

## Home schooling improves academic performance and reduces impact of socio-economic factors

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TORONTO, ON—Home schooling appears to improve the academic performance of children from families with low levels of education, according to a report on home schooling released today by independent research organization *The Fraser Institute*.

"The evidence is particularly interesting for students who traditionally fall through the cracks in the public system," said Claudia Hepburn, co-author of *Home Schooling: From the Extreme to the Mainstream, 2nd edition* and Director of Education Policy with *The Fraser Institute*.

"Poorly educated parents who choose to teach their children at home produce better academic results for their children than public schools do. One study we reviewed found that students taught at home by mothers who never finished high school scored a full 55 percentage points higher than public school students from families with comparable education levels."

The peer-reviewed report, co-written with Patrick Basham and John Merrifield, builds on a 2001 study with new research and data. It examines the educational phenomenon of home schooling in Canada and the United States, its regulation, history, growth, and the characteristics of practitioners, before reviewing the findings on the academic and social effects of home schooling.

Hepburn said evidence clearly demonstrates that home education may help reduce the negative effects of some background factors that many educators believe affects a child's ability to learn, such as low family income, low parental educational attainment, parents not having formal training as teachers, race or ethnicity of the student, gender of the student, not having a computer in the home, and infrequent usage of public libraries.

"The research shows that the level of education of a

*continued on page 2*

## Current State Issues ...

### Legislative Update

This two year legislative session got underway in January of 2007. Over 3000 new bills were filed. Several of these bills were identified by AHEM as having the potential to affect homeschoolers. We continue to track the progress of the bills as they make their way through the legislative process.

- HB 394 "An Act Raising the Compulsory Attendance Age to 18." Public hearing held on 5/8/07.
- HB 399 "An Act Relative to Full Day Kindergarten." Public hearing held on 10/23/07.
- HB 400 "An Act Relative to the Awarding of High School Diplomas." Public hearing held on 6/5/07.
- HB 401 "An Act Relative to School Age Attendance Requirements." Public hearing held on 5/8/07.
- HB 402 "An Act to Prevent Students from Dropping Out of School." Public hearing held on 5/8/07.
- HB 416 "An Act Providing That Parents and Legal Guardians be Held Responsible for School Attendance of Children in Their Care." Public hearing held on 6/26/07.
- HB 463 "An Act Relative to Encouraging Students to Stay in School." Public hearing held on 5/8/07.
- HB 507 "An Act Relative to Homeschooling." Public hearing held on 6/26/07.
- HB 523 "An Act Permitting Non Public School Students to take MCAS Exam." Public hearing held on 6/5/07.
- HB 527 "An Act Relative to Mandatory Minimum Age for School Attendance." Public hearing held on 10/23/07.
- HB 576 "An Act to Increase the Mandatory School Age." Public hearing held on 5/8/07.
- HB 577 "An Act Relative to the Development of a Comprehensive Strategy to Prevent Students from Dropping Out of School." Public hearing held on 5/8/07.
- SB 304 "An Act Relative to School Attendance." Public hearing held on 5/8/07.

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### *Homeschooling improves academic performance* *continued from page 1*

child's parents, gender of the child, and income of family has less to do with a child's academic achievement than it does in public schools."

The study also reports that students educated at home outperform their peers on most academic tests and are involved in a broad mix of social activities outside the home.

Research shows that almost 25 per cent of home schooled students in the United States perform one or more grades above their age-level peers in public and private schools. Grades 1 to 4 home school students perform one grade level higher than their public- and private-school peers. By Grade 8, the average home schooled student performs four grade levels above the national average.

Hepburn said a growing body of new research also calls into question the belief that home schooled children are not adequately socialized.

"The average Canadian home schooled student is regularly involved in eight social activities outside the home. Canadian home schooled children watch less television than other children, and they show

significantly fewer problems than public school children when observed in free play," she said.

