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a publication of the Indiana Association of Home Educators

Fall 2013

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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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From SX.C.H.U.: Stamp: migfresno; Network: gerard79;  
Money: TALUDA; Books: MamPrint; Test: arroclint.

**Sticky Note image:** From SX.C.H.U.: sachyn

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**Save the Date!**

**2014 IAHE  
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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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As a homeschooling mom, I've always loved the beginning of the school year. In contrast to the world around us, homeschooling families don't celebrate the back-to-school season because we're sending our children away. Instead, we celebrate new beginnings with our children. As families, we delight in this time together to start fresh and dig deep. We look forward to new books, new challenges, and new accomplishments.

Personally, in our home... it's the last official back-to-school season as our youngest daughter begins her senior year of high school. It's hard to believe how quickly a dozen years fly by!

For the IAHE, the journey began in 1983 when three brand new homeschool families came together to form a statewide organization "for the purpose of serving the Lord Jesus Christ by supporting and encouraging families interested in home education".

What a joy and privilege it is for me to serve as the Interim Managing Editor as we celebrate the thirtieth anniversary of their efforts. While pulling together details for this commemorative issue, I've been blessed in my conversations with just a few of the people that were a part of bringing the IAHE ministry to life.

I wish we had the space to honor each and every person and story that has been a part of these years. We are grateful to all of the servant-hearted individuals who answered God's call on their lives. Your service to others is the very foundation of the homeschooling freedom that we currently enjoy. On behalf of the thousands of families that the IAHE has served over the past thirty years, we say thank you.

In addition to our look back, we also wanted to give today's families some encouragement and practical tools to start your school year. We have great articles about why we should study history, a creative approach to the narrative essay, an update on the new Indiana rules regarding homeschoolers participation in school sports, and much more.

Grab your favorite beverage, curl up in your favorite reading corner and take a few minutes to enjoy this very special issue before beginning your school year.

I pray you'll be blessed!



Tara Bentley  
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# IAHE Regional Representative Map



## 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.

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# New Reps for Region

# 2

## Jason and Stacy Hanaway

Jason and Stacy Hanaway have been homeschooling for the last four years and have two boys, one in third grade and one in first grade. They live on a small farm in LaGrange County where they raise chickens to sell eggs, along with some steer, horses, pigs, and rabbits.

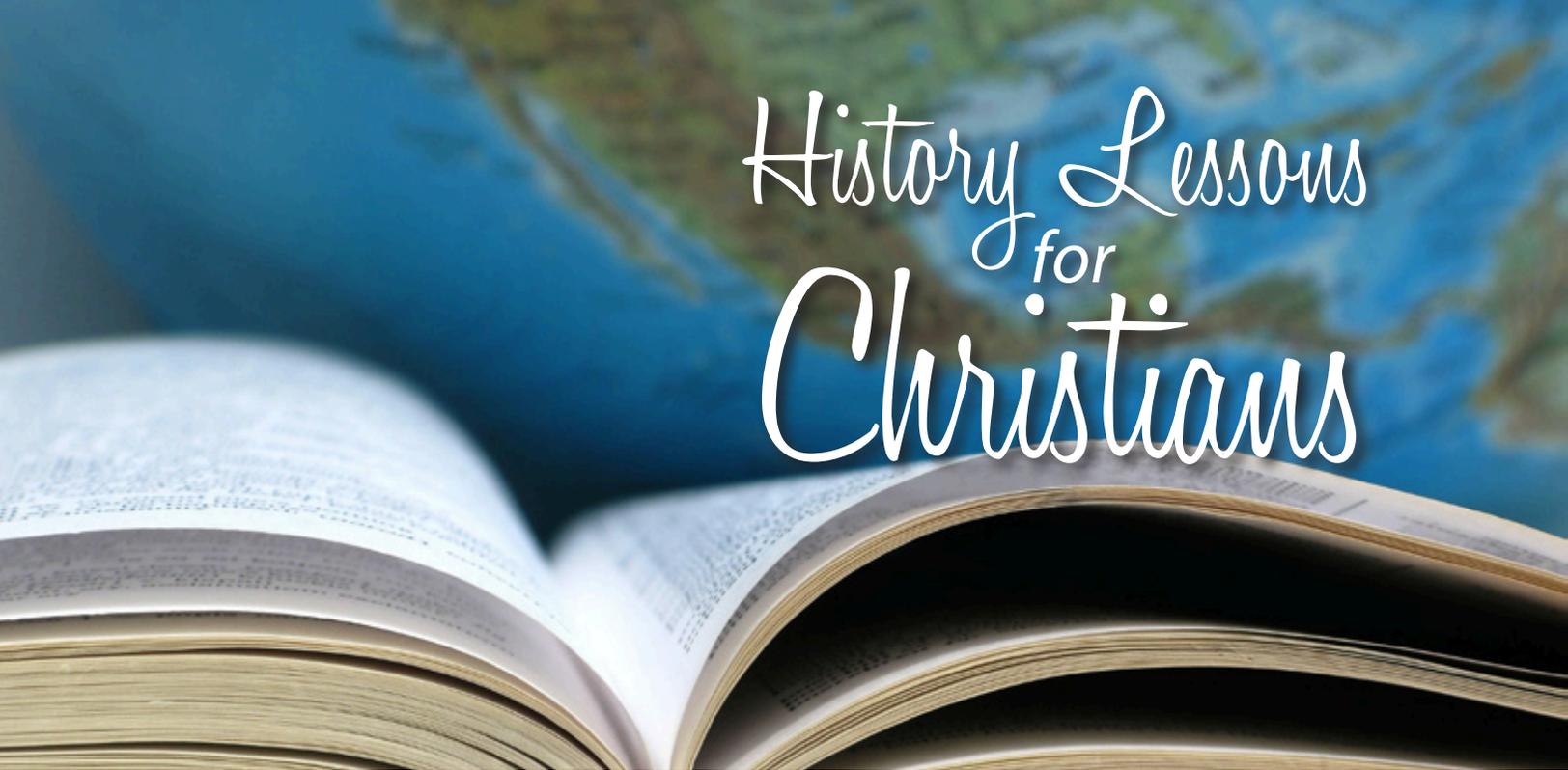
They are also involved in sports and church activities. They feel blessed that God has given them so many opportunities to work with the youth and adults in their area and share His Good News with others through these experiences.

Jason is a Highway Design Engineer for INDOT, while Stacy has moved from teaching in a parochial school, to public school, to now home school, which is by far her favorite place to teach. She enjoys the freedom that home schooling gives her in her children's educational experiences as well as the wonderful people she has gotten to know through homeschooling.

Jason and Stacy are both very excited to serve as Region 2 Representatives and are eager to see what all God has in store for them in this new and exciting adventure. Together, through God, they want to help make homeschooling an awesome experience for all that would chose this life changing experience! ■



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



# History Lessons for Christians

—by Linda Lacour Hobar

When I think about why a Christian should study world history, I'm flooded with the deep and meaningful stories of faith that have inspired me while writing *The Mystery of History*. I think that, if for nothing else, we should study world history for inspiration!

History is much more than the accumulation of dates and events; it is a slow, steady observation of the fluid relationship between God and His creation. World history is the on-going story of God revealing Himself to mankind and mankind's befuddled response. Some bow down to Him, some don't. But the message of the Gospel is the same - God had a perfect plan when He made this world; the sin of Adam and Eve messed it up at the Garden and, until the Lord returns to replace this world with a New Heaven and a New Earth, we continue to ruin this one through our depravity. The Lord, however, by His grace, seeks us out to redeem that which was lost - through the sacrificial life of Jesus Christ.

It's not that simple though, is it? Because we're human, this plan is complicated and it has taken thousands of years to be fleshed out. But this is where world history comes in to help! The stories of faith are there for us to learn from. The testimonies of the ages cry out His name to guide us - even now as spectators of the 21st century. Here are some of my favorite stories from ages past that provide me with inspiration for today.

