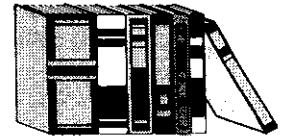


The Blumenfeld Education Letter



"My People Are Destroyed For Lack Of Knowledge" HOSEA 4:6

Vol. 11, No. 2 (Letter #113)

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The purpose of this newsletter is to provide knowledge for parents and educators who want to save the children of America from the destructive forces that endanger them. Our children in the public schools are at grave risk in 4 ways: academically, spiritually, morally, and physically — and only a well-informed public will be able to reduce these risks.
"Without vision, the people perish."

Conservative Republicans Vote for Hillary Clinton's Forced-Labor Bill

A very strange thing happened in Congress last fall. Conservative Republicans in both houses voted for "The Work Force Development Act of 1995" which will fund Mark Tucker's human resources development system. This act (HR 1617 and SR 143) will fund the federal government's centralized data-collection system (see BEL, Oct. 95), residential work-training centers, federally mandated hiring quotas and controls, and government evaluation and treatment centers. This act will give the government educators the authority to plan the lives of every individual who enters the government education system and will eventually force all private schools and homeschools to come under its umbrella.

We now know that Hillary Clinton was deeply involved in the development of this plan and was indeed paid more than \$100,000 by Mark Tucker's National Center for Education and the Economy for her work. That is why Bill Clinton has vetoed every budget balancing bill that does not call for the full funding of this Act. It is Hillary's baby.

That \$100,000 payment is now the subject of an inquiry into the first lady's activi-

ties as a board member of the National Center for Education and the Economy, on whose behalf she lobbied for the enactment of the bill. According to the *Troy Record* of Jan. 17, 1996:

Gov. George Pataki says it is right for the state attorney general to investigate why First Lady Hillary Rodham Clinton or her Arkansas law firm were paid more than \$100,000 from an education group partially funded by state taxpayers.

The Republican said yesterday it is "very, very hard" for him to justify the payment of the money by the National Center on Education and the Economy in 1990 and 1991, before Bill Clinton was elected president.

State taxpayers have the legal and moral right to determine what Mrs. Clinton or her law firm did for the money and whether, as Republicans have alleged, the fees were paid by the Democratic Cuomo administration in an attempt to curry favor with the Clintons, Pataki said.

"I think it's highly likely that if you take a look at it that these funds, these tax dollars, weren't allocated on the national reputation of the organization, but more the fact that the Rose law firm was representing them," Pataki said on WQBK-AM in Albany.

"I don't know that's the case, but it certainly warrants an investigation by the attorney general to find out why these New York tax dollars were used to hire an Arkansas law firm. It doesn't seem justifiable in my mind," he said.

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Attorney General Dennis Vacco, also a Republican, last week announced that he was looking into the National Center on Education and the Economy and its connection with Mrs. Clinton and the Rose law firm she worked for in Arkansas.

Also yesterday, sources confirmed that the State Lobbying Commission is also investigating the National Center on Education and the Economy. Annual reports on file with the state Secretary of State's office indicate that the center lobbied New York state government, but apparently did not register with the Lobbying Commission as required by state law. . . . The commission can levy civil penalties and criminal sanctions.

U.S. Representative Susan Molinari of Staten Island, New York, has already asked the House Oversight Committee to investigate the matter. According to the *New York Post* of Jan. 12, 1996, "a spokeswoman for the Washington, D.C. based NCEE refused to provide details of what Mrs. Clinton did for the payments." A report in the *New York Times* of Jan. 12, 1996, states:

These same reports did show that the center retained Mrs. Clinton from Feb. 1, 1991, through Jan. 31, 1992 to direct its Workforce Skills Program. According to those reports, the contract for Mrs. Clinton's work was signed with the Rose Law Firm, which indicates the the payments for \$150,000 were made to the firm, and not to her.

The question of who received the payments is important because Mrs. Clinton did not report any income from the center on her 1991 tax returns.

Where is all of this going to go? *Education Week* of Jan. 31, 1996 reported:

New York's state attorney general will decide soon whether to close or to widen a politically charged inquiry into compensation paid to Hillary Rodham Clinton and several prominent educators by a leading education think tank, a spokesman for his office said last week.