The report concludes that home schooling is not only a viable educational choice for parents, but can also be provided at a much lower cost than public schooling. The report notes that in the U.S., home schooling families spend less than \$4,000 per year on home schooling while public schooling in the U.S. costs about \$9,600 per child.

"Canadian and American policymakers should recognize the ability of parents to meet the educational needs of their children at home, without government involvement," Hepburn said.

"While home schooling may be impractical for many families, it has proven to be a successful and relatively inexpensive educational alternative. It merits the respect of policy makers, the attention of researchers, and the consideration of parents."

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Related Publications: *Home Schooling: From the Extreme to the Mainstream*, 2nd Edition

*The Fraser Institute is an independent research and educational organization based in Canada. Its mission is to measure, study, and communicate the impact of competitive markets and government intervention on the welfare of individuals. To protect the Institute's independence, it does not accept grants from governments or contracts for research.*

### Legislative Update

*continued from page 1*

SB 329 "An Act Changing the Maximum Required Age for School Attendance."

Public hearing held on 5/8/07.

SB 343 "An Act to Encourage School Attendance and to Strengthen Parental Responsibility." Public hearing held on 5/8/07.

SB 357 "An Act Relative to School Attendance." Public hearing held on May 8, 2007.

SB 366 "An Act to Amend School Attendance." Public hearing held on 5/8/07.

You can find the text of these bills at <http://www.mass.gov/legis/>.

Several of these bills deal with making changes to the compulsory attendance statute. Depending on the particular bill, this may mean that homeschoolers would have to report to their local school districts for an

additional one or two years. Many people have communicated their opinion about these bills by contacting the members of the Education committee, either in emails, written letters, or telephone calls. If you would like to voice your opinion, you can find contact information for members of the Education committee at <http://www.ahem.info/CommitteeonEducationArtsHumanities.htm>.

The current Legislative session will end in December 2008. In order to become law, these bills will have to make their way through the Legislature during the current year. It is helpful to understand the road these bills must travel:

### **Initial filing**

Once the committee receives a bill, it schedules a public hearing on the bill, and later meets in executive session (these sessions are open to the public for observation, but the public cannot participate) to review the public testimony from the hearing and to discuss the merits of the bill. The committee then issues a report, often verbal, to the full House or Senate, either recommending or not recommending passage of the bill. The committee also issues a written report on their recommendation and submits the report to the Clerk's office.

### **Favorable committee report**

If the bill receives a favorable report by the committee, the first reading occurs when the report appears in the Journal of the House or Senate Clerk. If the bill doesn't require referral to another specific committee, the bill is then referred for a second reading to the committee on Steering and Policy in the Senate, or placed in the Orders of the Day in the House. If the bill has the potential to affect the finances of the Commonwealth, it is referred to the Senate or House Ways and Means committee.

Following the second reading, the bill is open for debate on amendments and motions. The bill is then voted on. If the vote is favorable, the bill is ordered for a third reading and is referred to the committee on Bills. This amounts to preliminary approval of the bill by the branch where the bill originated.

### **Unfavorable committee report**

Adverse reports of bills by the initial committee are also referred to the committee on Steering and Policy in the Senate, or Orders of the Day in the House.

Acceptance of the unfavorable report by either branch is considered a final rejection of the bill. However, an adverse report can be overturned by members of the appropriate branch and given a first reading. In

this event, the bill will then follow the same procedure as a favorably reported bill.

### **The committee on Bills**

The committee on Bills examines the technical points, and the legality and constitutionality of the legislation. It also ensures that the bill does not duplicate or contradict an existing law. If the committee on Bills issues a favorable report, the bill returns to the House or Senate for a third reading and is open for more debate.

### **Third reading and beyond**

After a third reading in the House or Senate, the body then votes on "passing the bill to be engrossed." "Engrossed" means that the bill is now ready to be printed. The bill is referred to the second branch of the legislature, where it must survive three readings and engrossment in the second branch. If that occurs, a vote "to enact" is taken in both branches and the bill goes on to the Governor for signing.