From Ancient Times, few stories move me more deeply than the one of Joseph. Joseph saw beyond his immediate circumstances, which, as most of you know, were completely unjust! He was betrayed by his brothers, assumed dead by his father,

falsely accused of immorality, and thrown into a foreign prison. But by faith, he overcame. By forgiveness, he restored broken relationships. And by trusting God in the worst of situations, he spared the sons of Jacob from famine. Who cannot cry at the end of the story when Joseph reunites with his father? It is a picture of all believers - made alive when otherwise presumed dead.

From the Early Church, I find incredible strength and character in St. Patrick. A famous icon among the Irish, Patrick is assumed by many people to be Irish. But he was not! Of Celtic descent from Wales or Scotland, Patrick was kidnapped by the Irish as a youth and forced into slavery on

a pig farm. Patrick came to know Christ in his captivity, escaped from his captors, and later returned to minister to the very people who had held him hostage. I find that an amazing demonstration of God's love!

From later Medieval Times, I probably cried the most when I wrote about John Huss. If you don't know the story, Huss (which rhymes with goose) was a devout priest from Bohemia who embraced the Word of God alone as the authority for believers. Going against the established church of the time, Huss paid a great price for his convictions and was arrested for heresy. After his clothes and body rotted in the hole of a prison, he was sentenced to death in 1415. His accusers mocked him with a paper crown at his public execution and Huss was burned alive at the stake. Though John Huss could have spared his life by denouncing his teachings, he chose instead to sing hymns of faith through his excruciating death.

From the period of the Renaissance, Savonarola demonstrates an incredible passion to turn the city of Florence (Italy) away from humanism and immorality and into the arms of the Savior. Though overzealous at times, Savonarola was sincere. He personally gave up the things of this world to become a Dominican friar. When it was discovered that he could preach with great conviction, he threw himself into the political arena of Florence and became the highest authority of the city, both civil and spiritual. Unfortunately, his authority was threatening to the powerful papal seat of that day and time and Savonarola was accused of blasphemy. His gruesome sentence included stoning, hanging, and burning. His ashes were collected and dumped into a river. Regardless, Savonarola had influenced many a Renaissance man with his bold preaching, including famous artists like Michelangelo and Botticelli. It was Botticelli who, in fact, traded in his works of mythology for paintings of the heavenly realm.

During the Reformation, there were many brave souls who stood up for the authority of the Word of God, but none touch me quite as much as Jeanne d'Albret (dal-bray). Maybe because she was a tiny woman or maybe because she was just plain brave, I find the faith of Jeanne d'Albret to be remarkable. As the queen of two tiny Protestant kingdoms sandwiched between the Roman Catholic nations of Spain and France, Jeanne battled for the rights of her Protestant faith throughout her entire reign. On top of having a difficult public life, she suffered in her personal life the heartache of an unfaithful spouse and the ramifications of tuberculosis. Her strength astounds me!

From the Modern Era, I find breathtaking inspiration from those who risked their lives to save and protect Jews from Hitler's Nazi regime. Outstanding in my mind is the family of Corrie ten Boom who manufactured ration cards to feed the hurting, hid Jews in the walls of their home, and paid for their supposed crimes with time spent in a prison camp. Praising God from her cramped cell, Corrie was nothing less than a courageous Christian soldier, sold out to the Lord's army in the hope of defeating the enemy of her day.

I wonder, what heroes of the faith are but teenagers today? Who is the boy or girl that will mature enough in their faith to battle the enemy of tomorrow? Wherever they are, I am praying that the Word of God is being poured into their little souls – to lay the foundation of faith that will be required of him or her.

So why should Christians study world history? There really are many reasons, but at least one of them, in my opinion, is to provide inspirational role models of the Christian-Judeo faith for this present generation and the ones to come. ■



**Linda Lacour Hobar** is the author of *The Mystery of History*, the award-winning history curriculum for students of all ages. Linda has a heartfelt passion to teach world history to believers and share how God reveals himself to us in the world around us. For more information visit: [www.themysteryofhistory.com](http://www.themysteryofhistory.com).

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# fill Yourself

—by Andrew Pudewa

One role a homeschooling parent often inadvertently takes on is that of “administrator of curriculum,” providing worksheets, assignments, projects, and writing tasks for his children much like a doctor prescribes a regime of medicine and exercise for his patients. This is most likely to happen in larger families with children of widely varying ages or with newer homeschooling families who feel a compelling need to “cover all the bases.” While this is to some degree inevitable, it is also good for us to consider ways to avoid this trap, which so easily leads to burnout and frustration. Therefore, this month let us contemplate a contrasting idea: Study something yourself.

In the book *A Thomas Jefferson Education*, Oliver DeMille lists as one of the Seven Keys of Great Teaching, “You, Not Them.” At first, this seems counterintuitive. Isn’t homeschooling about giving your children a good education? Wouldn’t stealing time to focus on yourself cause you to lose valuable time with your children?

However, as a wise man once said, “Teaching is the overflow from the soul of the teacher to the soul of the student.” Now that’s a frightening thought, as it has several challenging implications. Initially, we are forced to think about what it really suggests—that education is the filling of a soul. This begs several questions: Does a soul need to be filled? What should it be filled with? How can

we effect this “overflowing” from our soul? What do we do if we don’t feel filled ourselves? So let us consider three reasons why we, as home educating parents, should consistently and aggressively study something ourselves, for the preceding questions may be answered in the process.

One reason (and for some the most important) is this: It gives us empathy for our children. It’s so easy for us to forget what it is like to be a beginner—to not know something. Often we lose patience with children who just don’t “get it” or who seem to require more repetition than time allows and workbooks provide. By studying something completely new as a SOTA (Student Over the Traditional Age), we will realize how difficult it can be to master content that might seem simple or easy to others. With struggle we will gain empathy, with empathy we grow in understanding, with understanding we become better teachers.

Another significant reason to energetically pursue learning something new is that we will have another thing to pass on to our students. For those of you with young children, this is especially applicable, since you’ll have time to get a good head start and really know something quite well before you begin to teach it. Study Greek or calculus now, and you’ll be able to teach it to your children it later. For those of us with older students, this can still be done, though it’s harder to stay ahead of the students since most of them can learn faster and more efficiently than we can! But either way, knowing something is prerequisite to teaching it, and planning ahead by studying now what you’ll want to teach later makes a lot of sense.

The third and possibly best reason for aggressively studying something for your own benefit is that it will allow you to illustrate for your children, in the best possible way, the value of study. When your children see you using your precious free time to pore over a history book, work some trigonometry problems, or conjugate some French verbs, for no other reason than to learn it yourself (instead of browsing Facebook posts or watching YouTube videos), you will be teaching them two vital lessons in a direct but nonverbal way: the value of learning and how to use time well. Another of DeMille’s Seven Keys is “Inspire, Not Require,” which is undoubtedly one of the hardest to practice, but certainly one of the most powerful. If your ultimate goal is to nurture independent, self-directed scholars, then you must create a home environment

where scholarly pursuits are honored.

However, creating a home culture of learning is far more important than just understanding students’ challenges, learning something more to teach, or showing our children that it’s important to us. The word ‘school’ is actually derived from the Greek *scholae*, which literally means ‘leisure’. While few children consider “doing school” a form of leisure, in truth it is a great blessing to have time to study and learn, not only because it makes us better people, but also because it fulfills a basic human desire.

Historically, the opportunity to study the “liberal” arts was the privilege of the free and wealthy, while slaves and the poor would engage in the “servile” arts. Now, we are both relatively free (for the time being) and wealthy (at least compared to most of those in the past), and if we wish to retain our freedoms, we would do well to aggressively pursue the study of the liberal arts. Thomas Jefferson rightly noted the importance of this: “If a nation expects to remain ignorant and free in a state of civilization, it expects what never was and never will be.”

