLAG

adoption by Indiana General Assembly in 1917

STATE SEAL

depicts how Indiana was in 1816

STATE FLOWER

adopted the peony as the state flower in 1957

STATE TREE

adopted the Tulip Tree as the state tree in 1931

STATE BIRD

adopted the Cardinal as the state bird in 1933

STATE SONG

adopted "On the Banks of the Wabash, Far Away" as the state song in 1897

as the 9th President of the United States in 1840, though he died of pneumonia in 1841, only one month after taking office.

Assignment: Read more about President William Henry Harrison's life through books or on the internet. Write a paragraph about significant accomplishments during his life.

Field Trip: Visit the William Henry Harrison Mansion in Vincennes, Indiana (<http://www.grouselandfoundation.org/visit.html>) or take a Harrison Home Tour in Indianapolis, Indiana (<http://www.presidentbenjaminharrison.org/visit/student-tours>).

Craft: Color a picture of President William Henry Harrison or draw a picture of him as President (<http://www.patrioticcoloringpages.com/presidents/09-William-H-Harrison/>).

AMERICAN CIVIL WAR (1861-1865) – INDIANA'S UNDERGROUND RAILROAD

The American Civil War brought a lot of action to Indiana. As slaves were escaping the South and heading to the North, the Underground Railroad became active and Indiana helped a lot of former slaves move to freedom in the North. The first known route in Indiana was found in today's Jeffersonville, Indiana. However, since Indiana was a free state, there was much activity of slaves crossing the Ohio River out of Kentucky into Indiana to reach freedom.

Assignment: Read a brief history of the Underground Railroad in Indiana (<http://www.undergroundrailroadindiana.com/>).

Field Trip: Visit the site of one of the underground railroads in Indiana. You can find several sites to visit at <http://www.in.gov/dnr/historic/4120.htm>.

THE CONTINUED GROWTH OF INDIANA

The end of the 19th Century and the beginning of the 20th Century continued to bring development and industry to Indiana. Below are some significant historical times in Indiana History. Obviously a lot has happened since 1956 as well. You will find that Indiana continues to grow and develop as times continue to change.

1825 - Indianapolis becomes the state capital.

1842 - The University of Notre Dame is founded in South Bend.

1851 - Indiana adopted a state constitution that included a measure protecting the property rights of married women.

1906 - US Steel Company builds a steel plant and founds the city of Gary.

1911 - The first Indy 500 car race takes place.

1915 - Workmen's Compensation Act becomes law.

1956 - The Northern Indiana Toll Road is completed.

Assignment: Research your hometown. What is the most famous event, or interesting event, that has taken place in your house, either in history or recently?

Field Trip: Visit the most famous place in your hometown, take photos to include in your report.

Craft: Create something artistic to display with your report about this event in your hometown history.

FINAL ASSIGNMENT: Give your family a presentation of what you learned about your hometown including your photos and artistic creation.

Be sure to check out the Indiana Historical Society website at <http://www.indianahistory.org/> for more information about historical facts and sites throughout Indiana. ■



TAWNEE HINTON and her husband live with their four children in Central Indiana. Tawnee is a Support Manager for *Classical Conversations* and an officer in the US Navy Reserve. She has been a copy editor for *The Informer* for a year and blogs about her family's homeschooling adventures at *Adventures in Homeschooling*. You can find it at www.adventuresinhomeschooling.com.

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HOMESCHOOL DAD APPOINTED STATE AUDITOR

Dwayne Sawyer brings to the office of Indiana's State Auditor extensive experience developing financial and accounting software systems and handling multi-million dollar local government budgets.

He is also active in his community as a member of the Board of Directors for the Hendricks County Regional Health YMCA and served as an appointee of Governor Mike Pence on the Indiana Commission on the Social Status of Black Males.

With his father serving in the U.S. Air Force, Sawyer spent his childhood in four states and Japan before finally settling in Indiana in 1984 and graduating from Purdue University in 1989. Dwayne, along with his wife Melissa, have three children and are members of College Park Christian Church. ■

photo credit: sxc.hu~penywise

HOMESCHOOL TIME OUT FOR LAUGHTER

FAMILY MAN | todd wilson



It took over an hour, but Deb finally explained what an adjective is.