If the second branch makes changes in the bill, the legislation must then return to the original branch for a vote on concurrence with the added provisions. If there is no concurrence, a conference committee made up of members from both branches may be formed to reach a compromise. Once a compromise is reached, the bill is again sent to both branches for approval. If the bill is approved by both branches, it goes on to the Governor for signing. If a compromise cannot be reached, the bill will then die.

AHEM will continue to track the progress of these bills. We will keep you informed of any changes, and will alert you if any action is warranted.

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## **From the Museum of Science**

Dear Home School Educators:

Hello from the Museum of Science, Boston. Home school students are a favorite and valued visitor group at the Museum. Our "red coats" often remark on the high quality of interactions they enjoy with home school students. Many are frequent visitors, regular borrowers from our library and participants in our Museum courses and lectures.

Today we are writing to tell you about a change in our phone reservations policy that may affect your future visits. Effective November 1, 2007, we no longer accept reservations for student groups of less than 9 in number over the phone. Groups of less than 9 are required to purchase tickets at the box office at the standard admission rates. It is our hope that home school groups will collaborate to form groups of 9 or more and make

group reservations over the phone together. In this way they will be able to access our discounted student admission rates as they have in the past. We are also hoping that you will help us communicate this change to your group so as to facilitate collaboration.

If your home school is unable to collaborate to form a group of nine or more, there are options to consider that can lower the cost of your visit. Public libraries throughout the Commonwealth have Museum of Science community passes available for use. These passes allow a family of four to visit the exhibit halls free of charge or at a discounted rate. Call your local library to learn more about the community passes. Another very good option is Museum membership, especially if your home school group visits more than once a year. All membership levels include a variety of benefits including passes to films and planetarium shows and numerous benefits that go beyond discounted visits. To learn more about membership visit our web site.

Should you have any questions about the policy, please do not hesitate to contact me by phone (617) 589-4281 or by email at [asawyer@mos.org](mailto:asawyer@mos.org).

Thank you for your understanding and consideration.

*Sincerely,*

*Annette Sawyer*

Manager, Education and Enrichment Programs

## Getting Started Homeschooling

### Why and How to Get Connected

In this day and age, homeschoolers represent a market. There are many businesses catering to homeschoolers' needs — or perceived needs. When first starting out it can be especially tempting to sign up for a multitude of classes or experiences that are being sold to you, rather than putting your energy into a grassroots network such as a local homeschool support group. Before you know it, your days are filled with activity and you don't look back.

The intangibles you'd be missing out on — real connection with other homeschoolers and personal empowerment — might be some of the best kept secrets of homeschooling, as well as what would sustain you on this path in the end. It's worth putting some time and effort in, and yes, if shy, getting your courage up to figure out how to insinuate yourself into a group of homeschoolers, rather than falling for prepackaged deals that leave you with a busy day void of meaningful relationships, and a depleted wallet.

### Steps to take in building connection with other homeschoolers:

- Acts create connection: give of yourself.
- Make spending time with other adults a priority; schedule it in.
- Be patient. Connections are built one relationship at a time.

### How support groups work

Support groups range in their level of organization, from loose groups of people who get together from time to time, to highly organized groups with missions and boards. Some are inclusive and welcome everyone; others cater to a certain educational philosophy or religion. It is fine to try out a few and see where you feel comfortable, or to start your own.

**"It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself..."**

*Ralph Waldo Emerson*

Homeschooling support groups can act as frameworks for networking, communication and support. It is important to realize that subscribing to a newsletter or email list does not magically make you part of some deeper pre-existing community. Ready-made communities don't exist; they are an illusion. You must put time and effort in to forge friendships. You get from the experience what you put into it.

Group activities, such as field trips, get-togethers, or classes, often depend on the unique energies and interests individuals bring to the group. Events and activities can be planned by individuals, or in collaboration with others. It is empowering to realize that you, children included, can create the opportunities and experiences you want for yourselves.