This helps answer the question of what to study. The liberal arts in the traditional sense are seven: the Trivium, consisting of grammar, logic, and rhetoric, and the Quadrivium, being mathematics, geometry, astronomy (and by extension all the natural sciences), and music. These are the arts of language and the arts of science by which we can better understand the incarnate Word and His creation; these are things that we are free to study in order to better know and appreciate our God and His universe. In pursuing these things, we begin to fill our soul with His truth and beauty. However, we are limited in time and energy and won’t be able to study everything we might want to learn.

Therefore, choose something from the great liberal arts menu—something that interests you, something you perhaps always wanted to learn but never had the chance. Maybe you’ve always wanted to study another language (Latin is the best place to start!) or revisit one of the sciences, or you might pick up with math where you left off in school or return to the study of a musical instrument. All are good choices; any one of them will help you begin the process of developing empathy, preparing yourself to teach more and to inspire your children.

And there will be an interesting side benefit: Your children will be very curious about what you're doing. You may, in fact, have to shoo them away to play while you study (which will, of course, cause their interest to soar). And inevitably you will talk about what you are learning, the trivia as well as the insights, and the children around you won't be able to ignore your excitement. They will learn by osmosis, or we might say, by the overflow from your heart to theirs.

This has happened to us time and time again, and in retrospect it seems that it was the best kind of learning that ever occurred in our home. My enthusiasm became contagious, and the children couldn't help but imitate me to some degree. I suspect, however, that I will continue daily study, at least a little bit, even after they have all left home, because I have experienced a joy that can be had only by filling one's self through learning. Try it! ■



**Andrew Pudewa** is the director of the Institute for Excellence in Writing [www.excellenceinwriting.com](http://www.excellenceinwriting.com) and a homeschooling father of seven. Presenting throughout North America, 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.

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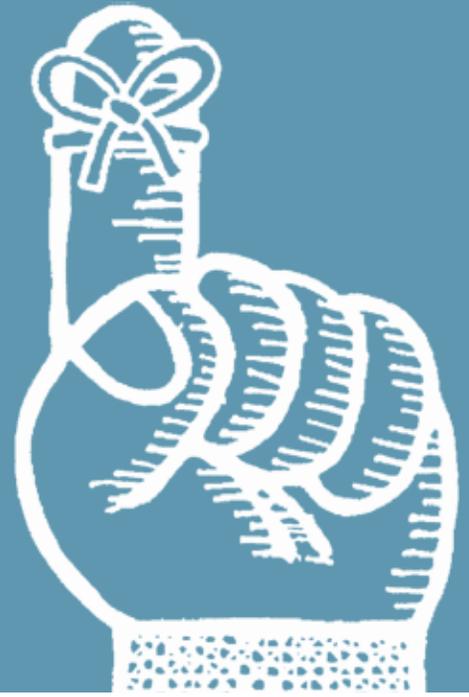
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# Forgetfulness



—by Vicky Broadfield

Have you ever experienced that embarrassing moment when you run into someone who knows you, but you cannot remember them? You smile, nod your head and politely make general conversation while listening for clues to help you figure out who they are. This happened to us once when we had gone out to eat with relatives while visiting our hometown. After leaving the restaurant we saw a woman running from the building to the parking lot, obviously looking for someone. She spotted us and ran over to our car, panting as she greeted us and exclaiming she was so glad she saw us and was able to catch us. I was thinking, “Who in the world is this woman!?” I could not remember who she was for the life of me!

Incidents like this are a reminder to me how frustrating, and sometimes embarrassing, forgetfulness can be. My younger daughter has learning disabilities, including auditory processing, which carries with it long-term memory problems. I have known this since she was six years old and yet in my busyness, pressures of the day, or whatever lame excuse I want to use, I forget that fact. Many times I have had to seek the Lord’s forgiveness (and my daughter’s) for my impatience, ask Him to help me allot my daughter the patience that He gives to me, and to seek His guidance to better instruct her.

On our journey of living with learning and memory challenges, the Lord has led us to many wonderful resources. Several years ago I had the opportunity to learn from Dianne Craft. Dianne has worked with learning disabled children for over 30 years. At the beginning of the lecture she stated that there was so much information available, and that trying to take it all in would be like trying to drink water from a fire hydrant – she was right! What I came away with that day is that there is not one quick fix to help my daughter’s learning disabilities, but it would take a combination of approaches, and that I needed the Lord’s

guidance to know which ones would be the most effective for her.

Dianne Craft uses a word that I like: Velcro. She says we want to “Velcro” information from short term memory into long term memory, so it will stick. Some of the “Velcro” we have used with our daughter are pictures, color, and funny sayings (Carol Barnier’s Sizzle Bop website and “ditties” have helped with this). We have found many ways to use our creative juices: making spelling words into funny flash cards by drawing pictures on the words; using color to mark math symbols (add,

I was thinking,

**“Who in the world is this woman!?”**

**I could not remember who she was for the life of me!**

subtract, etc); marking columns with color for place values for multiplication and division or parts of speech in grammar; using rhymes or funny sayings -- the more funny or ridiculous, the better it seems to stick.

Another proven way to improve memory is specific exercises that cross over the midline of the brain. Dianne has different exercise routines that help with specific challenges such as auditory processing and visual processing. The Brain Gym is another good resource for this.

Diet and nutrition are other areas that have been a tremendous help with memory improvement and with other challenges as well. We, as a family, have carefully looked at what we eat and have made decisions on what foods or ingredients we needed to eliminate from our diet and what we needed to add. Each family has to decide what is best for them, but let me encourage you, if you have not done so recently, take a good, a close look, at what you are feeding or allowing your kids to eat. Read up on the connection of nutrition and the brain. For example, the brain chemical serotonin does several things including keeping us focused and calm. Dr. Michael Gershon, a neurobiologist and medical researcher from Columbia University in New York, discovered that 95% of serotonin is produced in our “gut.” When the “gut” is compromised and not working properly, it cannot produce proper amounts of serotonin, thus affecting the brain.

When talking with parents who have children with learning disabilities and who do not know where to start, I suggest starting with Dianne Craft’s website. The site includes an excellent overview of disabilities and information on multiple approaches and interventions posted for free. Home School Legal Defense Association (HSLDA) also has a wealth of free information and resources on their website. I recommend families pray for wisdom, use these free resources as a tangible starting place, and research, research, research.

So when you are working with your child, and they have that blank

look on their face as they nod their head and try to remember information (as I did with the lady’s name at the restaurant), remember that forgetfulness can be very frustrating and frustration can be counter-productive for both the child and the parent. Smile, relax, and be patient!!

For specific ideas on memory tips, email me at [vicky@joyquestonline.org](mailto:vicky@joyquestonline.org). ■



Ron and Vicky Broadfield, co-founders of JoyQuest, Inc., have been enjoying the homeschooling journey for the past 14 years. While ministering to their younger daughter with learning challenges and special needs, the Broadfields desired to minister to other families by sharing encouragement, practical help, and hope through the ministry of JoyQuest (based on Psalms 16:11). The Broadfields have served in both secular work and full-time ministry and have been foster parents to more than 20 children. Feel free to contact them with questions pertaining to struggling learners/special needs or Indiana resources at [info@joyquestonline.org](mailto:info@joyquestonline.org).

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# Tell Me about Your Life as a Trapeze Artist<sup>®</sup> the Interview and the Narrative Essay

—by Sharon Watson

My great-grandmother marked the day in her journal when she received her first icebox. What was she using for refrigeration before then? One acquaintance traveled the world with the army during the Vietnam years and isn't even allowed to tell me what he did, though he often regales me with stories of the strange food he ate on those trips. But I'm not the only one who knows interesting folks. People in your family, your church, and your neighborhood have led remarkable lives as well. They've fought in wars. They've been in accidents. They've experienced disasters, invented things, started their own businesses, overcome debilitating abuse or sickness, beaten the odds, seen the world, or eaten raw squid.

