

Lady: I don't know the Board of Education, and it may be different then. So I don't know, but just as a matter of interest - - -

AAM: What does your husband do?

Lady: He works for Bourg-Warner Electronics.

AAM: In ~~the~~ Ithica?

Lady: Yes. His job has changed so frequently latly lately I'm not sure even what title he holds any more. There are great changes going on. He works on documentation. He did some technical writing. I understand less of his job now than I have of any other job he's ever had. He's been drawing diagrams of the way the accounting department works. Now he's going to be doing some programming they can't hire the person they need. Programing computer for the accounting department. He was the only non-engineering personell in the engineering department until he became the only non-accounting personell in the accounting department!

AAM: I declare!

Lady: They raised our salary and triple our money to Biblical so we can't complain.

AAM: That's good!

Lady: They are very generous. They give two to our one.

AAM: We certainly can use it these days. Well then, you decide what you're going to cover with them each year? Do you look over the school's general areas that they cover?

Lady: We have a published synopsis of the high school courses so I know what is going on. Of course I remember my own high school subjects-- what I took in 9th and 10th grades, etc.

AAM: But then the two younger children. You say you given them the same material only on a lower level?

Lady: In some areas. When we started out we subscribed to a correspondence curriculum in Baltimore, Md. called the Calvert School.

AAM: Yes, that's used by many missionaries.

Lady: My husband had known two missionary children who had been taught by their mother by the Calvert School. That's how we knew about it. The reason he was so interested in it home tea hing, he thought that they were more eminently prepared as students at the college level than the other kids he knew. So he was interested in it, and I started out with that. I'm sure I could have started outno other way. Because I would not have known what the do or where to begin. But I became very frustrated with it. You see the teachers manual opened to day one and the child gets out this book and opens to page such and such. You read this. The child reads that. Ask him this. Point this out. As I got into it, I wondered, why are we doing this? What does this follow? Where's it going to lead? to next year? and I could not find that out. Then the first year, the older boy who has always