At issue is \$102,000 earned by Mrs. Clinton in 1991 as a consultant for the National Center on Education and the Economy, a not-for-profit education-reform and policymaking group based in Rochester, N.Y.

State investigators are also examining payments

made to Michael Cohen, now an adviser to U.S. Secretary of Education Richard W. Riley; David W. Hornbeck, now the Philadelphia schools superintendent; and Marc Tucker, the president of the center.

New York Democrats are calling the inquiry part of a Republican smear campaign to tarnish the first lady's image as President Clinton prepares for his re-election bid.

New York Attorney General Dennis C. Vacco is a political ally of U.S. Sen. Alfonse D'Amato, R-N.Y., who is heading a Senate investigation into President and Mrs. Clinton's Arkansas business dealings.

Questions about whether Mrs. Clinton actually worked for her fees from the think tank were first raised in an article in *Newsday*, a Long Island newspaper, two years ago.

"We had been asked those questions then," Neel Lattimore, a spokesman for Mrs. Clinton, said last week, "and we answered them."

Chris McKenna, a spokesman for Attorney General Vacco, said that the state examines the financial operations of about 400 nonprofit organizations in the state each year. . . . A decision about a more exhaustive investigation will be made "in the next couple of days," Mr. McKenna said last week.

Laurie Miller, a lawyer for the National Center on Education and the Economy, said its financial arrangements with Mrs. Clinton and others cited in the inquiry were neither illegal nor improper.

The center contracted for Mrs. Clinton's services with the law firm where she was a partner at the time, the Rose Law Firm of Little Rock, Ark., and paid no fees directly to her.

These fees were "absolutely not" inflated, Ms. Miller said. "The center has no qualms about whether the money was earned." Before President Clinton's election in 1992, Mrs. Clinton was widely known as an expert and advocate on children's issues, including education, both in Arkansas, where Mr. Clinton was governor, and at the national level.

Documents that the center turned over to Mr. Vacco indicate that Mrs. Clinton directed the day-to-day effort to promote the recommendations of its 1990 report, "America's Choice: High Skills or Low Wages." (See *Education Week*, June 20, 1990.)

Mrs. Clinton gave speeches about the report; met with leaders in business, labor, and education; and helped prepare draft legislation, the papers indicate. Mrs. Clinton was a member of the center's board of trustees, but she received no compensation in that role, according to the documents.

Mr. Vacco also asked for details of work done by Mr. Hornbeck and Mr. Cohen. In opening the inquiry, the attorney general's office noted that Mr. Hornbeck had received \$162,000 for two-weeks-a-

month consulting work in 1993. Mr. Cohen, it said, earned \$86,913 in salary and \$23,900 in benefits as a full-time center employee, but it is not clear what time period that covered.

In a written response to Mr. Vacco, Ms. Miller notes that Mr. Hornbeck was first a consultant for and later the co-director of the National Alliance for Restructuring Education, a group of school districts and states working with the center to promote standards-based school reform. Mr. Cohen was the director of the alliance and oversaw its operations. . . .

The attorney general also sought an explanation for why Mr. Tucker's pay as the center's president jumped from \$32,500 in 1988-89 to \$192,913 in 1993. In her written response, Ms. Miller explained that Mr. Tucker's salary through August 1990 reflected that he continued to work as a professor at the University of Rochester and was working only part time for the center.

Since then, his salary has grown considerably as the center has grown from a small group with a budget of less than \$1 million to an organization with 50 employees and a \$14.1 million budget in 1994, she said.

It would be interesting to see who are the major donors to an organization that has produced the plans to Sovietize American education. None of us in the opposition have the resources available to Mr. Tucker who can pay his change agent "consultants" such lavish fees. Obviously, the goal of Tucker, Hillary and the rest is to retain power so that they can enjoy the benefits and life style of the self-anointed elite.

However, what is really annoying is that we find conservative Republicans voting in favor of these totalitarian plans.

One would have expected these elitists, all of whom attended our most prestigious universities, to have read Friedrich Hayek's famous critique of socialism, *The Road to Serfdom*, first published in 1944. Hayek wrote:

The common features of all collectivist systems may be described, in a phrase ever dear to socialists of all schools, as the deliberate organization of the labors of society for a definite social goal. That our present society lacks such "conscious" direction toward a single aim, that its activities are guided by the whims and fancies of irresponsible individuals, has always

been one of the main complaints of its socialist critics.