These people want to tell their stories to someone who will listen. And your children, in interviewing them, will come away with a new perspective on history and life. This type of writing activity is well worth the effort. The following guidelines are written as though to your student even though I know you are the mover and shaker.

## HOW TO CONDUCT THE INTERVIEW

Interviewing someone is an incredible way to experience real, living history. Here are a few tips.

- Call a family member or other person of interest to make an appointment. Holidays are perfect times to conduct an interview with a family member, especially if the relative can come prepared for it. Before interviewing, research the person or anything about them. For instance, if the interviewee

fought in the Korean War, research the war to better understand him and to prepare an informed list of questions.

- Bring a device that will record the interview. That way, you can concentrate on the person, not on taking notes. This will also help in gathering precise quotations used in the narrative essay later.

- Begin the interview with list in hand. Ask open-ended questions, ones that require more than a yes or no answer. For instance, instead of asking, “Did you like being a trapeze artist with the traveling circus?” say, “Tell me about your days as a trapeze artist with the traveling circus.”

- Listen actively. People respond well to this, and it will give you a better chance to ask effective follow-up questions.

- Don't be afraid of awkward pauses in the interview. Watch any TV news show with a famous interviewer like Barbara Walters and you'll see how pauses effectively draw out the interviewee and keep him or her talking.

- Before ending the interview, ask your interviewee if there is anything else he or she would like to say. You might get some interesting responses now that everyone is relaxed.

- Check the facts. Sometimes dates or names are not remembered correctly, but you'll want to get them right for your essay.

- Shy students often freak out — quietly — when considering the possibility of conducting an interview, but shy people are the best interviewees. Instead of talking, they listen well. They understand that the interview isn't about them; it's about the interviewee.

## HOW TO WRITE UP THE INTERVIEW INTO NARRATIVE FORM

You are not going to write this interview in a question-and-answer format. Instead, you are going to write a story, a narrative essay, about this person. Think about the material you have. Listen again to the interview. What is the important story to tell? What personal quality do you want to emphasize? What feature or time period in your person's life do you want to write about? Choose only the slant you want to highlight.

Begin your narrative essay with a fascinating story, fact, or quotation from your interviewee. Let that set the tone and direction for the

**Bring a device**  
*that will record the interview.*

*That way, you can*  
**concentrate**  
*on the person, not on taking notes.*  
*This will also help in gathering*  
**precise quotations**  
*used in the narrative essay later.*



whole essay. If you begin with a story, don't finish it until later in the essay. Keep your readers interested.

Include a short description of your person, including the age, soon after the introduction. For instance, “Marie, 79, sat on a little chair with her back straight, looking like a tiny bird on a still wire.” Include mannerisms and perhaps the sound of his or her voice (“scratchy,” for example). Use direct quotations. This way, readers will be able to see and hear your person.

If you need to back up and tell how your person got into the introductory story, write his or her history chronologically. Then catch readers up to the story. For instance, if you begin the narrative essay with the trapeze artist hanging upside down by her toes caught in the rope, back up and tell about her life and how she came to be a trapeze artist, how she admired her mother and wanted to fly just like her mother did. When you catch up to your story, finish off the initial story so readers know what finally happened to your person. Don't leave them hanging, so to speak.

Tell how these events affected your interviewee, what she learned from all this, or how her life has affected you. Draw conclusions about the story, time period, or the character traits you highlighted.

You are writing to inform and entertain your audience. So inform. Entertain. And enjoy this amazing glimpse into someone else's life. ■



**Sharon Watson**, author of *Apologia Press's Jump In*, is a “retired” homeschool mom with three adult children, two delightful grandchildren, and one terrific husband. Some of this article is taken from her popular *The Power in Your Hands: Writing Nonfiction in High School*, which makes difficult writing concepts understandable. For more info and weekly writing prompts, go to

[www.WritingWithSharonWatson.com](http://www.WritingWithSharonWatson.com). Photo by Esther Moulder of ClickPhotography.biz.

# CELEBRATING 30 YEARS

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## **In 1983, our daughter Megan was headed back to school in**

the second grade and our creative and joyful daughter was beginning to disappear. She didn't want to return to school. At that time, I heard Dr. Raymond Moore on the radio and I heard the term homeschooling for the first time.

I spoke with my husband Rick and we agreed that surely I could do this for one year. We sent our other two children back to school as planned, but within the first week our son Kyle was also becoming frustrated because his teacher didn't have time to give him the individual attention he needed. Suddenly, we were homeschooling two children.

The first year, we didn't use textbooks. When my daughter asked me about the words on an ingredients label, we held a lesson on vitamins, percentages, calories and more. A conversation about the Star Spangled Banner became a history lesson about the War of 1812. My kids showed me early on that if you just answered their questions you could teach them anything.

Even though we were Christians, it wasn't until our third year of homeschooling before I realized how our faith would play a part in our children's education. At the first IAHE convention in 1986 I heard from the Pilgrims Institute and it changed how we taught school. Instead of doing school just during the school hours it became a way of life.

— Sherrie Payne, former IAHE Board Member

# 1983

**1983:** The IAHE and the Home School Legal Defense Association are founded to serve and advocate for the homeschooling community.



**Fun Fact:** Since the majority of homeschoolers graduate and obtain a four-year bachelor's degree at a much higher rate than public school and some private school competitors, colleges such as MIT, Harvard, Stanford and Duke actively recruit homeschooled students.

**1980s**

“My Mom wrote letters to fifteen different publishers of school curriculum. Most weren’t willing to sell to an individual family...”  
—Rebecca Durnell Christopher

**Test Scores:** The home-educated typically score 15 to 30 percentile points above public-school students on standardized academic achievement tests.

**2013**

**40,000+ Resources:** As one of the largest suppliers of homeschool curriculum and supplies, Rainbow Resource Center’s catalog is over 1,300 pages.

**1991**

**\$16 Billion:** Families engaged in home-based education are not dependent on public, tax-funded resources for their children’s education. The finances associated with their homeschooling represent approximately a \$16,000,000,000 savings for American taxpayers.

**1991:** The IAHE begins a volunteer network of Regional Representatives to help connect local homeschoolers with support groups in their own community.

**FACTS:**

The National Home Education Research Institute conducts and collects research about homeschooling. The institute has hundreds of research works documented and cataloged on home education.

**1983:** 93,000 homeschoolers nationally  
**2013:** 2,040,000+ homeschoolers nationally  
(circa 2010)

# Freedom Isn't FREE

IAHE 30th Anniversary Founder's Address



—by Judge Kenneth Johnson

## Editor's note:

In celebration of the 30th anniversary of the IAHE, former board members were invited to attend the annual Home Educators' Convention. The follow is an adaptation of the remarks delivered by one of the IAHE founders, Judge Kenneth Johnson.

It's sometimes hard to imagine that it has been 30 years since the IAHE was born. As one of the founders of the IAHE, my only claim to fame is that we were privileged to be used by God to accomplish His purpose. The three original founding couples—Mark and Ellen Bell, Doug and Nancy Jesch, and Joyce and I—each came to the decision to homeschool our children in quite unique and different ways. Joyce and I first heard about homeschooling while we were attending a legislative conference where the agenda was how to draft a Godly law and how to enforce it. It was there that we met several families that were home educating and we were impressed with their exuberance, their knowledge of their children, and their plans for raising them up, as scripture says, in the way in which they should go.

I don't want it to seem that our decision to homeschool was like a burning bush experience where we clearly saw God's plan for our family. I think you could call our first response, at best, hesitant. As a matter of fact, we even had a back-up plan to make sure that we wouldn't be ruining our oldest child's chances for a Harvard scholarship—even though he was only 5 years old at the time.