Resources for Teaching Indiana History

*Educational Offerings of the
Indiana Historical Society*



—by *Matt Durrett*

Since 1830, the Indiana Historical Society (IHS) has been Indiana's Storyteller, connecting people to the past by collecting, preserving, and sharing Indiana's history. A private, nonprofit membership organization, IHS maintains the nation's premier research library and archives on the history of Indiana and the Old Northwest. It presents a unique set of visitor experiences called the Indiana Experience. With the strengths of the collection and a dedicated education staff, there are several opportunities for enriching your homeschool students' educational experiences using the IHS.

THE EUGENE AND MARILYN GLICK INDIANA HISTORY CENTER

Located in downtown Indianapolis on the canal, the Eugene and Marilyn Glick Indiana History Center houses the Indiana Experience and other attractions. The You Are There experiences take visitors back in time as they walk into a photograph from the IHS collection. First person interpreters stand ready to interact with students in the context of their respective times and places in each space. Current experiences include You Are There 1939: Healing Bodies, Changing Minds, which portrays Dr. Harvey Middleton's office in Indianapolis, and You Are There 1913: A City Under Water, which interprets the aftermath of a devastating flood and a relief station's efforts for recovery in Indianapolis. You Are There 1904: Picture This will open October 29 to portray a Victorian era portrait studio and explore concepts of memory-making and photographic technology over time.

Destination Indiana, another innovative experience, presents visitors with interactive journeys. Using touchscreen technology, students explore Indiana history through selected photographs and other images from the IHS collection. Journey topics include all 92 Indiana counties as well as various themes including African American, Civil War, and Ohio River history. Other attractions from the Indiana Experience include primary source activities called Investigation Stations and the W. Brooks and Wanda Y. Fortune History Lab where visitors learn about the science of conservation through exhibits and hands-on activities.

The William H. Smith Library at the Eugene and Marilyn Glick Indiana History Center offers a unique research experience open to all Indiana teachers and students. Research can be conducted in the Center's library, and there is a vast digital collection online as well. The entire catalog can be searched online by visiting <http://catalog.indianahistory.org>. Sources in the digital collection can be viewed online, and all other resources may be viewed in the reading room in the library itself.

The IHS collection includes photographs, manuscripts, maps, broadsides, sheet music, printed items, artifacts and paintings. About 57,000 of these items are published online as digitized images and can be used in your homeschool classroom or project with a few clicks. Students are always welcome to research in the IHS library with a supervising adult. The William H. Smith Library is open 10 A.M. to 5 P.M. Tuesday through Saturday.

STATEWIDE OUTREACH OPPORTUNITIES

An exciting event for this fall includes the traveling Indiana Bicentennial Train. The train will feature the exhibit The Next Indiana at the 2013 stops of Kokomo, New Haven, Valparaiso, and Delphi. This exhibit will explore the state's past through the lenses of transportation, land use, talent, and community. In addition to the train exhibit, each stop will include tents with live first-person performances by Kevin Stonerock and hands-on educational activities. The Indiana Bicentennial Train will visit new locations

annually each fall through Indiana's bicentennial year of 2016.

Another exciting program hosted by the Indiana Historical Society includes National History Day. With NHD, students in grades six through twelve research, analyze, and present a topic of their choosing while adhering to an annual theme. The 2013-14 theme is Rights and Responsibilities in History. In the spring, students gather at regional contests around the state to present their work in the form of exhibits, documentaries, websites, papers, and performances. Winners from each regional contest are selected by volunteer judges to advance to the state contest where winners become eligible for the Kenneth E. Behring National History Day Contest in Washington, D.C. in June. In addition to medals for winners, NHD in Indiana awards special prizes for outstanding projects on various topics, ranging in the \$100 to \$500 range. Teacher packets and other free materials are available upon request.

