

Keystone

The Newsletter of Christian Home Schoolers of NZ

Vol. I No. 1

March 1995

Blessed is the man who fears the LORD, who delights greatly in His commandments. His descendants will be mighty on earth. -- Ps 112:1-2

Christian Home Schoolers at the Cutting Edge

The first few centuries of the Christian era were some of the most dynamic and powerful in our history. Starting at Pentecost with less than 150 people, within 300 years Christianity conquered the entire Roman empire and sent missionaries throughout the world. In the succeeding centuries nation after nation came to faith in Christ. Even amidst trials, persecutions, martyrdom, heresies and social chaos, God was pleased to use the gospel to change the entire known world in the first few hundred years of the Christian era.

How did the church manage to accomplish so much in such a short span of time (relatively speaking)? Obviously, it was a time of great outpouring of God's grace. God is sovereign and works His will according to His own plan. But was there also something different about the Church in those days that may give us some insight as to why God blessed them so powerfully? Well, they did many of the same things we do today; services were held, baptisms were performed, the Lord's Supper was shared. But how did the massive evangelism take place? Without printing presses, videotapes, advertising budgets or computerised mailing lists, how did they ever get the Word out so effectively to so many people?

Though they did have some powerful evangelists, mostly the church evangelised through individual households. One family told another family, who told another family, who

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enable some research into the performance of home schooled children compared to those conventionally schooled; legal initiatives and defenses could be made with a greater degree of accuracy and confidence; representations and public relation exercises could be done with employers and tertiary institutions all over NZ explaining the exceptional qualities of home schooled individuals; and on and on it could go.

Let me encourage you to subscribe to **Keystone** ... The \$20 subscription is discounted to \$18 and the \$37 2-year sub to \$35 if you subscribe by 1 April 1995. We will have each issue loaded with items for everyone, although it is mainly intended for adults and teenaged readers to encourage and edify you in the total area of home education and training.

Editorial



Welcome to this first issue of the new look **Keystone**. This first issue is being sent to virtually everyone with whom I've had some contact regarding home education over the last eight years or so. Recently Glenys Jackson has been led to other commitments and so the editorship of **Keystone** newsletter has come to me. I'm really excited about it as it seemed to confirm that the timing is right for a few initiatives I've had in the back of my mind. A number of issues vitally important to families in general and Christian home schooling families in particular have been weighing heavily on me. (See the feature article, pg. 1). Also I began to see that I was expecting too much sometimes of the 45 home schooling contacts all over NZ to whom I would send urgent information, trusting they would disseminate it all around their local support groups. Now **EVERY** home schooling family can subscribe to **Keystone** and also get urgent information or battle plans as an extra mailout over and above the normal six issues per year.

We have changed the status of CHomeS into that of a Charitable Trust. That and the subscriptions to **Keystone** should put CHomeS onto a more secure financial footing and allow for some exciting possibilities: National Christian Home Schooling conferences can be held each year with a greatly expanded and improved programme; grants may be sought which could



Look! We've drawn a blank for our "Letters to the Editor" column, since it is only the first issue. But there is plenty to write about.

What is your thinking regarding Christians staying in the state education system to evangelise? In the next issue we look at Supervisory Allowances. Do you see any harm in accepting them? Express your opinion or ask a question that needs answering.

Keystone is the newsletter of Christian Home Schoolers of NZ, (CHomeS), a Charitable Trust established to promote the concept of home education through a regular newsletter, conferences, literature, research projects, speakers, press releases, letters to editors, articles to other publications and by lobbying government officials.

Keystone is intended to inform, challenge, encourage and inspire. The trustees of CHomeS believe that the Christian faith is being undervalued. Christianity is fully able to present a world view that is intelligent, coherent, consistent and complete. Committed to scholarship, the free exchange of ideas and the need to stimulate reasonable debate,

Keystone may publish articles that will not necessarily reflect the views or beliefs of the Trustees. Original articles and letters are welcomed as are good quality material from other publications providing full acknowledgement is given and copyright respected.

Information in **Keystone** is not intended as legal advice and should not take the place of legal counsel from a qualified, informed solicitor.



Home Schoolers Did It !

Charles William Feilden (C.W.F.)