When I consider all the details that it took to begin the IAHE, I am overwhelmed at the power of God's hand in it. By happenstance, our three families discovered each other's decision to homeschool our children. We decided to start getting together monthly to share ideas and encouragement but other couples began joining us in the Bell's basement when word got out about what we were doing. Around that time, Mark and I found ourselves alone together; two fairly new Rambo-like attorneys with a passion. We felt we ought to do something worthwhile with our time, and voila! The corporate charter and bylaws of the IAHE were born.

I can vividly remember those first monthly meetings. We had no money to send out notices nor buy needed supplies, so each meeting began by passing around a microwavable dish to collect donations. Being of a keen judicial mind, I started going to the restroom at the beginning of each meeting, having forgotten that the Jesches and Bells could count and notice my lack of participation.

We soon started getting phone calls from parents who had been visited by a social worker or truant officer, and had been threatened with legal proceedings that would include fines, possible jail time and the loss of custody of their children. We then got a call from Steve Goldsmith, who was the Marion county prosecutor and was pro-homeschooling. Together, we worked out a set of lenient prosecutorial guidelines. If someone were to visit a homeschooling family and they reported they were home educating their children, they were to be left alone. Mr. Goldsmith sensed that homeschooling families needed protection throughout the state and he sent these guidelines to all 92 county prosecutors with a strong suggestion that they be followed.

I ask you, who could have accomplished this but a loving and awesome God?

Some families were being contacted by the Indiana State Department of Education. It so happened that Sue Ellen Reed, a Hanover college graduate like Mr. Bell and myself, was the superintendent. She was not only convinced that home education was a good thing, she even assigned a person on her staff to assist and protect us. We enjoyed such a positive relationship with the Department of Education that if a parent

would contact them about homeschooling, they referred them to us.

I ask you, who could have accomplished this but a loving and awesome God?

We were parents devoting our time to teaching and training our children and as homeschooling in Indiana grew, we needed someone who could advocate for us in the legislature. Along came a man named Eric Miller. Due to his incredible energy and enthusiasm and his Advance America organization, he became our full-time eyes and ears in the state legislature. When any proposed bill would have an impact on our freedom to homeschool, he would advocate on our behalf and help us organize a response to our legislators.

I ask you, who could have accomplished this but a loving and awesome God?

Next we were introduced to a pastor, teacher and homeschooling father, Gregg Harris, who became a regular at our early conferences. Gregg also taught an all-day seminar that the IAHE co-sponsored which encouraged, exhorted and taught us how to live and how to train up our children in the way in which they should go.

I ask you, who could have accomplished this but a loving and awesome God?

We discovered that one piece of the puzzle was still missing, especially as we had families being legally challenged. We needed credibility in the academic and educational community. It seemed that the professional educators had 'this' study and 'that' study to prove their success, but we had no one on our side.

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The challenges to our homeschool freedom are as real today as they were in 1983. The IAHE remains committed to leading the fight in Indiana to protect your ability to educate your children at home.

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Along came a statistician, an analyst, and a homeschooling father who filled that need. Brian Ray undertook numerous studies demonstrating the effectiveness of homeschooling, not only as an academic endeavor but as a life enriching experience. Brian continues to be our beacon for shedding light on the blessings and achievements of home educated children and continues to make himself available to testify in court in defense of home education.

I ask you, who could have accomplished this but a loving and awesome God?

If you have not heard a word I have shared thus far – hear this:

The cost of our freedom to choose to teach our children at home, and in our own

way, is eternal vigilance. The early goal of the IAHE and HSLDA was to make homeschooling legal in Indiana and in every state. God has given us precious victories in achieving these goals and the worst thing we could do now is to think the fight is over. Please believe me when I tell you it is not. Our freedom to homeschool is always at risk – always!

The legal landscape can change in a heartbeat. It may be in a bill that directly outlaws homeschooling, or a single sentence hidden in a multi-paged bill that escapes notice, or it could be in some obscure administrative rule that denies or hinders your freedom to make the best choices for your family.

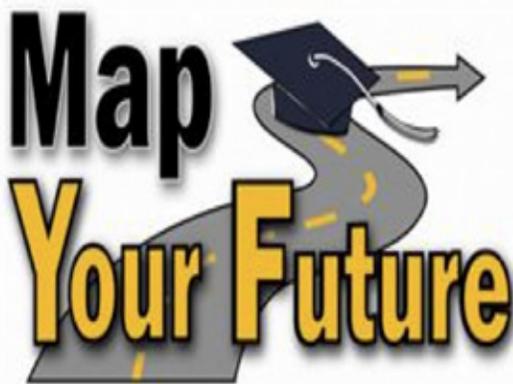
I hear people asking, if homeschooling is legal in Indiana and all 50 states, why do

I need to support organizations like the IAHE or HSLDA? The answer is simple... because freedom isn't free.

If you want to continue to enjoy the freedoms many others before you have worked and fought for, then be involved. If you want to be encouraged in your homeschool endeavors, to be supported and lifted up, then join with us. If you sense the need for us all to stand firm and united against the worldly forces that would seek to disarm and hinder us, then become an integral part of the solution. Stand with us.



**Judge Kenneth Johnson** has degrees from Hanover College & I.U. School of Law at Indianapolis, and was one of the Founders of IAHE in 1983. He also serves on the boards of the Home School Legal Defense Association from 1992–present, the Home School Foundation 2002–present and as a Patrick Henry College Trustee. He has four children, five grandchildren, and one wife, Joyce.



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# A Moment with Joyce

—Written by Joyce Johnson, Interviewed by Tara Bentley

30th  
Anniversary  
Article

In the fall of 1982, my husband Kenny and I attended a legislative conference in Michigan hosted by Bill Gothard of the Institute in Basic Life Principles. One night, we found ourselves dining with Bill and he asked if our kids were in school. I said, “Yes, we’re counting the days until they’re all five.” Imagine my surprise when Bill said that we might want to consider homeschooling. I’d never heard the word “homeschooling” before. Bill then introduced us to his sister who was homeschooling their children and I remember being taken with how connected they were as a family.

On the drive home, Kenny said he thought we should homeschool our children. I asked him what he thought that looked like. He replied that we would continue our family’s morning Bible study, and then he would go off to work and I would teach the children. I pointed out that didn’t sound like “we” were homeschooling, but “I” would be homeschooling. I thought it sounded like a really bad idea, but I agreed to pray about it.

The next day I called the head of our local Christian school and asked him what he thought. Did he think I could homeschool our children? Just like me, he had never heard of such a concept. After a moment or two he said, “Well, can you read? The teacher’s notes are printed in blue. Sure, I think you can do that.” That wasn’t what I wanted to hear.

At the time, my mom was living with us and I decided to ask her what she thought of this radical idea. To my surprise, she actually supported the concept. “That’s an interesting idea. We can change my room into a schoolroom.” Again, it wasn’t the answer I wanted.

I decided to ask a friend. I was surprised that she had recently heard homeschooling proponent and pioneer, Dr. Raymond Moore, on the radio and she was considering the idea as well. Soon we found ourselves attending a conference in Michigan with two other couples where Dr. Moore’s topic was “Better Late than Early.”

While at the conference we watched a man with wild red hair on a street corner being interviewed by the local news station. He was ranting about the evils of public school. We really didn’t identify with his radical style. After all, we were all products of the public school system and we weren’t that bad. We wanted to homeschool our children in order to bring our families closer to God and to each other. So, we decided that if we were going to homeschool our children we needed to be proactive in representing homeschoolers in the media. On the way home we chose the name Indiana Association of Home Educators. It was presumptive and ridiculous, but when God calls you to do something you just do it.

At the same time, all around the same country, other people were doing the same

thing – homeschooling and forming state organizations. We connected with other families in New York, Texas, and Virginia. When we learned that everyone was called at the same time, we knew it was a movement of God. He was raising up homeschooling as a way to restore families. It was incredible to feel like we were walking where God was leading us.