In many ways this puts the basic issue very clearly. And it directs us at once to the point where the conflict arises between individual freedom and collectivism. The various kinds of collectivism, communism, fascism, etc., differ among themselves in the nature of the goal toward which they want to direct the efforts of society. But they all differ from liberalism and individualism in wanting to organize the whole of society and all its resources for this unitary end and in refusing to recognize autonomous spheres in which the ends of the individual are supreme. In short, they are totalitarian in the true sense of this new word which we have adopted to describe the unexpected but nevertheless inseparable manifestations of what in theory we call collectivism. (p. 56)

Note that Hayek uses the word "liberalism" in its classic European sense, meaning economic and individual freedom. He writes:

We have progressively abandoned that freedom in economic affairs without which personal and political freedom has never existed in the past. Although we had been warned by some of the greatest political thinkers of the nineteenth century, by De Tocqueville and Lord Acton, that socialism means slavery, we have steadily moved in the direction of socialism.

Clearly, the Work Force Development Act of 1995 is a giant step toward socialism. In the first place it takes our already government-owned and -operated education system, which is a model of socialism if there ever was one, together with our compulsory school attendance laws, and turns it into a system of forced labor. Marc Tucker described his vision as a "human resources development system" that would be "interwoven with a new approach to governing that should inform that vision." In his letter to Hillary, he wrote:

What is essential is that we create a seamless web of opportunities to develop one's skills that literally extends from the cradle to the grave and is the same system for everyone—young and old, poor and rich, worker and full-time student.

That in itself is a blueprint for a totalitarian system of workforce training. And when you include the highly intrusive data-collection system, along with individual health plans for everyone, you've also got socialized medicine in the package. As Tucker writes:

Creating such a system means sweeping aside countless programs, building new ones, combining funding authorities, changing deeply embedded institutional structure, and so on. The question is how to get from where we are to where we want to be. Trying to ram it down everyone's throat would engender overwhelming opposition. Our idea is to draft legislation that would offer an opportunity for those states—and selected large cities—that are excited about this set of ideas to come forward and join with each other and with the federal government in an alliance to do the necessary design work and actually deliver the needed services on a fast track. . .

Radical changes in attitudes, values and beliefs [sounds like Benjamin Bloom!] are required to move any combination of these agendas. . . . At the narrowest level, the agenda cannot be moved unless there is agreement among governors, the President and the Congress.

The Tucker plan is supposed to help the economy by training youngsters for specific jobs which their aptitude tests say they are qualified for whether that's the student's preference or not. Freedom of choice is largely eliminated as the student learns that the purpose of his life is to serve some compelling government interest. On that issue, Hayek writes:

Few people ever have an abundance of choice of occupation. But what matters is that we have some choice, that we are not absolutely tied to a particular job which has been chosen for us, or which we may have chosen in the past, and that if one position becomes quite intolerable, or if we set our heart on another, there is almost always a way for the able, some sacrifice at the price of which he may achieve his goal. Nothing makes conditions more unbearable than the knowledge that no effort of ours can change them; and even if we should never have the strength of mind to make the necessary sacrifice, the knowl-

edge that we could escape if we only strove hard enough makes many otherwise intolerable positions bearable. (p. 94)

Most assuredly, Tucker never read Hayek! Which makes one wonder why this classic work was not read by so many of the elitists who have gone to our finest universities. Hayek writes:

Nobody saw more clearly than De Tocqueville that democracy as an essentially individualist institution stood in an irreconcilable conflict with socialism: "Democracy extends the sphere of individual freedom," he said in 1848; "socialism restricts it. Democracy attaches all possible value to each man; socialism makes each man a mere agent, a mere number. Democracy and socialism have nothing in common but one word: equality. But notice the difference: while democracy seeks equality in liberty, socialism seeks equality in restraint and servitude."