Homeschool teachers and students frequently participate in all of these offerings and the IHS welcomes their involvement. For more information about any of the above programs e-mail reservations@indianahistory.org or call (317) 234-7384. ■



MATT DURRETT has worked at the Indiana Historical Society and served as the Coordinator of National History Day in Indiana since 2007, working with tens of thousands of students in public, private, and homeschool settings over the years. He can be reached at mdurrett@indianahistory.org.

Visit The IAHE's *Pinterest* Board For More Resources.

The screenshot shows a Pinterest board titled "Indiana History" with 75 pins and 173 followers. The board is organized into a grid of pins, each representing a different historical site or museum in Indiana. The pins include:

- R10 Lawrence County Historical Museum (Bedford)**: Pinned from lawrencecountyhistory.org
- R9 Vigo County Historical Society & Museum (Tene Haute)**: Pinned from vhcs.co
- R16 Lincoln Amphitheater • A Lincoln: A Pioneer Tale • Lincoln City, IN (Spencer County)**: Pinned from youtube.com
- R15 Blackford County Historical Society (Hartford City)**: Pinned from bchs-in.org
- R8 Decatur County Historical Society (Greensburg)**: Pinned from decaturcountyhistory.org
- R6 Johnson County Museum (Franklin)**: Pinned from johnsoncountymuseum.org
- R2 Whitley County Historical Museum (Columbia City)**: Pinned from whitleycountyhistoricalmuseum.org
- R16 Established in the mid-1800s, Lyles Station is one of the last**: Pinned from indianahistory.org



THE RIGHT TIME FOR COLLEGE ADMISSIONS TESTS

—by Paul McCarthy

The vast majority of colleges will require that applicants submit standardized test scores (SAT/ACT) as part of the admissions process. Since students are applying in the fall of their senior year, many students wait until the end of their junior year to take one of these tests for the first time. An unexpectedly bad score will result in a difficult summer and an anxiety-ridden “last chance” test taken in September or October of their senior year. This doesn’t need to happen. With some reasonable planning and forethought, you can make this piece of the already stressful college application process a little easier.

Many students have studied the underlying curriculum that is tested in these exams well before the end of their junior year. For math, the tests cover only through geometry, except for a little bit of trigonometry on the ACT. For writing (SAT) or English (ACT), the content is grammar. Depending on the curriculum the student is following, chances are pretty good that they are finished with grammar and are moving into literature for their junior year. So, in fact, the longer a student waits to take the exam, the farther away they are from when they learned some of the basic skills. Only in reading, where vocabulary is most important, will a

student naturally benefit from more time with their studies. Nonetheless, it will generally be the case that if a student has mastered math skills through geometry, they are ready to take one of these exams.

These tests will also frame questions in specific and unique ways. Therefore, it is unlikely that a student will excel taking the test “cold.” A student can also be affected by other influences when taking the test, like a cold, an argument, or a bad night’s sleep. If only for these reasons, a student should plan to take the test more than once. For both tests, the student is in control of which test dates’ score information will

be sent to a prospective college (with a few exceptions) so there is no need to be worried about a poor score. Most colleges will “super score” any SAT results they get; this means that if they get multiple dates, they will take the best score in each section and re-calculate the total. That is generally not the case with the ACT, but they will always consider the best test. Some colleges will look across both tests if they receive ACT and SAT scores. Our advice is for a student to determine which test might better match their academic skills, and to take that test early and often. It is very common for a student to take the test three times.

ACT OR SAT?

Both the SAT Reasoning Test and the ACT are widely administered standardized tests that are supposed to level the playing field between the various secondary schools and education options throughout the country. The vast majority of colleges consider these tests in addition to GPA and course work when making admissions decisions. Virtually all Indiana schools use these scores for determining “automatic” merit scholarships. Both tests are developed and administered by nonprofit organizations; however, they do compete for “market share.” Historically, the ACT has been most prevalent in the Midwest (Indiana being an exception) and the SAT has been the driving force on the east and west coasts. Nationally, the ACT is currently the market leader by a small amount. All colleges accept scores from either or both.

