

**Submission
No 169**

INQUIRY INTO HOME SCHOOLING

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**NSW Legislative Council Select Committee Inquiry
on Home Schooling**

Submission by Jack and Nanette Blair.

Our submission emphasises home schooling as a parental human right and discusses some impediments that may motivate some parents to undertake home schooling of their children based on perceptions or mis-perceptions of public schools. including reasons for dissatisfaction with institutionalised education.

We endorse the natural human right and responsibility of parents to educate their children at home. The learning process accelerates after birth as the child absorbs physical, mental and spiritual stimulation from parents and the social environment. Thus the child is already in a “home schooling” atmosphere prior to any consideration of public/private educational systems.

School teachers are entrusted by parents and the community to impart knowledge to students that is true and objective within the framework of an educationally prescribed curriculum.

Reasons for choosing home schooling vary greatly. Some of these are listed:

- 1. Some parents have concerns over the right of strangers to educate their children.**
- 2. Children can become “lost” in mass-produced learning in a crowded classroom.**
- 3. There can be little personal pupil attention in a classroom where some students can become virtually 'invisible'. Those with special needs can 'miss out' and never achieve their learning potential.**
- 4. Parents have no control over an educational syllabus that may contain information with which they disagree. They may view this material as propaganda or misinformation of radical teacher cohorts.**
- 5. Some parents may have specific beliefs or values. If devalued or contradicted by public education it could be responsible for alienating a child from his/her parents and family.**
- 6. Some parents may be concerned over the *quality role-modelling* of teachers.**

Few teachers would fit this role today

7. Many parents are concerned about the ethical and moral drift in public schooling towards a watered down version of epithets influenced by a post-modern relativism that has attempted to neutralise concepts of right and wrong.

8. Many parents are disturbed that a recent study of school students found 1 in 3 disturbed by depression, lack of hope and lack of interest in the future.

If confirmed, this finding grim evidence for those educators who fondly believe that education is the resolution for human conflicts, problems etc.

9. Some parents have concerns about public school curricula and what children are taught or fail to be taught in school syllabi.

10. Notwithstanding that most parents consider Australia has an excellent public school system, many find it frightening that so many students emerge from years of schooling with little sense of values or social responsibility, contempt or disinterest for civil obligations or disregard for a guiding moral compass in their lives.

How can this be when we are always being told that the quality of education is always improving?

11. Many parents are disturbed by the numbers of students who become social misfits indulging in the pursuit of reckless, addictive activities.

12. We are aware of an atmosphere in the community that teachers cannot be trusted to be effective ethical role models. This reflects a huge impediment to the public at large and may well increase the desirability to home school.

13. Too many teachers tend to become 'elitist' with parents i.e., parents know little or nothing about educational processes and teachers know it all.

14. Home schooled children can trust parents, or other family members when in trouble or have problems. In a school they wouldn't know which teachers or counsellors to trust.

15. Many parents want their children to have a religious education, not a watered down version of plausible-sounding ethical sound-bytes substituting for a prescribed faith.

16. Schools are not safe havens from wild card kids and radical teachers.

17. We want to protect our kids from secular indoctrination and the private agendas of radical teachers and minority activism.

Any of the reasons stated above may prompt, motivate or activate parents to prefer home schooling for their children because they may perceive what to them represent weaknesses and problems inherent in a public schooling system that attempts to be all things to all students – an impossible situation.

Government and educators are not always transparent and objective in manipulating their integrity when under pressure from minority activism.

Hence two controversial issues disturb many parents in respect of public education - evolution and homosexuality which many see as arbitrarily and dogmatically imposed on students and teachers without any basis in empirical science.

Neither evolution nor creation theories satisfy *empirical criteria for scientific credibility* (e.g., 1. neither are subject to observation; 2. and neither are subject to experiment and replication), in order to establish a factual instead of a subjectively interpretive basis. Regardless of how many people believe in one or other theory, the truth cannot be determined by popularity or counting heads but only empirically scientific evidence, otherwise we would still be Flat Earth adherents. In a democratic society, neither evolutionary or creation theory should be *censored*. Both views should be included in a public curriculum.

The other controversial issue concerns children being miseducated by the anti-science mantra that says, "it's OK to be gay". Children are being psychologically conditioned to trash biology when biology tells us convincingly and conclusively that humanity is anatomically designed and hard-wired for compatible, complementary intimacy with *the opposite, not the same, gender*. Science provides overwhelming biological, physiological, psychological and anatomically functional evidence and support for heterosexuality. Scientific support for homosexuality does not exist.

The popular but unspoken assumption of "born that way" became intellectual nonsense after 1999 when biological evidence proved conclusively that genetic causation had no basis in science following Whitehead's study of identical twins. To ignore biology reflects educational deception and the manipulation of students in order to mandate a fraudulent

tolerance and coerced acceptance of anti-scientific same sex behaviour that abuse the plumbing (oral) and sewerage (anal) systems of the human body for sexual gratification. Why are educators so blind they cannot distinguish between who a person IS (identity) from what a person DOES (activity)?.

Despite the propaganda, students are *biologically heterosexual from conception* as confirmed by our DNA cells (our immutable identity), whereas same sex activity is based on emotional feelings and desires.

All the reasons and issues reported above represent realistic impediments for some parents to want to home school their children.

There is a great deal to do to improve the atmosphere of public schooling.

Students need to know the objective quality and truth of what they are taught and be able to distinguish between evidence and propaganda.

It is likely that home schooling would include many more parents if economic and time circumstances were available to them. A fundamental basis for public schooling is TRUST which the whole community does not share.

Educators need to work hard to remove impediments that incite mistrust of public education. One way might be greater involvement of parents in curriculum and syllabus formulation.

Nevertheless, public education will always experience certain problems not experienced by other didactic schooling methods.

Standards involving curricula, teaching experience/qualifications, competency, teaching space, accommodation so on we believe are the responsibility of appropriate educators to endorse for home schooling.

We encourage home schooling in stable, intact families that are willing and able to promote learning and discipline to a prescribed standard as expected by the community.

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