The earliest days of the movement were about restoring families. It wasn’t about building an organization, and it wasn’t about academics. We always believed we were part of an evangelical movement and people were coming to know God through homeschooling. We embraced everyone that wanted to come alongside, knowing that this was a way for God to restore our culture. Today, we continue to believe that homeschooling is a part of God’s plan to restore families. ■



**Joyce Johnson**, Executive Director of Rock Steady Boxing, has been leading Indiana nonprofit organizations, including the IAHE (1995-2000) for more than 30 years. She and her husband, the Hon. Ken Johnson, former Marion County Superior Court Judge, have four spectacular grown children and five terrific grandchildren who all live in Indianapolis.

# THE IAHE

# TODAY

—by the IAHE Board

In honor of the 30th anniversary of the IAHE, we have dedicated this issue to celebrating the past and recognizing the hard work of each of our former Board members and Regional Reps. We hope this will give you a better understanding of our history and our ministry.

As the Board looks back at where we have come from, we are also looking at where we are, and where God wants to take us in the next 30 years. Let us first thank the past board members, and especially the HSLDA for keeping home education legal and easy in Indiana. Most of us recall the days when we didn't take our children out shopping during school hours in hopes of not drawing any attention to our homeeducating. To us it was wise not to risk giving our public schools or local government any reason to come calling. Those days have basically ended. Praise the Lord.

So where are we today? As we analyze this question, we have concluded that the fundamentals of why the IAHE exists, along with what it believes, has not changed and will not change. Who we are is defined by our statement-of-faith and mission statement. How we execute and function, however, needs to be updated. With that in mind, our hope is that you are seeing and feeling that we are changing to better equip, serve, and minister to you. One of these changes is the new full-color Informer. Behind the scenes we are overhauling our website and adding social media. We are also looking for ways to better enhance your convention experience without dumbing down the truth of God's Word. In addition, we are looking at new ways to help you connect with the homeschooling community at large and keep you informed about

potential risks to your homeschool freedoms.

As for what is next, we as a Board want to go back to our core mission of serving our Lord Jesus Christ by supporting and encouraging families interested in home education in Indiana. Home educators today are a very diverse group compared to years past. Our challenge today is to connect to as many people as possible, as Christ would have us. To do this, we need your partnership. Would you give us your feedback? Would you pray for us? Would you consider joining as a volunteer in a strength area that God has given you? Would you consider supporting us with your donations? The IAHE is putting together committees to better fulfill its mission. Please let us know where you are being called to help by contacting us at [board@iahe.net](mailto:board@iahe.net)

Remember that the only constant is that things will change. As the world moves further from God and His truth, Christians usually move further as well. May that not be so of us. Let us all work together to make the IAHE a relevant, Christ-centered, Biblically based home-educators' association. Blessings.

*Steve & Penny Taylor*  
*Phil and Debi Petrox*  
*Leah and Jackie Franks*

# Thank You for All You've Done!

● *May the Lord bless you for your efforts.* ●

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Thank you for the weekend's speakers and faithful servants...  
Thank you for sending your Spirit among us...  
Thank you.

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# CONVENTION FLASHBACK

1986

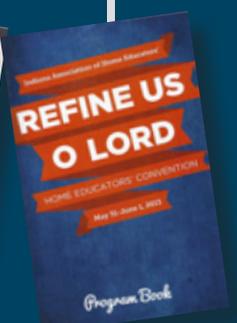
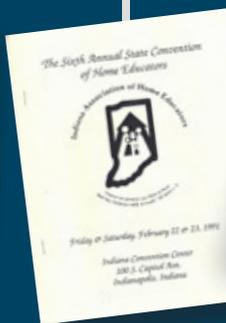
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1996

2000

2007

2013



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#### PHOTOGRAPHY

##### Division 1

Lauren Whited  
Digital untouched

##### Division 3

Abigail Pullin  
Digital untouched black & white  
Malinda Mc Cullough  
Digital enhanced color  
Angel Campbell  
Digital untouched color

**Champion:** Angel Campbell  
Digital untouched color

**Reserve Champion:**  
Malinda McCullough  
Digital enhanced black & white

**Honorable Mention:**  
Malinda McCullough  
Digital enhanced color

#### ESSAY

##### 2 - 5 grade

1st - Dahlia Goeglein  
2nd - Adam Wood  
3rd - Hannah Harlan

##### 6 - 8 grade

1st - Konner Koch

#### ART

##### Division 1

Lauren Whited - Drawing  
Hattie Reinhard - Collage

##### Division 2

Caleb Todd - Collage  
Bethany Towriss - Painting  
Elise deJong - Drawing

##### Division 3

Abigail Pullins - Painting  
Kurt Watkins - Drawing

##### Champion:

Kurt Watkins Drawing

##### Reserve Champion:

Bethany Towriss - Painting

##### Honorable Mention:

Hattie Reinhard - Collage

2nd - Cullen Fervida  
3rd - Joel Beck

##### 9 - 12 grade

1st - Hannah Tucker  
2nd - Alexis Goeglein  
3rd - Joanna Hewitt

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# Generational Homeschooling

—by Vicki Arnold

When my mother-in-law began homeschooling in the early 1980's, it was to follow a calling from God. She strove to raise her boys with a love for Christ, to serve God, and to provide an education that respected the way God created them to learn. Her journey wasn't easy, as following God rarely is, but she was determined to live out the calling she felt in her heart and found confirmed in the Bible

This is where I must say that I am thankful for her conviction to leave a Godly heritage. You see, both of her sons and their wives are continuing to build on that foundation she worked so hard to build. All of her grandchildren are being homeschooled and taught in the ways of the Lord.

My homeschooling journey is very similar to, and yet rather different from, the one she navigated 30 years ago. When my husband and I started homeschooling our children, it wasn't necessarily a conviction we felt. We just knew that was the way we were going to raise our children. As time has gone by, we have both come to realize that while we didn't start with a conviction in our hearts, we were following a calling from God.

As we studied scriptures, we began to realize what God expected from us as parents. We found verses like Deuteronomy 6:5-7 to speak plainly about our roles as parents. We also realized that the command in Proverbs 22:6 to "train up a child in the way he should go" was not going to be feasible if our children were not in our care for the majority of their waking hours.

When I began the daily task of homeschooling our children, I taught them to read and do math, but something was missing. That was the time that God began to press Matthew 6:33 on my heart: "But seek ye first the kingdom of God, and his righteousness; and all these things shall

be added unto you." Ah-ha! That was it. God first, academics second, now we were getting somewhere.

God also brought a book into my hands called *Already Gone* by Ken Ham. This book firmed our growing resolve to make the most of this finite time we have with our children to train them in the ways of God and not leave it to someone else. Who teaches our children mathematics may be inconsequential, but teaching them the ways of God is not. It is also not something that is taught in a tidy little time set aside for such teaching. It comes from them watching a life of faith lived out (successes and failures), answering their many questions, and leading them daily to scripture.

photo from sxc.hu: alehnedra



"Family Tradition"— Matthew, Andrew and Yvonna Arnold. Photo by Vicki Arnold

For us, homeschooling isn't about academics, it is about making the most of their childhood for the glory of God and being good stewards of the precious gifts He has entrusted us with. It is about being obedient to the calling God has placed on our lives. In this very important way, my homeschool is now very much like my mother-in-law's.

What is different now than 30 years ago is that homeschooling is not nearly as unheard of. In our little corner of Indiana, there are now a lot of homeschool families. When my husband's family moved to town, they were the only ones. In fact, when my mother-in-law reached out to Dr. Dobson and Dr. Moore (two public proponents of homeschooling at the time), she was told they knew of no one in the area. She then became their contact person. Today, we are blessed to have the support of our local homeschool group. My mother-in-law had no one. So she started her own group, which God grew.