Hamilton, OBE, inventor of the jet boat, was born in the winter of 1899 at Ashwick station near Fairlie, South Canterbury. "It carried approximately 20,000 sheep, 200 head of cattle and 50 horses. There were three permanent shepherds, two or three ploughmen, a gardener, cook, blacksmith, carpenter, cowman, fencer and a rabbitier. Along with his parents, siblings, other relations, and boarders, these were Charles's teachers during all of his early years. "It was a wonderfully happy and free life for children at Ashwick, with ponies to ride, sheep and cattle work, and all the fun that can be had on a place employing many men and with so much going on all the time....His talent for invention and love of boats developed at an early age and he grew up to be a highcountry farmer, racing driver, engineer, and--almost by accident--the first man to make the jet-propulsion of watercraft a practicality. Wherever in the world there are shallow and dangerous rivers and floods, there you will find Hamilton-patent jet units operating. "His gift for making things work and for designing revolutionary equipment is self-taught, for he had no formal engineering training whatsoever. This may account for his success, during the Second World War, in personally training unskilled men to do high-precision work in the little back-country factory at his Irishman Creek station in the Mackenzie Country--a really extraordinary enterprise." Bill had only two years in school classrooms. One year was at Timaru and the second at Christ's College in Christchurch. He said that this schooling was an interruption to his education. (Source: *Wild Irishman*, by Peggy Hamilton, 1969, AH & AW Reed, Wellington, pg. 24 and dust cover; tour brochure from Irishman Creek Station.)

As part of your English composition assignments, have your children write a letter to the editor on some issue. Back in August '94 **Genevieve Smith** (14) and **Alanson Smith** (10) wrote letters opposing Labour MP Dianne Yates' proposal to make spanking in the home illegal. Alanson wrote, "If smacking becomes illegal my parents will still help me by

disciplining (smacking) me. They will go to jail and we (I have two brothers and two sisters) will go to foster homes. I think I deserve a smack but not that."

Although the two letters were published on different days in the *Manawatu Standard*, both were picked up by the *Auckland Herald* and reprinted in the "Week's end Harold Angel" column. His line introducing the letters was, "Words of wisdom, as the Good Book says, come from the mouths of babes, and that is as true today as it was then." It is good when you can apparently get the secular press on your side!

All of us readers of **Keystone** would love to hear of your home schooling accomplishments and achievements, no matter what field they are in. (If you would just drop me the shortest of notes, I would be happy to ring to get the details from you for inclusion in this column.--C.Smith, Ed.)



Home School Research

(The following extract is from "Science Instruction of Home Schooled Teenagers", a study by Joshua Hornick of The Trinity School, 11 W. 73rd St., New York, NY 10023-3101 as it appeared in *Home School Researcher* Vol. 9, Nos. 1-4, 1993, the quarterly journal of the National Home Education Research Institute, Western Baptist College, 5000 Deer Park Dr., S.E., Salem, Oregon, 97301, USA, Brian D. Ray, Editor.)

The single most important finding of my research is that parents do not teach science to their teenage home schoolers; the home schoolers teach themselves or are taught by some other source. Academic and popular home schooling literature implicitly support this seemingly surprising result. Perhaps the strongest criticism leveled against the home schooling of teenagers is that the parents do not have the background to teach them. Since teenagers learn science from sources other than their own parents, this criticism is in large part deflated.

Once we know that home schooling parents...do

**DANGER
ZONE**

Stand Firm for the Biblical Family

Before reading carefully in the area of feminist philosophy, I had assumed that there would be much I would agree with... But I was soon to learn that my understanding of feminism was far too simplistic. The old and honourable goal of equality of opportunity had been superseded...The new feminism...is not primarily concerned with more opportunities for women...Its aim is to transform our understanding of our past, our present and our future.

I read on and found that leading feminist philosophers adopt this perspective. I've dubbed them "gender feminists" to distinguish them from the "common sense", moderate, or "equity" feminist. There is no doubt that gender feminists are in the majority. One finds them in all women's studies and many other departments at universities. They typically share an ideal of a genderless culture that inspires their rejection of such entrenched social arrangements as the family, marriage and maternal responsibility for child rearing.

Alison Jaggar, the women's studies chair at the University of Cincinnati who also heads the American Philosophical Association's Committee on the Status of Women...claims that the family is "a cornerstone of repression" that "enforces heterosexuality" and "imposes the prevailing masculine and feminine character structures on the next generation." Lauding the day when the miracle of science will allow us to alter basic human functions like insemination, lactation and gestation, she says, "one woman could inseminate another, men and nonparturitive women could lactate...fertilised ova could be transferred into women's or even men's bodies."