When attending a meeting or event, be sure to introduce yourself as a homeschooler. A good way to meet people is to extend yourself: organize a field trip or other event, edit a newsletter, host a support meeting.

### Examples of rituals and social events you can organize:

- Not-Back-to-School Picnic
- Valentine Exchange
- Presentation Night
- Camping trips
- History and science fairs
- Monthly support meetings
- Weekly field games

- Meeting at ponds, parks, playground hopping
- Indoor gym play and skating
- Potluck suppers
- Games Days
- Knitting/sewing circles
- Talent shows
- Chess clubs
- Field trips

### Swapping expertise

Another level of interaction is the swapping of expertise and interest between homeschooling parents and others' children. People have been known to organize homeschooler-led groups in literature, writing, including child-published newspapers, history, classic films, math, including logic and set theory, Math Counts, Destination Imagination, art, knitting/sewing clubs, pet clubs, singing, storytelling, theatre groups, and more. Some people charge a nominal fee for leading a class. Others feel that as they give, so will they receive, and gladly put their energies into the "pot." In addition to the obvious "educational" benefits of all these interactions, whole families get to know one another, lives intersect, and interdependence develops.

### Recommended Reading

- *Creating Community Anywhere: Finding Support and Connection in a Fragmented World* by Carolyn R. Shaffer & Kristin Anundsen
- *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling* by John Taylor Gatto
- *The Healing Wisdom of Africa: Finding Life Purpose Through Nature, Ritual, and Community* by Malidoma Patrice Somé
- *The Shelter of Each Other: Rebuilding Our Families* by Mary Pipher

## Yo Jo

### Some at Home, Some at School

by Joanne Casiello

*Can you homeschool some children successfully while some of your other children go to school?*

Yes, of course, and many folks do so with great success and contentment throughout the whole family. Built into my philosophy of homeschooling is the job of facilitator: to find the best place and method to learn what a child may want or need to learn. So, when my oldest son decided to go to the Mass Academy of Math and Science for his junior and senior year of high school, much to my surprise he actually looked upon himself as still homeschooling rather returning to school. In a speech he

made at a teacher appreciation banquet at the academy, to which he had invited his Dad and me, he said we had always made it possible for him to seek the best path to learn what he wanted to know, and that attending Mass Academy was simply his current choice of where he would be homeschooling.

Yet, I am glad we had the years being all together learning at home. I once overheard a schooled friend shock my second son when he stated matter-of-factly that his mother couldn't wait for school vacation to be over so that he would be out of her hair. Wrapped securely like a warm blanket around our homeschooling is the knowledge of our sons that their parents like to be with them.

When we were all at home we could suit our day to match our needs. In glorious September sunshine we could decide to head to the beach and study the tides. On cold, dark, November days we could call a "drop everything and read day" dressed in pajamas, wrapped in blankets, sipping hot chocolate. We could become heavily involved in a research experiment and keep at it until bedtime. Since no one had to get up at a specific time we could push bedtime later if need be. We could visit museums and travel in off peak seasons while other kids were schooling. Flexibility is my favorite part of homeschooling.

Together at home we shared the experience of the day. It was crucial that the boys and I filled my husband and my oldest in with stories of our day when they got home from work and school, in order for them to slide back into their family place.

When my oldest left our magic circle to return to school it was at a time when he was already a fledgling, flexing his wings, and clearly at a different stage of life than his brothers. At a similar stage as they grew, each of my sons left the sibling nest and ventured out alone into the world in internships or college classes during their high school days.

If you are comfortable with a schedule set from outside the family, if you consistently seek what is right for each child at each point in life, then having some kids schooled and some not may be a natural progression. From my personal experience, homeschooling was easiest and most productive when we were all homeschooling together.