The SAT consists of three sections: Critical Reading, Mathematics and Writing (which includes an essay). The ACT has four sections: English, Math, Reading and Science Reasoning. The ACT essay is optional although most colleges require it. The SAT purports to be an aptitude test that examines reasoning, critical thinking and analytical skills. The ACT measures achievement and knowledge retention. Therefore, the ACT is considered more skill based and straightforward, particularly in math. The ACT tends to have more reading in general, so it favors those who are stronger in that area. The Science Reasoning is mostly about reading skills, although the student must interpret and evaluate data and then draw

logical conclusions. The grammar sections are more reading based than the SAT. The ACT reading section itself is often considered more difficult than the SAT reading sections. There are more questions overall on the ACT exam and some find it dense and hard to finish. As the SAT is more strategic (some might call it tricky), there are great advantages to learning how to employ specific methodologies for each question type.

SAT SUBJECT TESTS

Many selective colleges use SAT Subject Tests for admission, for course placement and to advise students about course selection. In some cases, colleges will require or strongly suggest that students who are homeschooled complete several Subject Tests. These tests are offered the same day as SAT’s (except for March). A student can complete up to three in one day, but they cannot take both the SAT and Subject Tests on the same day.

Whether or not they are required at your student’s school of choice, the SAT Subject Tests offer every student an additional opportunity to show colleges what they know and what they know they can do. Many times it is advisable to take these tests at the end of sophomore year as students are closer to the relevant material. ■



PAUL MCCARTHY is the Director/Owner of Chyten Tutors and Test Preparation in Carmel, IN. He has published articles in various publications on topics including educational development, test preparation, and college admissions. Chyten was a vendor at the IAHE convention. Please contact Paul at pmccarthy@chyten.com, or (317) 587-2700. See also www.carmelchyten.com.



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Legislative Update:

What's the Big Deal About COMMON CORE?

—by Joy Pullmann

Indiana is leading a nationwide outcry concerning who controls education. The subject: Common Core, a set of K-12 national education standards and forthcoming related national tests. Because Common Core changes everything about U.S. education and does not apply only to public schools, it is of concern to anyone involved, including homeschool families.

In 2009 and 2010, Washington DC-based non-profits convened a series of committees to write Common Core, which defines what they think children should learn at each grade level in math and English language arts. Common Core's English language arts decrees also govern reading in non-English subjects, such as history and science. In 2014–15, a set of two federally funded groups will release national Common Core tests that will replace most state grade-by-grade tests. The tests and standards influence almost everything in U.S. K-12 education, including textbooks, classroom materials, teacher training, teacher evaluations, school funding, the ability of students to move into the next grade, college entrance requirements, and high school diplomas.

Although Indiana traded its standards for Common Core in 2010, subsequent public outrage has pushed the legislature and governor to sign a law pausing it pending further review. The legislature and state board of education will each hold three hearings on Common Core and the state will conduct a fiscal analysis. By July 2014, the state board will again vote on whether

to keep Common Core or to revert to state-controlled academic benchmarks.

How does all of this affect homeschoolers? It affects homeschool families primarily in three ways: testing, curriculum, and governance.

Although Indiana does not require homeschool families to administer tests, 26 states and Washington DC do. And this doesn't let Hoosiers off the hook, because the tests many families use to see how their kids are doing, such as the Iowa Basic and the Stanford-10, as well as the SAT and ACT exams every college-bound student must take, have all shifted to fit Common Core. Common Core is also shifting standardized testing from knowledge to "skills" and behavioral testing. This means deemphasizing whether test-takers choose "the right answer" and instead emphasizing the process they used to get whatever answer they happen to come up with, explains College Board President David Coleman of the SAT. (Coleman is one of the five lead writers of Common Core.)

photo from sxc.hu: yweil

“How does all of this affect homeschoolers?”

It affects homeschool families primarily in **THREE** ways:

TESTING, CURRICULUM, & GOVERNANCE.”