My mother-in-law also did not have the rich resources we have today available for her boys. She was a determined, creative woman though and where there was a need, God provided a way. If she needed a textbook that the company wouldn't sell individually, she would call and request a copy for their (home) school. Today, it is easy for me to become overwhelmed with the choices I have in curriculum and resources. If something isn't working for my student, I can jump on the computer and have 10 different homeschool moms give me another 10 options to try.

So while the times have brought changes to the environment of homeschooling, the foundation for our family remains the same - discipling our children in the ways of God. And I am thankful to my mother-in-law for the hard work she put into leaving a Godly heritage for my husband, children, and myself. ■



**Vicki Arnold** and her husband homeschool their four children in southeast Indiana. Vicki's blog, where P31 & Titus 2 meet Colossians 3:23, is about homeschooling, gardening, and goal setting. You can find it at [www.vicki-arnold.com](http://www.vicki-arnold.com).

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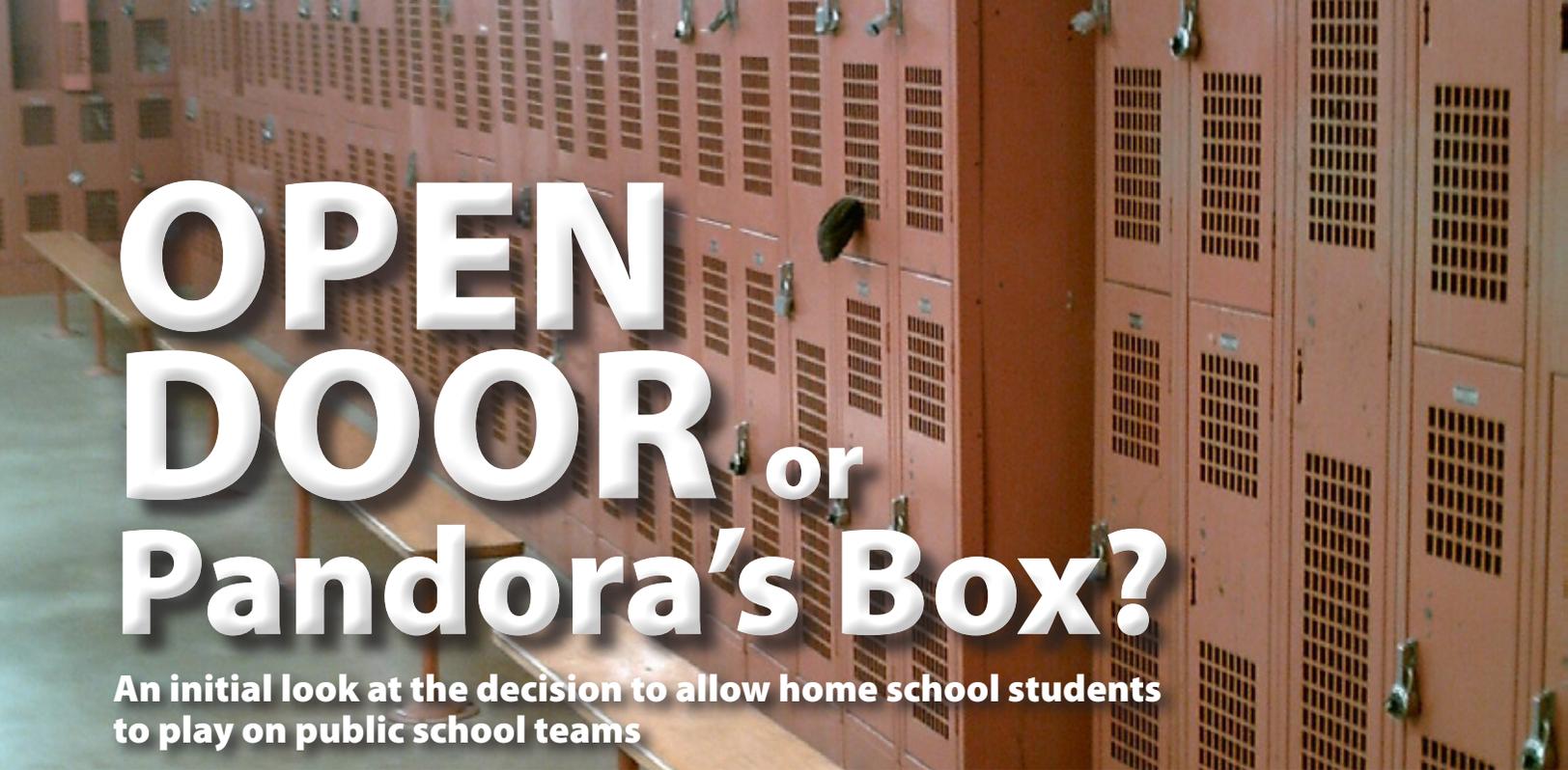
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# OPEN DOOR or Pandora's Box?

An initial look at the decision to allow home school students to play on public school teams

—by Ken Snyder

This fall winds of change will blow over high school practice fields and through gymnasiums in many Indiana public high schools. A new breed of athlete is looking to leave a mark on the field of play, but these are not the freshmen who annually seek to fill the cleats of those who have graduated. Instead, this is a new student altogether. Home educated athletes now have the opportunity to compete on school teams, according to a recent decision, “at the Indiana public school serving the student’s residence.”

In April, the Indiana High School Athletic Association (IHSAA) Board of Directors thrilled many by unanimously approving students from “non-public, non-accredited” schools for participation on public high school athletic teams, but with conditions. Is this a wide-open door of opportunity? Or, will this lead to unintended consequences for Indiana home schooling families?

Some will point to the international fame of homeschooled athletes Tim Tebow, Bode Miller and Michelle Kwan and claim there is a place at the highest

levels of competition for those who are independently educated. They are correct. However, for every Tebow, Miller and Kwan, there will be scores of students who could suffer unnecessary disappointment, and even pain, for choosing this new route before careful consideration. Time will reveal both the opportunities and risk. Cautious steps are needed for families choosing to test the waters of public high school sports.

Before you rush to your local high school’s Athletic Office, here are five questions to consider:



## WHAT ARE THE EDUCATIONAL VALUES AND GOALS FOR YOUR FAMILY?

Why did you choose to homeschool and will this partial integration with a public school compromise your educational purpose? When asked to comment, IHSAA Commissioner, Bobby Cox, suggested those families who are “staunch believers in not being dictated to” should proceed with extreme caution before enrolling a student in one class simply for access to a certain team. Whether that describes your family or not, it is wise to revisit your purpose for homeschooling to evaluate any risks such a decision may invite.



## WHAT BENEFITS ARE YOU LOOKING TO GAIN—AND CAN THESE BE FOUND THROUGH OTHER AVENUES?

There was a day when scholarships, or any opportunity to play at the collegiate level, were nearly impossible without the

photo from sxc.hu: jzlomek

showcase of school teams. That day is past. But, for some, especially those in remote areas, there may not be other viable options. For most, though, opportunities do exist through various homeschool teams (soccer, football, cross country, etc.), AAU teams, and club sports.

Still, the skilled coaches at some public schools may offer training your young athlete may not easily find elsewhere.



### HAVE YOU INVESTIGATED THE PUBLIC SCHOOL EXPERIENCE?

Commissioner Cox warns of the importance of this step. If you have had other children attend a public high school, you may grasp well what your current student is likely to experience. If you have not, as Mr. Cox said, “Investigate the school experience thoroughly. Understand what your child may face.”



### WHO WILL INFLUENCE YOUR SON OR DAUGHTER?

Meet with and hear from the coach who would influence and shape your son or daughter. As best as you can, make sure he/she, because of solid character and enduring integrity, is worthy of the privilege of coaching your child. Not everyone in a leadership role is worthy of being followed. There are some, like Lance Sheib, Head Football Coach at Noblesville High School, and Cary Chandler, Head Basketball Coach at Triton Central, who stand apart because of their character and faith. While many parents would welcome coaches like these influencing their children, they are more the exception than the rule.