*Send Joanne your question about homeschooling. Either email [info@ahem.info](mailto:info@ahem.info) with Attn: Joanne in the subject field, or write to Joanne, c/o AHM, PO Box 1307, Arlington, MA 02474.*

### Happy New Year from AHEM! Highlights of 2007

A trip down memory lane, or an opportunity to catch up on events and information you may have missed the first time around:

In 2007, we enjoyed connecting with a cross section of Massachusetts homeschoolers in a variety of ways:

- AHEM's Educating Legislators Project in April
- Field trips to:
  - Worcester Art Museum in February
  - *Hamlet* in March
  - The Massachusetts State House in April
  - PhotoWalk in May
  - Wolf Hollow in July
  - *Cry Innocent* in October
  - *The Crucible* in November
- Info sessions on homeschooling:
  - Getting Started Homeschooling presentation at Robbins Library in Arlington in August
  - Homeschool Workshop at Jacob Edwards Library in Southbridge in October
  - An AHEM presence on the panel of North Suburban Home Learners' Homeschool Information Night in Wakefield in November

Throughout the year, we reported on a variety of issues important to Massachusetts homeschoolers:

- Unsnarling
- Clarification of IDEA and Massachusetts Homeschoolers
- Discounted MBTA Fares for Homeschooled Students
- *Home schooling improves academic performance and reduces impact of socio-economic factors* (Report from The Fraser Institute)
- *Grassroots Action* by Ed Dickerson
- Legislation

We were pleased to be able to offer:

- AHEM membership cards
- AHEM brochures, with info on homeschooling in Massachusetts — perfect for handing out at gatherings or leaving at your local library
- *AHEM News* for those Friends without email
- Not-Back-to-School events listing

We were pleased to be able to announce:

- Updated full color *Meet Massachusetts Homeschoolers* brochure

Ongoing efforts include:

- Legislative watch
- The Library Mailing Project, keeping Massachusetts libraries stocked with informative brochures about homeschooling in MA, along with an easy way for them to reorder
- Policy & Practice Database about homeschooling in Massachusetts. Our questionnaire was updated to gather information on issues of current interest to MA homeschoolers
- Communicating with our Friends
- Support group listings (44 statewide now listed; do you know of any in Nantucket or Dukes counties?)
- Events page
- County Contacts, available for phone or email help anytime.

Thank you

As we bid goodbye to 2007, we want to be sure to thank all of you for your support over the past year, whether it came in the form of reading our emails or newsletter, filling out the questionnaire, joining us on a field trip, participating in our effort to educate legislators at the State House, handing out an AHEM brochure, accessing Amazon.com through AHEM, or sending us a cash donation. Any level of interest and participation is greatly appreciated and is what fuels our efforts.

We look forward to meeting more of you in 2008, and continuing to grow the number of informed and active homeschoolers in Massachusetts. We always appreciate feedback on how we are doing and ideas about how we can serve you better.

Looking ahead to 2008

- Hosting a Spring Social — save the date: April 12, 2008!
- Updating our info-about-homeschooling-in-Massachusetts brochure
- Creating homeschool display materials and tips for libraries
- Keeping an eye out for state bills that could affect homeschooling
- State House visits and other field trips
- Meeting and connecting with more Massachusetts homeschoolers. Help us by encouraging *your* friends to become Friends of AHEM!

*You're invited to  
AHEM's Saturday Evening Spring Social  
Eat, Drink, Dance, Chat and Support  
a Good Cause!  
April 12, 2008, 6:00 - 9:00 PM,  
Arlington, MA*

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## AHEM presents A Morning Matinee at the Theater

Wednesday, February 6 at 10:00 AM

"THE MISANTHROPE" by Molière, presented by New Repertory Theatre, Arsenal Center for the Arts, 321 Arsenal St., Watertown, MA.