Clearly, the Tucker-Hillary Clinton plan is one of equality in restraint and servitude. It makes our compulsory school attendance laws live up to their violation of the Constitutional ban on involuntary servitude. Obviously, compulsory school attendance should be challenged by those who want to uphold the Thirteenth Amendment, which states: "Neither slavery nor involuntary servitude, except as punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

Hayek asserts that only where there is a Rule of Law, such as our Constitution, can freedom flourish and not be subject to arbitrary, bureaucratic curtailments. But our Constitution is constantly being violated by our leaders and our courts. Hayek writes:

Our point, however, is not that dictatorship must inevitably extirpate freedom but rather that planning leads to dictatorship because dictatorship is the most effective instrument of coercion and the enforcement of ideals and, as such, essential if central planning on a large scale is to be possible. The clash between planning and democracy arises simply from

the fact that the latter is an obstacle to the suppression of freedom which the direction of economic activity requires. But in so far as democracy ceases to be a guaranty of individual freedom, it may well persist in some form under a totalitarian regime. . . .

There is no justification for the belief that, so long as power is conferred by democratic procedure, it cannot be arbitrary; the contrast suggested by this statement is altogether false; it is not the source but the limitation of power which prevents it from being arbitrary. (p. 70-71)

In other words, it is our Constitution which limits what the majority can vote for and therefore limits the power of government. Our Constitution was specifically designed to limit the power of government. And that is why the socialists would like nothing better than to get rid of it, or to have the United Nations charter supersede it. When the Clinton administration says it favors the U.N. Convention on the Rights of the Child, they are saying that they want the U.N. charter to be the supreme law in America, superseding the Constitution.

Preserving the Constitution is our first line of defense against the trends toward totalitarianism in America. Only an aware citizenry can make our Congressmen aware of their duty to uphold and defend the Constitution.

HR 1617 must be stopped while it is still in Conference Committee, and the School-to-Work Act of 1994 and Goals 2000 must be repealed. Call your U.S. Senator at 1-800-962-3524 and U.S. Representative at 1-800-972-3524.

Corruption Rampant in Public Schools

The following story of corruption in Chicago's public school system is from *Education Week*, January 31, 1996:

Chicago school officials announced plans last

week to fire or discipline 44 district employees as part of their effort to rid the system of corruption. Background checks turned up employees with prior convictions for child abduction, drug possession, and other felonies. And undercover investigations into ongoing activities uncovered theft of district property and, in one case, assault on a student.

Among those fired or disciplined were 14 teachers and four principals. Some face criminal charges as a result of the investigations.

The 416,000-student district has stepped up its personnel investigations since a mayorally appointed management team took over last year. Paul Vallas, the district's chief executive officer, indicated last week that the crackdown was just beginning.

There are more than 100 other investigations of employees under way, said Jerry Marconi, a lawyer for the district, the nation's third largest. . . .

The large number of employees targeted was due in large part to the district's new office of investigations, which has even begun sting operations against employees suspected of crimes. . . . The district is also expected to hire a private company to begin routine fingerprinting of all potential employees.

The state law that gave Mayor Daley more control over the schools also made it easier for the district to fire employees, by changing some of the guidelines for holding hearings. . . .

The district planned last week to fire about a dozen of the 44 employees, some of whom were caught on videotape, according to the district. Among them are:

- A gym teacher who attacked a student with a hockey stick after the student's basketball strayed into the other half of the gym. The teacher struck the student in the presence of a uniformed Chicago police officer.

- A security monitor who was convicted for stealing three television sets from a school, which he told authorities were later traded for crack cocaine. The employee also admitted staging a burglary at the school to cover up his crime.

- A substitute teacher who had been convicted in Minnesota of possessing more than five kilograms of heroin. The teacher is awaiting federal sentencing.

- A custodial worker who was captured on videotape taking money from a teacher's desk.

- A principal at a city high school that had numerous financial irregularities.

Meanwhile, in Detroit, the school board is being investigated by a Federal Grand Jury. *Education Week* of Jan. 31, 1996 re-

ported:

Federal authorities are investigating possible financial improprieties by members of the Detroit school board and district employees, a school board member said last week. . . .

A federal grand jury has subpoenaed board documents in recent months relating to such matters as food-service contracts, said the board member, Ben Washburn. . . .

The school board probe is not the first event to draw attention to the inner workings of the 172,000-student district. Two years ago, a local television station reported that thousands of dollars worth of property had been stolen from the district's warehouse since 1990. The station alleged that most of the thefts appeared to be "inside jobs" involving district employees. . . .

According to The News, federal officials last month requested a district report that looked into allegations that school money had been used to pay for repairs at the home of April Howard Coleman, a board member who has also served as its president.