The head of education publishing giant Pearson’s testing division recently echoed Coleman, suggesting students should not be marked correct on questions unless test creators also approve the way students reached their answer. The ACT is already moving toward this mindset by incorporating video game-like scenarios in their new test arriving in 2015. Beyond having very little research base, such tests increasingly push the style and content of all U.S. education toward what central committees determine rather than what families, teachers, and taxpayers want.

Common Core creates a nationwide market for curriculum providers who previously paid at least nominal attention to the differences in state education requirements. Multiple curriculum companies that are popular with homeschool families have already shifted their material to fit Common Core. Other companies have left their homeschool editions unchanged, but their mainstream texts now follow Common Core standards. This is a problem because Common Core is of questionable academic quality. The only academic experts to serve on its validation committee refused to sign off for this very reason. And even if Common Core did represent good academics, it reduces the diversity of education curricula and philosophies, pretending that one progression of learning fits every family and child.

That last point means everything for homeschool families: do parents hold the primary right to direct their child’s education or does the government? The Home School Legal Defense Association stands against Common Core because it believes Common Core presents a threat to the freedoms essential for homeschooling to exist. The first of these freedoms is at the heart of American rights: whether public policies exist only by the consent of the governed. Common Core’s proponents argue that the proper authorities approved the initiative. They did so, however, almost everywhere the same way as in Indiana: after no public notice or comment period, according to state Superintendent Glenda Ritz. Common Core’s contracts between governors and state superintendents and Common Core’s creators promise that state legislatures will change our laws in accord with this national program, although

no one has authority to make any such promise. And Common Core sets up a structure by which education is controlled from the top down, by people taxpayers pay but who owe the public no answers. This is because Common Core’s copyright is held by, and runs public funds into, private non-profits that are not subject to open-records and open-meetings laws.

Indiana’s decision to pause Common Core influenced several other states to do the same, and full withdrawal also will have large national effects. But it’s not over yet. The state board of education, which Governor Pence controls, can decide again that Indiana will adopt Common Core. They, the governor, and our elected representatives, need to hear from you—frequently. ■



JOY PULLMANN is a mother of three, Heartland Institute education research fellow, and 2013 Robert Novak journalism fellow. She is a homeschool and Hillsdale College graduate who lives in Fort Wayne. Find her online at news.heartland.org/education and www.1trueword.com.

IAHE: ADVOCATES AGAINST COMMON CORE



GOVERNOR PENCE SIGNS HB1427 INTO LAW

IAHE Board members, Frank and Jackie Franks and Debi Ketron were privileged to be invited to stand with Governor Pence as he signed HB1427 (Pause Common Core) into law. They represented Indiana Association of Home Educators’ educational efforts involved in pausing Common Core.

(May 2013)



29th Annual Home Educators' Convention

March 28 & 29, 2014



Visit our website for updated information!
www.iahe.net

"Do not sorrow, for the joy of the Lord is your strength." – Nehemiah 8:40

LOOK WHAT PEOPLE ARE SAYING ABOUT THE IAHE CONVENTION!

"Thanks to IAHE for showing my husband homeschooling was cool, awesome and right for us. I knew I wanted to homeschool but my husband didn't really know any homeschoolers. After one IAHE convention he was hooked!!!"

"The IAHE convention always reminds me of what is truly important about homeschooling and why we do it. I always come away feeling like I can conquer the world because of renewed focus!"

WHERE?

**Marsh Blue Ribbon Pavilion,
Indiana State Fairgrounds**

Convention Hours:
Friday and Saturday, 8:30 am - 6:30 pm



Info Night: You CAN Homeschool
Thursday, March 27th 7:00 - 8:00

Exhibit Hall: Browse and shop the vast array of curriculum and educational resources in over 70,000 square feet!

29th Annual Home Educators' Convention

FEATURED SPEAKERS

Visit our website for more information on these and more speakers!



HEIDI ST. JOHN

Heidi has been married to her husband Jay since 1989. Together they have seven children from toddler to adult and have homeschooled all the way through high school. A favorite conference and radio speaker, Heidi approaches marriage and parenting with humor and grace. Her passion to encourage moms and set them free to be who God has created them to be will bless and encourage you.