Come see Molière's classic comedy "The Misanthrope." New Repertory Theatre presents Constance Congdon's translation, acclaimed by the Hudson Review as "...surely the best translation of Moliere ever done into English." The play centers around the self-righteous Alceste, who is aghast and appalled by the current conventions of the hypocritical society that surrounds him. He vows to speak with nothing but total honesty. Unfortunately, he is blinded by love and falls for the vain Célimène, who embodies all that he despises. Despite his pleas to the contrary, Célimène continues to receive suitors, creating the perfect breeding ground for jealousy and gossip in this intelligent and sharply written comedy. This production is one of the theater's mainstage, full-length productions (info at [www.newrep.org](http://www.newrep.org)).

No food or drink is allowed in the theater. Panera Bread is next door to the theater, and will be open serving soup, sandwiches, bagels, pastries, and drinks all day.

**Cost:** \$13.00 per seat for adults or children. For ages 10 and up.

**If you want to go:** Mail a check made out to *Advocates for Home Education in Massachusetts* to AHEM, PO Box 1307, Arlington, MA 02474.

Please include

- your name
- the number of children and adults,
- ages of children,
- your address,
- and email or phone number.

Those with email will receive confirmation about a week before the visit.

Space is limited; **checks must be postmarked by January 14<sup>th</sup>**. No refunds after January 14<sup>th</sup>. Email [FieldTrips@AHEM.info](mailto:FieldTrips@AHEM.info) for more information or call 781-648-5579.

### Directions:

See <http://www.newrep.org/directions.php>.

### Parking

After turning into the Arsenal on the Charles Complex, take a right after the stop sign and an immediate left into the six story FREE parking garage.

Field trip participants will be added to the Friends of AHEM list unless they specifically opt out.

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## Jackson Homestead

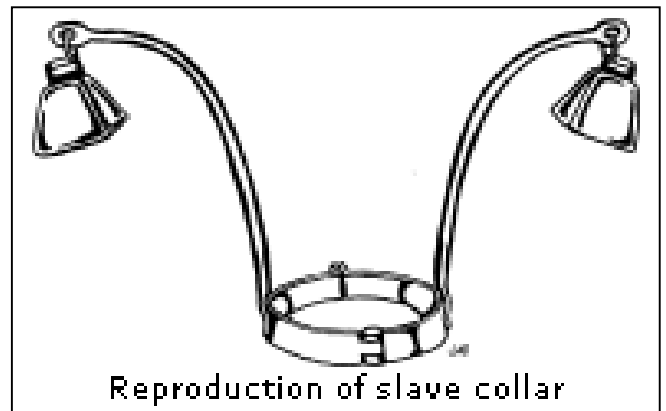
<http://www.ci.newton.ma.us/jackson/>

Advocates for Home Education in Massachusetts is planning a visit to the Jackson Homestead for children ages 5 - 12 on **Thursday, March 27<sup>th</sup>, 2008 at 10:30 AM** at 527 Washington St., Newton, MA. Meet at 10:15 AM in the lobby.

### Underground Railroad: Passage to Freedom (90 minutes)

Using interactive techniques, students will:

- Recognize the importance of written and spoken words in helping fugitives escape and in preserving the history of their fight for freedom
- Explore the abolition activity at the Homestead
- Hear documented stories of fugitives' escapes
- Try on a reproduction slave collar and climb into a model of a box in which a slave mailed himself to freedom
- Listen to and interpret code songs



**Cost: \$3/child, chaperones free.**

**If you want to go:** Mail a check made out to *Advocates for Home Education in Massachusetts* to AHEM, PO Box 1307, Arlington, MA 02474. Please include:

- the number of children and adults,
- names and ages of children,
- your address, and
- email or phone number.

Those with email will receive confirmation about a week before the visit.

Space is limited; **checks must be postmarked by March 6<sup>th</sup>**. No refunds after March 6<sup>th</sup>. Email [FieldTrips@AHem.info](mailto:FieldTrips@AHem.info) for more information or call 617-923-2368.