Emanuel Ford, the district's former construction manager, said he has been ordered by another school official to work on Ms. Coleman's home on district time and was paid out of district funds. He also alleged that he was forced to sell tickets to school vendors for a fund-raising event for Ms. Coleman's 1994 re-election campaign.

It should surprise no one that corruption is rampant throughout the government school system, and as long as that system exists, corruption will persist.

Students Plot to Blow Up School

Police in Manlius, New York, arrested three boys, 13, for plotting to blow up their school with a homemade bomb of fertilizer and diesel fuel, a recipe they apparently got from the Internet. Police, tipped off by students, found the materials at one boy's house. Pine Grove Junior High officials suspended the three. (*USA Today*, 2/2/96)

Comment:

It is obvious that these boys don't like their government school, and if Marc Tucker and Hillary Clinton think that they can control the youth of America through their educational schemes, they are in for a rude awakening. The government schools are bad enough as they are. But under the Tucker-Hillary Clinton plan they will become far worse: dog training via mastery learning and dumbing down via whole language—that's a mixture that will make fertilizer and diesel fuel look like the ingredients of a fire cracker.

Ritalin May Cause Cancer in Mice

The following report is from the *Boston Globe*, 1/13/96:

Government scientists have uncovered a sign that the widely used drug Ritalin might cause cancer in mice. But they said that parents should not stop giving their children the drug used to treat hyperactivity based on such weak findings.

"We felt physicians and parents should know this," said Dr. Murray Lumpkin, the Food and Drug Administration's deputy drug director. "But it's not enough of a signal that we think kids should be taken off the drug."

Ritalin is widely prescribed to treat Attention Deficit Hyperactivity Disorder, a neurological condition that leaves children and teenagers restless, easily distracted and sometimes aggressive. As many as 2.5 million children are thought to have this disorder. Some 6 million prescriptions for Ritalin and the generic version, methylphenidate, were filled in 1993, the latest data available.

Ritalin has been sold for 40 years, but it came on the market before drug makers were required to test for carcinogenicity. The National Toxicology Program, a branch of the National Institutes of Health, routinely tests such older drugs for risks.

Mice were fed high doses of methylphenidate—up to 30 times the typical human dose—for two years. Four of the male mice who were given the highest doses developed cancerous liver tumors called hepatoblastomas, when no more than one of the extremely rare tumors should have formed, the study found.

The mice also had elevated levels of a non-cancerous liver tumor called hepatocellular adenoma.

When the FDA obtained the study, it made Ritalin manufacturer Ciba Geigy Corp. add the mice findings to the drug's label and notify doctors about the potential — though questionable — risk.

Ciba mailed letters Thursday to 100,000 doctors who prescribe methylphenidate.

"While we and the FDA consider these findings of sufficient significance to justify informing clinicians . . . we both continue to believe Ritalin is a safe and effective drug," wrote Ciba Geigy's vice president, Dr. Joyce Moscaritola.

"These drugs have been used in humans almost 40 years and there has not been a single report of the liver tumors" in a patient using Ritalin, added Dr. Rama Seshamani of Ciba Geigy. "That should be of some comfort."

Comment:

What is not of some comfort is the fact that 2.5 million children are being drugged so that they can sit in their classrooms like zombies to absorb the nonsense they are being taught. We contend that most of what passes for ADHD is caused by the chaotic classrooms and schools these children must attend. There was no such thing as ADD or ADHD when this writer was attending school in the 1930s and '40s. Back in those days you sat in a desk that was bolted to the floor and all the desks were in rows facing the teacher. Your focus of attention was on the teacher who taught everyone the same thing. There was no such thing as an "individual education plan." Also, you were not permitted to converse or chat with your fellow students. Silence was the rule. The walls were bare, except for a portrait of George Washington.

In other words, there was no way to be distracted in the old traditional classroom. Your attention was focused on the teacher, so there was no "attention deficit." Obviously, if this were a neurological condition, we would have had as much of it then as we have now. But all you have to do is look into a first-grade classroom today to see why the kids are acting up. Children are now seated

around clusters of tables, chatting and distracting one another. The teacher, now a facilitator, roams around the room. She is no longer the focus of attention. The walls are covered with every possible cartoon or picture the teacher can paste up. Mickey Mouse, dinosaurs, and other animals provide constant distraction for the child who cannot concentrate in such an atmosphere. And with the primary curriculum comprised of whole language, invented spelling, cut and paste projects, etc., it is difficult for a child to know what he is supposed to be learning. The room is an incubator for Attention Deficit Disorder.