ANDREW PUDEWA

Andrew is the director of the Institute for Excellence in Writing and a homeschooling father of seven. He addresses issues relating to teaching, writing, thinking, spelling, and music with clarity and insight, practical experience and humor. He and his beautiful, heroic wife, Robin, currently teach their two youngest children at home in northeastern Oklahoma.

LEARNING EXPRESS with JANDY MINISTRIES



Bring the Whole Family!

Convention Registration begins Online:

November 1, 2013

Early Bird Registration Ends: February 15, 2014

1-2-3 GO! IAHE Convention
Registration Discount

Save even more by taking advantage of our
1-2-3 GO! pricing on November 1st-3rd!

Visit our website for details.

YOU SPOKE, WE LISTENED!

Homeschoolers are a diverse group with many individual preferences.

After the 2013 convention, we poured over the survey feedback from both the families that attended and those that didn't. It is the heart of the IAHE to support all families interested in home education by offering an encouraging, Christ-centered convention that serves the various needs of our Indiana homeschooling community.

Overwhelmingly, families told us they prefer a spring convention. We are happy we've been able to move our convention back into March for 2014.

Introducing Family Registration pricing! Families LOVE attending together.

Our move to the fairgrounds met with mixed reviews in 2013. We've heard your concerns about the sound issues and we're working on solutions to fix the sound problems we encountered in the breakout rooms.

Families loved the ability to bring their own meals to the fairgrounds, as well as the convenient parking options. This helps keep your cost down. We're working on even more

family-friendly meal options for next year.

With so many wonderful homeschool speakers to choose from, it's always a challenge to narrow our wishlist down to just a few. We're excited to give you a sneak peek at just two of the incredible speakers for 2014, speakers that you asked for! Stay informed on our full speaker list by following us on Facebook or visiting our website.

We're looking forward to a wonderful convention in 2014 and we can't wait to see you there! ■



GENERAL CONTEST RULES & INFORMATION

You are invited to participate!

YOU MUST READ AND ACCEPT ALL RULES AND REGULATIONS TO PARTICIPATE.

Indiana adults and homeschooled students are encouraged to share their unique gifts through an artistic message that brings glory to Our Creator.

The PEA consists of three individual contests: Photography, Essay and Art. Each contest has different categories based on various artistic mediums. Student participants are limited to one (1) entry per category in each contest and a maximum of two (2) categories per contest. Adult participants are limited to one (1) entry per contest and are not eligible for the Essay Contest.

Contest participants do not need to be registered for the IAHE Home Educators' Convention to enter.

To be considered a valid entry, each project submission must:

- Be glorifying to God.
- Be completed in the 2013-2014 school year.
- Conform to the rules and specifications for the category in which it is entered.
- Have a separate PEA Entry Form for each project.
- Entry fee - \$5 per project (family maximum of \$25). Entry fee should be paid by check made payable to: IAHE.
- Include a biography of the participant (100 words or less).
- Be postmarked or hand-delivered by Monday, February 24th. A confirmation email will be sent when the entry is received. Entries received after the deadline will not be accepted.

Judging

- Judging will take place between February 28th and March 15th.
- All decisions of the judges are final.

Winners

- Winners will be notified in writing by Thursday, March 20th.
- Projects will be displayed as a part of the IAHE Convention at the Indiana State Fairgrounds, March 28 & 29. Exhibit may be viewed without attending the convention. The IAHE reserves the right not to display any project.
- Winners will be honored at the IAHE Convention on Saturday, March 29th. Winners and their guests do not need to be registered for the convention to attend this session.
- 1st place, 2nd place, and 3rd place will be awarded in each age division in each category, where the quantity of entries allows.
- Champion and Reserve Champion awards will also be given in the student divisions for each contest. Monetary prizes will be awarded for: Champion \$100, Reserve Champion \$25 and 1st place \$10.

Project Pick-Up

- Projects will be available for pick up at the end of the convention on Saturday, March 29th. The project receipt confirmation letter will be needed to release the project.
- Any project that is not picked up becomes the property of the IAHE. Prior arrangements can be made with the IAHE office to claim them after the convention, with shipping & handling paid in advance of return mailing.