**Directions:**

The Newton History Museum is located at the corner of Washington Street and Jackson Road, between Newton Corner and Newtonville.

**From the East/Boston:** Take Exit 17 off the Mass. Pike to Washington Street, following the signs for West Newton. The Museum is on the right, one-third of a mile west of the exit.

**From the West/Mass. Pike:** Take Exit 17, loop left around the Sheraton Hotel onto Washington Street going west. The Museum is on the right, one-third of a mile west of the exit.

**From North or South off Route 128 (I-95):** Take Exit 21/21A to Route 16 East. Go east on Route 16 to West Newton. Keeping in the right lane, cross over the Mass. Pike. Keeping right, go through the West Newton business district and follow Washington Street (parallel to the Mass. Pike) about 2 miles. The museum will be on the left just beyond the set of lights at Adams Street.

**Public Transportation:**

**Bus routes** 57, 553, 554, 556, and 558 stop within walking distance of the museum,

**The Framingham/Worcester Commuter Rail Line's** Newtonville stop is also within walking distance. For more information please go to the MBTA website at [www.mbta.com](http://www.mbta.com)

**Free Visitor Parking** is available. The museum is handicap accessible.

Field trip participants will be added to the Friends of AHem list unless they specifically opt out.

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## **AHEM's Spring Social: Save the Date!**

**Saturday, April 12, 2008, 6:00 – 9:00 PM**

Park Avenue Congregational Church, 50 Paul Revere Rd., Arlington, MA

On April 12, 2008, we will host a Spring Social and fundraiser. We plan to have a ceremony highlighting the accomplishments of teenage homeschoolers, a used book sale, pizza and dessert bar, dancing, and a silent auction. All proceeds will benefit AHem. All ages welcome.

For info email [info@ahem.info](mailto:info@ahem.info) or call 781-641-0566 or visit <http://www.ahem.info/SpringSocial.htm>.

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## **Become a Friend of AHem**

Advocates for Home Education in Massachusetts (AHem) is a nonprofit, independent, grassroots, volunteer-run, educational organization that gathers and disseminates information about homeschooling in Massachusetts through education, advocacy, and events. We believe that informed and active homeschoolers are their own best advocates in maintaining the right to independently homeschool. We welcome and value the participation of anyone interested in homeschooling in Massachusetts. AHem, Inc. is a 501(c)(3) charitable organization. All donations are tax-deductible.

Friends of AHem keep abreast of legislative and other issues that affect Massachusetts homeschoolers via an announcement-only email list or this newsletter. Friends of AHem with email get special notice of AHem events, field trips, and get-togethers. Be proactive: become a Friend of AHem. Even if your involvement is simply to stay informed, that strengthens all of us.

To become a Friend of AHem and receive email updates, send your name, address, and email address to [info@AHem.info](mailto:info@AHem.info). To become a Friend of AHem and receive *AHEM News* by US mail instead of email updates, send your name and address to AHem, PO Box 1307, Arlington, MA 02474. Donations to offset cost are appreciated.

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## **Why Are You Getting This Newsletter?**

You are receiving this paper copy of the newsletter through the mail instead of our timely announcement-only emails because we have you listed as a Friend of AHem, but either the email address we have for you has been bouncing, or we don't have an email address for you. We'd appreciate hearing from you with an updated email address in order to conserve paper and postage, and to keep our costs down.

If you would like to keep receiving this paper version of the newsletter, please consider making a tax-deductible donation to AHem to support efforts like sending this newsletter to Massachusetts homeschoolers who don't have computer access. And please pass your newsletter on to a friend or leave it in your local library when you're done with it. Thanks!

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**If you don't wish to receive this newsletter**, please take a moment to let us know and we will stop sending it. Either email [info@ahem.info](mailto:info@ahem.info), call 781-641-0566, or drop us a line at AHem, PO Box 1307, Arlington, MA 02474. We really appreciate your help in keeping our lists current.

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