War has been declared, not on inequality but upon gender. But the average woman has no wish to wage a war on gender... However, Simone de Beauvoir, the acknowledged founder of modern feminist philosophy, has offered a solution. In a 1975 issue of Saturday Review, she declared, "No woman should be authorised to stay at home and raise her children. Women

should not have the choice, precisely because if there is such a choice, too many women will make that one."

The gender feminists haven't initiated an intellectual revolution; they have simply committed aggravated assault on scientific and intellectual standards...Gender feminism is not as we have seen the product of reasoned scholarship. It is doctrinal and political and without grassroots support... Yet gender feminists continue to insist that they speak for all women, even as they complain about the apathy of their supposed constituency...It is high time to challenge it in and outside of the classroom.*

Christian home schoolers, more than any other group, are ideally situated to preserve, strengthen, defend and promote the Biblical model of home and family life. It is not just gender feminism but homosexuals, the pornography industry, the public schools, the social welfare system and others who are undermining the values, morals and standards that we hold dear. Train up your boys and girls to know and understand their God-given roles and responsibilities from an early age. Make sure Mum & Dad are endeavouring to be Biblical examples. Stand firm. "If God is for us, who can prevail against us? Resist the devil and he will flee from you. Draw near to God and He will draw near to you."--Rom 8:31, Jas 4:7-8.

* Extracts from "Feminism and the University Curriculum" by Christina Hoff Sommers, Associate Professor of Philosophy, Clark University, as it appeared in Cutting Edge, a newsletter of Christian Insight and Opinion on Educational Issues, NZ Education Development Foundation, 50 Acacia Ave., Christchurch, NZ, Bruce Logan, Editor.

But even the most attentive, perceptive, and thoughtful classroom teachers could never elicit from their students the amount and intensity of feedback that homeschooling parents typically get from their children, because parents know and understand their children so much better.

--John Holt

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March 1995

FPA--Family Perversion Association

DANGER ZONE

by Craig S. Smith

At the end of last school term a couple of schools were getting the pupils to sign release forms giving the school permission to show the parents the school reports! It was ridiculous, the Privacy Act gone mad, said the press. But let me tell you, the Family Planning Association is involved in activities far more seditious and subversive of children than school reports, keeping it totally secret from the parents and nobody is complaining about it at all.

Most of you are aware that the FPA operates clinics in most centres. Your children of any age can call in for so-called counselling and advice about having sex, where to get contraceptives and how to use them, sexually transmitted diseases and where they can get check-ups and abortions. The FPA is not obliged to inform the parents in any of these cases. In fact the FPA can help your child get cheap contraceptives or procure an abortion, and unless the child wants to inform you parents, these things can take place and you may never know. Their recent campaign was aimed at 12 to 16-year-olds, and included TV and radio. Not satisfied with those three options for corrupting our children, they set up an 0800 number so the children can be furthered encouraged, via taped messages, to explore the whole realm of illicit sex. You ring 0800-900-901 and see for yourself.

But that still wasn't enough. They have published a 31 page book called "The Word, on sex, life and relationships". The publicity made sure the children knew it would be posted free in a plain envelope. I got my free copy and I want you to know it most definitely IS about raunchy, sweaty sex, but it has nothing to do with life and relationships.

Their big coup has been getting the NZ schools using their resource, "Challenges and Change", a sex education kit aimed at 3rd and 4th formers, with a section "to enhance the self-esteem of homosexual students in the class." This programme boldly claims that "the one consistent point on which all studies agree is that sexuality education does not increase sexual activity amongst adolescents." This is factually incorrect. For example, according to "Family Planning Perspectives" (USA), between 1988 and 1991 (the years that safe sex was widely preached) the percentage of 15-22 year olds who engaged in sexual intercourse increased from less than 60% to more than 84%.

I know that, praise God, most of us home schooling families will be somewhat immune to the peer pressure to be right up with the latest on sex education. But the neighbour kids probably are not, nor most of the other children with whom your children come in contact. To protect our own children and to be good Samaritans to those around us we must protest. The FPA is supported by millions of our tax dollars. We can hit 'em where it hurts: in the bank account and in their Public Image. (See Action Station, pg.8)

ACTION STATION



> Write to the Strategic Leadership Network for their free Dec '94 newsletter (Biblical Research, Education and Action on Vital Issues) which deals with the FPA. (You should be on their mailing list anyway!) c/- Kia Ora House, 1 Parliament St., Thorndon, Wellington. ph.(04) 472-0400.