Send Submissions To

Contest Submissions (along with the Entry Form and Entry Fee) should be mailed to:

IAHE
c/o Linda Owens
5771 E. US Highway 40
Fillmore, IN 46128

PEA Entry Form can be printed from our website.

www.iahe.net

Art & Photography Contests: Rules & Instructions

THEME: JOY IN THE JOURNEY

Submissions that do not meet all requirements will not be accepted.

Age Divisions:

- K – 3rd Grade
- 4th – 7th Grade
- 8th – 12th Grade
- Adult

Submission Requirements

Art & Photography projects must:

- Meet all of PEA Contest Rules.
- Be the contestant's own original work.
- Be matted and mounted according to instructions.
- Be accompanied by the Project Summary Card.

Judging

Projects will be scored on:

- Expression of theme
- Composition
- Creativity
- Use of medium
- Technical skill

Submission Details

Matting instructions: [Matting is the paperboard window which frames the artwork.]

- Projects should be matted with an opening no smaller than 5x7 and no larger than 8x10.
- Projects subject to smearing should be sealed with protective spray.

Mounting instructions: [Mounting is the way the artwork is attached to the support board.]

- All matted entries must be attached to foam board.
- Cover the entire project with a clear, durable, plastic covering (not plastic food wrap).

PEA Entry Form:

- Fill out the PEA Entry Form, marked for the Art or Photography Contest with category notation.
- Attach form to the front of a 6x9 inch manila envelope. Attach the open envelope to the back of project after it is covered in plastic. (The envelope will be used for Project Summary Card, judges' comments, etc.)

Project Summary Card: For each entry, include a 4x6 inch lined index card placed inside the manila envelope on the back of your project.

- Your name at the top of the card.
- The following questions copied and answered in complete sentences:

1. *What inspired you to do this project?*
2. *Have you taken art classes, received formal training, or done any research that helped you with this project?*
3. *What help did you receive from other people in planning this artwork and while working on it? (friends, parents, teachers)*

Mailing Instructions:

- Mail your project in a protected box or envelope. The IAHE cannot be held responsible for any damages done to the project during shipping so please pack carefully.
- Entries for one family may be mailed together and do not need to be packaged separately.

Art Contest: Project Instructions

Vision: After reading, studying, meditating on, and praying through scripture verses on joy, convey your inspiration from a verse or verses through an art project. Research and apply knowledge of design elements and principles of design. Proper use of the design elements in regards to the principles of design will greatly enhance the artist efforts to convey a unique artistic message that brings glory to Our Creator.

Project: Using a medium from the list of media options, illustrate a concept or scene from any passage of scripture relating to joy. Project must include the entire referenced verse neatly hand-printed in any style of manuscript or calligraphy either on the matting, in the picture, or on a 3x5 card (whatever seems artistically appropriate to the artist) to be displayed and judged as part of the project.

Media Categories

- Draw (ink, charcoal, pencil, colored pencils, chalk, pastels)
- Paint (oil, acrylic, watercolor, etc.)
- Sculpt – no bigger than 12x12 (include the mounting base, if needed, but don't attach for ease in shipping)
- Collage

Questions? Contact art@iahe.net

Photography Contest: Project Instructions

Vision: After reading, studying, meditating on, and praying through scripture verses on joy, convey your inspiration from a verse or verses through a photography project. Research and apply knowledge of design elements and principles of design. Proper use of the design elements in regards to the principles of design will greatly enhance the artist efforts to convey a unique artistic message that brings glory to Our Creator.

Project: Using either a film or digital camera, photograph a concept or scene from any passage of scripture relating to joy. Project must include the entire referenced verse neatly hand-printed in any style of manuscript or calligraphy, written either on the matting or on a 3x5 card (whatever seems artistically appropriate to the artist) to be displayed and judged as part of the project.

Media Categories: Detailed category descriptions can be found on page 31.