So why are we surprised when some children rebel against chaos? The cure for ADD is structure. Which means that until the classroom once more becomes a place where children can concentrate and where the teaching methods are rational, we shall have this epidemic of ADD indefinitely.

Parents Lose Condom Battle

The following report is from the *Boston Globe*, 1/9/96:

The US Supreme Court yesterday denied an appeal from a group of Falmouth parents who argued that their school district's condom distribution policy violated their constitutional rights to family privacy and religious beliefs.

Falmouth's voluntary condom program, adopted in 1992, allows seventh and eighth graders to request free condoms from the school nurse, and high school students to get them from the nurse or to buy them for 75 cents from school vending machines.

With a written request, parents may keep their junior high school children from receiving condoms — which come with mandatory counseling and AIDS literature — but parents cannot deny the condoms to their high school students.

In their 1992 lawsuit, four Falmouth families argued that schools should be required to notify parents when condoms are requested and should

allow parents to deny condoms for children of all ages.

The Supreme Court rejected the parents' appeal yesterday without comment, leaving untouched a July 1995 decision by the Massachusetts Supreme Judicial Court and an earlier decision by a district court judge. Both courts concluded that the voluntary program does not infringe upon parents' rights.

"Although the program may offend the religious sensibilities of the plaintiffs, mere exposure at public schools to offensive programs does not amount to violation of free exercise," the state's high court ruled. "Parents have no right to tailor public school programs to meet their individual religious or moral preferences."

School officials said they were pleased that the "legal challenge is over.

"We had always believed that strong family moral and ethical values must be able to withstand differences of opinion," said Peter Clark, assistant superintendent for Falmouth schools. "Our purpose was to protect the health and safety of sexually active students and never to imply approval of sexual activity."

Beverly Peltzer, one of the parents who filed the lawsuit, was disheartened by yesterday's ruling and argued the opposite. "No matter what they say, schools send a message that they condone sex when they give out condoms," said Peltzer, who has four school-aged children.

Jay Sekulow, chief counsel for the public interest law firm that represented the parents, said he was also "very disappointed" by the Supreme Court's decision.

"It's the children who will suffer," said Sekulow, who works for the American Center for Law and Justice in Virginia Beach, Va.

"The right to raise a child according to one's own conscience and beliefs has been completely eviscerated by this decision," said Sekulow. "They're basically agreeing that a school district takes over the rearing of a child once the child enters a school door. A condom has more constitutional protection in America today than parents and children."

In their appeal, the lawyers from the American Center argued that Falmouth's condom policy has dangerous implications for schools' involvement in child rearing.

Comment:

It is obvious that in the battle between parents and public schools, the parents will

lose. And that is why the only solution for concerned parents is to remove their children from the public schools and place them in reliable private schools or to homeschool them. These are the two choices still left for parents to make, and as long as parents still have the freedom to make these choices they should not lose precious time by trying to get from the educators what the educators don't want to give.

Even though these government schools are supported by taxes on your property, parents cannot control what goes on within them. In fact, the property taxes themselves are government liens on your property. Which means that if you want to withhold your taxes because you don't approve of what is going on in the public school, you will lose your property. And yet so many Americans still think that we live in a free country!

It is obvious to see that our public servants have become our masters. They can tax our property and use that money in ways that are morally offensive. And there is nothing we can do about it, except try to change things by electing legislators who agree with us. That's where the power lies, in the legislatures of America.

Upcoming Blumenfeld Lectures:

Mar. 1-3, Reclaiming America for Christ '96.
Greater Ft. Lauderdale Convention Center, Ft. Lauderdale, FL. (800) 229-9673

Apr. 12-13, Home-Schoolers of Maine, Portland.
(207) 763-4251

May 17-18, New England Home-Schooling Conference, Holiday Inn, Boxborough, MA. (207) 657-2800

June 14-15, Florida Parents Educator Assn. Convention, Hyatt Orlando, Orlando, FL. (407) 951-2612

June 21-22, Christian Home Educators of Ohio, Columbus. (800) 274-2436