> Write to your MP (c/- Parliament Buildings, Wellington, no stamp required) asking them to review the appropriateness of the FPA programme "Challenges and Change" in the schools, that you simply have concerns that its content is subversive to the morals of children and that you object to your tax dollars being used to support such stuff.

> Ring the FPA 0800 number and if you are shocked, get all your adult friends to ring it too.

> Write to the FPA, Box 68245, Auckland, simply telling them you strongly object to them subverting your children through the TV, radio and 0800 mediums when you have no trouble communicating sex education yourself.

Attention All Home Schoolers! **Keystone** is a New Zealand-wide news-letter. This could be a great opportunity to fellowship with, encourage and edify one another by writing in and sharing home schooling tips that worked well, those that did NOT work so well, family profiles, requests for pen pals, letters to the Editor, questions to which you've been unable to get decent answers, accounts of your home schoolers' achievements, book reviews, a description of your support group, just about anything really. Write, ring or Fax 4 Tawa St., (06) 357-4399 P.N.

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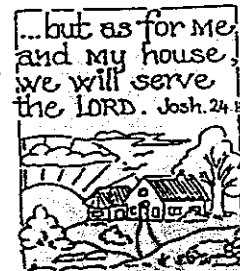
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Research (From Page 5)

for home schools to utilize their flexibility
high degree of personal attention to take
advantage of the teachable moments in s

This leads me to two principal conclusions
First, home teachers need not have expertise
an area of science in order for their teen
children to learn or even to excel in that
To borrow an analogy popular today in
educational reform circles, home teachers
teenagers need to think of themselves less
less as teachers and more and more as coaches
Second, in order to "guide" their children
learn science well, they need to understand
inquiry science, encourage their children's
curiosity, and help them find resources.
this well, home teachers must take advantage
the "teachable moments," to encourage
investigation and inquiry when the time



Early Television Exposure a Possible Factor in Attention & Deficit Disorder

by Matthew James, M.D.

Two or three times a week I see children
office whose parents--sometimes reluctantly
request Ritalin (methamphetamine) prescriptions
their ADD child will perform better in s

must ask how this creature managed to survive while its bladder evolved? The whole idea of the sea horse's complex bladder evolving by trial and error is unimaginable. Clearly, it is more reasonable to believe it was created through the work of the Master Designer.

Babies arrive by male!

Probably the most amazing, if not bizarre, aspect of the sea horse is that the male gives birth to its live young. This strange phenomenon has been known for only the past century or so.

The male has at the base of its abdomen, where it lacks armour plating, a large skin pouch and a slit-like opening. The female lays the eggs directly into this pouch, where the male fertilizes them as they are deposited.

She may continue laying eggs until the pouch is full, perhaps with as many as 600 eggs. The lining inside the pouch becomes sponge-like and filled with blood vessels which play some part in nourishing the eggs. This is an extraordinary characteristic of the male sea horse. (No kidding! It sounds very much like a placenta, which is only found in mammals, and then only in pregnant females.--ed.) Egg-laying complete, the dad-to-be swims off with his swollen pouch--a living baby carriage.

One or two months later he gives birth to tiny replicas of the adults. The little bundles of joy are squirted out until the pouch is empty. At times dad may use quite forceful muscular contractions to eject the last of his brood. It is an incredible sight when the young pour forth, and the process of giving birth is exhausting for the father sea horse. Baby sea horses are not called "sea foals"--just "young".

Evolution is at a loss to account for the sea horse's reproductive functions. The whole process is simply too unorthodox. Indeed, the whole make-up of the sea horse is something of an enigma, if one tries to explain it as a product of evolution. As one authority said some years ago, the sea horse is in a similar category with the platypus, as far as evolution is concerned: it presents an enigma that baffles and frustrates all theories that seek to account for it! Admit the Divine Designer, and all is accounted for.

Fossil Problem for Evolutionists

Design is evident in the sea horse, but the fossil record is another problem for those who believe

sea horses have evolved. The evolutionist needs fossils showing a gradual development of lower animal life into the more complex sea horse to establish that the sea horse is the result of evolutionary processes over millions of years. Unfortunately for the evolutionist, "fossil sea horses are unknown".¹

Like countless creatures of the sea, sky and land, there is no link connecting the sea horse to any other form of life. Like all other basic kinds of creatures, the complex sea horse appears to have been created suddenly, as the book of Genesis implies.