### IS YOUR CHILD A DANIEL OR AN ESTHER?

Granting that character formation is an on-going training process—and one most of us engage in with diligence—the culture of the classroom (and more so the locker room) presents a real challenge even for the mature.

Before you make any decision, honestly assess: Is your son a Daniel who will, in the midst of incredible pressure, stand by his convictions? Is your daughter an Esther who will not yield?

We all desire the answer to be “Yes!”—and not only for the sake of sport. Is this the strength of character he/she possesses now? While many students will be able to play for their local high school, not everyone should. Some do not yet know how to guard their hearts and stand alone for that which truly matters.

While it may appear otherwise, the purpose of this article is not to oppose families testing these new and mysterious waters. It does seem clear the open doors, now available for many, will lead to opportunity. Still, Commissioner Cox’s warning must be remembered: This isn’t for every family. This isn’t for every student. For many families this would amount to lifting the lid to a Pandora’s Box of unintended consequences.

Some will consider these questions and join the ranks of public school competitors. Others will answer and determine to stay the course they are on. As a homeschooling community, with eclectic purposes and needs, we are called to unity within our diversity, to support each other as we are linked by many common bonds, but also to encourage one another as our individual callings and pioneering send us to new, unexplored opportunities.

Proceed in unity—and with caution. ■



**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](http://kensnyderblog.com). Ken can be reached at [ken.snyder@kensnyderblog.com](mailto:ken.snyder@kensnyderblog.com)

## IHSAA Criteria for Athletic Participation

- The student, in conjunction with his/her home school teacher(s) and the public school serving the student’s residence, pledges to the IHSAA that the spirit of the eligibility rules will not be compromised.
- The student has been home educated for the previous three years in succession.
- The student completes any state-wide examinations authorized by the Indiana Department of Education (e.g. ISTEP, if the student is enrolled as a sophomore).
- The homeschool agent provides proof of meeting the provisions of Rule 18-1 of the IHSAA by-laws (which can be found at [www.ihsaa.org](http://www.ihsaa.org)).
- The student must be enrolled and attending a minimum of one full credit subject offered within the member school building.

## GIVING CHILDREN A VOICE

If there is something Allison Beachy ('15) is passionate about, it's serving children. On a recent mission trip to Costa Rica, Beachy met a six-year-old girl, also named Allison. This little girl tried to teach Beachy Spanish by pointing to objects and saying them in her own language. With no translator to help her, Beachy did the same, teaching the young girl English.

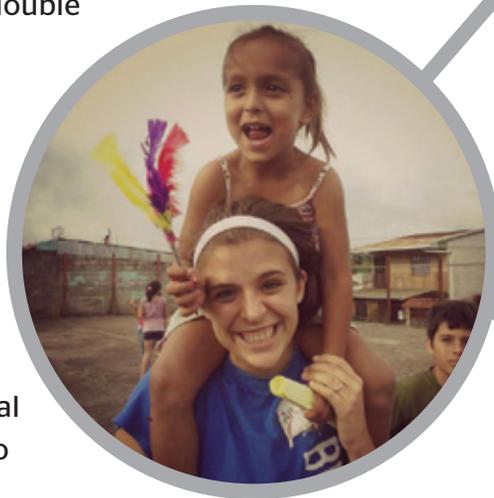
That's when Beachy knew what she wanted to study. She had already taken several courses at Bethel as a homeschooler, so as a freshman with more than 20 college credits, she planned to double major in intercultural studies and sociology with a minor in Deaf studies.

"I want to share Christ's love while bringing support and a voice to children who need it," says Beachy of her future.

Eventually, she hopes to do social work. Her dream job would be to work in an orphanage overseas.

### ALLISON BEACHY ('15)

*Granger, Ind.  
Intercultural Studies & Sociology*



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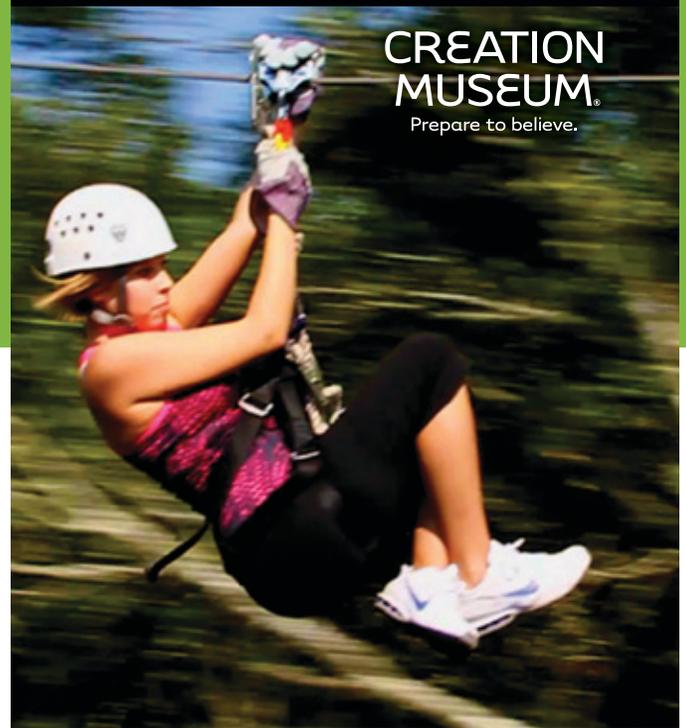
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## EXPORT TRANSCRIPT

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### YOUR HOME SCHOOL NAME

Student: John Doe Sex: Male Birthdate: March 10, 1992

LEVEL	Year	Credits	Grade	
FRESHMAN	2007/2008			
	Literature 9	1	A	
	Composition 9	0.5	B	
	Algebra I	1	B	
	American History I	1	B	
	General Science	1	B	
	Intro to Constitutional Law	0.5	A	
	Bible 9	0.5	A	
	Music Appreciation & Performance	0.5	A	
	Composition 12	0.5	A	
	<b>Credits:</b>	<b>6.5</b>	<b>Points:</b> <b>22.5</b>	<b>GPA:</b> <b>3.46</b>
	SOPHOMORE	2008/2009		
American Literature 10		1	A	
Composition 10		0.5	B	
Geometry		1	A	
American History II		1	B	
Biology - Lab Science		1	B	
Intro to Economics		0.5	A	
Bible 10		0.5	A	
Civics & Government Practicum I		0.5	A	
Music Appreciation & Performance		0.25	A	
<b>Credits:</b>		<b>6.25</b>	<b>Points:</b> <b>22.5</b>	<b>GPA:</b> <b>3.60</b>
JUNIOR		2009/2010		
	Journalism, Speech & Competition	1	A	
	Algebra II	0.5	B	
	Physics - Lab Science	1	A	
	LifeSmarts - Consumer Education	1	A	
	Intro to Drama	0.5	B	
	Civics & Government Practicum II	0.5	A	
	<b>Credits:</b>	<b>4.5</b>	<b>Points:</b> <b>17</b>	<b>GPA:</b> <b>3.78</b>
	SENIOR	2010/2011		
		Debate & Logic	0.5	A
		Intro to Digital Photography *	1	A
		Digital Photography II *	1	B
Adobe Photoshop *		1	B	
LifeSmarts - Consumer Education		0.5	A	
<b>Credits:</b>	<b>4</b>	<b>Points:</b> <b>14</b>	<b>GPA:</b> <b>3.50</b>	

### GRADING TABLE

Grade	Points
Honors	5
A = 90 - 100	4
B = 80 - 89	3
C = 70 - 79	2
D = 60 - 69	1

\* Courses taken at Local Community College

**GRADUATION DATE:** \_\_\_\_\_

**Total Credits: 21.25**

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