Digital Considerations: *Enhancing* is editing to add to the existing qualities of a photo and *is allowed*. Examples include cropping, dodging, burning, brightness/contrast adjustments, color changes (adding color to B&W, changing a color photo to B&W, or color changes within the photo), and red eye reduction. A CD-rom of the original picture must be included so the judges can observe the enhancement changes made from the original.

NOTE: *Altering* is editing to change the contents of a photo and *is not allowed*. Examples include adding a sunset or object, removing someone from the shot, airbrushing to cover a bad complexion, etc.

Questions? Contact photography@iahe.net

Essay Contest: Rules & Instructions

**THEME: "Do not sorrow, for the joy of the Lord is your strength."
—Nehemiah 8:10**

Submission Requirements

- All PEA General Contest Rules must be met.
- Entry Form and the entry fee (\$5 per essay) should be included with the essay if mailed or, if emailed, sent separately to the mailing address on the entry form.
- Essay must be an original work with any other source used for support properly cited. Any plagiarism and/or failure to properly identify non-original sources will result in disqualification.

Judging

- Essays will be duplicated and mailed to the judges.
- Essays that do not conform to the word count specifications will be disqualified.
- Essays will be scored on:
 - Grammar and form
 - Organization and craftsmanship
 - Content and original thought
 - Word choice, fluency, and voice
 - Ability to catch the reader's attention and make the reader think

Submission Format

Essay must:

- Be submitted in English, double-spaced, using Times New Roman 12 pt. font with compliance to the participant's age division's word count.
- Be formatted with ONLY the title on the essay pages. The participant's name should only appear on the cover sheet. Anonymity will assure objectivity in judging the essays.
- Include a Cover Sheet with the following information:
 - Title of Essay
 - Student's Name
 - Grade and Birth Date (mm/yy)
 - Word Count
 - Mailing Address
 - Phone Number
 - E-mail Address

Emailed Entries

- Entries should be sent to: essay@iahe.net
- Essay should be submitted in two forms:
 - In non-editable PDF form - The cover sheet and the essay should be sent as 2 separate PDF file attachments to the e-mail with

identifying information in both the subject line and the body of the e-mail. This format assures that no alterations will be made in transmission.

- In a Word file (editable .doc form).

Mailed Entries

- Mailed entries must be bound with a paperclip or binder clip (no staples).
- You must also email a copy of the essay in .doc format to essay@iahe.net.

Age Divisions & Project Details:

- Grades 2-5:
In 200 words or less, tell of a time in your life when the joy of the Lord was your strength.
- Grades 6-8:
In 400 words or less, describe why it is important to be filled with the joy that we receive through Christ.
- Grades 9-12:
In 750 words or less, describe how one can find the joy of the Lord amidst a difficult journey and trials. How can joy in suffering provide the strength needed to carry on? ■

photo credits: sxc.hu~ typewriter: nh313066 /
paint: johnnyberg / camera lense: almualem



CLASSIFIEDS & HOMESCHOOL BUSINESS ADS

Advertise in *The Informer!* Promote your homeschool family-owned business, place a classified ad, or advertise a ministry, service or educational opportunity that is directly related to home education. Contact advertising@iahe.net for details and rates.

ANSWERS FOR PAGE 14: The pyramid has 13 steps / The phrase Annuity Coeptis has 13 letters in it / The green Seal of the Department of Treasury has 13 stars on it / There is a string of 13 pearls on the edge of the back / The leaves and fruit on the sides of George Washington total 13 / The eagle is holding an olive branch with 13 leaves and 13 fruits / The eagle is also holding 13 arrows / The eagle's shield has 13 bars / There are 13 stars over the eagle's head / E Pluribus Unum has 13 letters in it.

PHOTOGRAPHY CONTEST MEDIA CATEGORIES			
Categories:	K-3rd	4th-7th	8th-12th & Adult
Film Color	X	X	X
Film Black & White	X	X	X
Digital Color Untouched	X	X	X
Digital B&W Untouched	X	X	X
Digital Color Enhanced			X
Digital B&W Enhanced			X

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March 27
IAHE Convention
March 28 & 29

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