1. Encyclopaedia Britannica, Vol. 19, 1992, p. 255.

[Article by David Juhasz. Reprinted from *Creation ex nihilo*, Vol. 6 No. 3, June-August 1994. Subscriptions to this quarterly journal cost NZ\$32 and may be obtained by writing to: Creation Science Foundation (NZ), Fowey Lodge, 215 Bleakhouse Rd., Howick, Auckland, ph. (09) 534-8914 or Fax (09) 537-4818.]

Answering Tough Questions People Throw Your Way

by Craig Smith



Shouldn't Christians keep their children in the public schools so that they can be the salt and light and evangelise as the Lord told us to do?

It is true that the Lord told us to do these things. But was He speaking to our children? We are responsible for our children...should we then make them responsible for fulfilling this command? Our children depend upon us... should we then depend upon them to do the Lord's work? Are we not by this expecting children to do adults' jobs? Are we not in fact expecting our children to do our jobs?

Why are children sent to school? Supposedly it is to get an education. The NZ Ministry of

Education document Education for the 21st Century (1993) says on page 12, "The purpose of the school system is to give students the attitudes, knowledge, understanding, and skills they need to continue learning throughout their lives." Notice the first word in the list: "attitudes". What attitudes will the schools be putting into students? They will not include the Christian attitude that everyone is a sinner in need of salvation through faith in the Lord Jesus Christ.

If your child expressed this attitude about his teachers and classmates, he would be met with a firm lecture from the teachers about the value of all peoples' faiths and the necessity for acceptance of different views. Your child would be told in no uncertain terms that especially during this year of 1995, the UN-declared Year of Tolerance, attitudes which divided people into Christians and sinners would simply not be tol....well, you know....they simply would not be allowed. If you expected your child to evangelise at school, he simply would not be allowed to do so.

Children are at school to take in, to imbibe the "learning experiences" going on about them, to respect and listen to their teachers and do as they say. Typically they will be outnumbered about 5 to 1 with other children who do not even attend any church. And are our children even yet regenerated by God's Holy Spirit? Are we expecting unregenerate children to evangelise other unregenerate children? Even if they are born again, all praise and glory be to God, are they mature in the faith enough to successfully battle against the moral, intellectual, spiritual and even physical enemies they will face every hour of every day in the totally Christless and secular public school system?

Are your 8 and 9 and 10 year olds able to preach the gospel at all? Can you? Can they even recognise humanistic man-centred philosophy when it is presented to them in the classroom? Can you? The military do not send raw recruits into battle. They ensure they have had a minimum of basic training as well as a fair dose of specialist training relating to the field of battle to which they are being sent. Do you train your children in the art of evangelism and gospel presentation? If you as a parent are not or cannot or will not preach the gospel yourself to the people you meet everyday, and if you are not absolutely clear as to what constitutes secular or humanist or man-centred philosophies, and

cannot readily recognise them, then is it really fair to expect your little children to do so?

And listen, isn't the price a bit high? What if it turns out that the evil and the unrighteousness and the vanity and the pride and the materialism and immorality and the hedonism get a firm hold on your child's heart, simply because he is in amongst it day after day? Remember, these kinds of evil are not foreign to a child's sinful nature but are exceedingly attractive to it, and impossible to withstand if the child is not born again and strong in the Lord.

We all know the agony parents feel whose children have gone off the rails. Our job as parents is to rear our children in the way they should go, that is, to be servants and living sacrifices to the Lord God Almighty. Why then are Christian parents sometimes so seemingly eager to sacrifice their children on the altar of humanist, secular, Godless public schools? It just doesn't make sense. It just doesn't seem right.

In Line With Scripture



"The fear of the LORD is the beginning of wisdom; a good understanding have all those who do His commandments. His praise endures for ever."—Psalm 111:10

by Craig S. Smith

If the impartation of wisdom must begin with the fear of God, and this first step is specifically excluded from all the state primary classrooms throughout the country, then please pause and consider: What exactly are the teachers in these classrooms imparting to our children? In Psalm 14:1 the Bible tells us that it is the fool who says in his heart that there is no God. State schools are not as subtle as the fool. They legally forbid God to be taken seriously in the classroom.

In the Christian home school parents can acknowledge Christ as the Creator, Sustainer, Sovereign and Lord over every area of life, thought, endeavour and study that He in fact is. No apologies, no need to ask permission of the

headmaster or board to mention the "J" word, no unnatural embarrassment, no compromising. You have the sure confidence that you and your children are on the true road to wisdom, no doubt about it.

As this verse says, understanding comes from obedience to God's Word. At best, even in Christian schools, this can only be dealt with in an academic way, while sitting at desks or in a group context as the class does something together. The Christian home schooler is out there where the rubber meets the road, in the home, in the marketplace, in the community, and is being watched closely by Mum and Dad. Parents can force obedience. They can demonstrate obedience in real-life situations. They and the children can experience the blessings of obedience together. Parents can set up situations to test the child's promptness and attitude toward obedience. Parents are right there in all situations to point out to the child opportunities to obey, encourage them to do as they should, and then to drive the lesson home.

If you want your children to leave a permanent mark, if you would like to do that yourself, this verse has the answer: "His praise endures forever." Do something which will bring praise to God. Matthew 5:16 helps us to flesh this out a bit: "Let your light so shine before men, that they may see your good works and glorify your Father in heaven." Home schooling families do not have to waste time trying to debrief or detoxify their children after each day in the temples of secular humanism. Instead they can devote their energies exploring together how to let their light shine before others and doing good works and learning how to bring glory to God in everything that they do. "Therefore, whether you eat or drink, or whatever you do, do all to the glory of God." (I Cor 10:31)

At some point many Christians would say that the above Scriptures are talking about spiritual instruction, not at all meaning technical instruction such as reading, writing, arithmetic, etc. Unfortunately for these folks the Scriptures do not allow for this interpretation. You simply cannot duck under Colossians 2:3, "Christ, in Whom are hidden all the treasures of wisdom and knowledge." Now, I looked up that word "all" in the original Greek. Do you know what it means? It means "all". That includes maths, science, philosophy, genetics, geology, astronomy, nuclear physics, and anything else

you want to name as well as plain old reading, writing and arithmetic.



Over a Cuppa

by Craig S. Smith

The term "home schooling" will virtually always conjure up an image of children at the kitchen table or at desks awkwardly arranged around the living room with Mum-turned-teacher standing in front lecturing from a book or trying to illustrate something on a jury-rigged white board-on-easel arrangement. In other words, a home school is just conventional schooling taking place in the home. This is how we started out nine years ago. At their desks with assignments before them and me prowling behind them my children's attention span would hover around the 12 minute mark.

One day it was more like a 4 to 5 minute attention span, and I got so frustrated with it all, that I just flopped on the sofa, told the kids to come sit on my knee and I'd read some history to them. An hour and a half later I was running out of breath and suffering a parched tongue when it dawned on me that the once fidgety brats were quiet and attentive angels. When I would stop reading they would call for more. I wondered....

For several months we were driving up and down the country with our business, dragging the entire family along every time. At 3am barrelling down the Desert Road, the children couldn't sleep, so asked for a story. I began to tell about the drive I had done through another desert years ago in Afghanistan and from there talked about the Russian invasion and from there into an outline of Communist political history all perfectly designed to cause 9 and 10 year olds to drop off pretty quickly. But after a good hour of that, when I paused for breath, they chorused as one for me not to stop just as it was getting interesting, but to tell them more.

Many little events like these caused me to come to the conclusion that "home schooling" is the wrong word. We should be talking about "home education" since we are educating our children in everything we do, 24 hours a day, not just schooling them for a set period five days a week.

The old saying that much more is "caught" than is actually "taught" is so true as your children are able to observe you for so many hours and in so many situations. (More on this in a future issue of *Keystone*.)

But there is something special about a parent speaking with his or her children. They've known that voice since before they were born. It is a voice so intimately connected with comfort and security and all things good, they just naturally love to hear it. This is a special bond that we parents as educators should exploit to the max: Read the children's text books with them....go over their assignments with them a little more than you need to....do the work with them whenever you can so that you are doing it together rather than you making them do it on their own....make the learning situation less formal by lying on the sofa or sitting outside or being a bit unorthodox. One whole year our main teaching method was for all of us to sit around the table and I would read and explain the subject matter to three different age groups (7, 10 & 11) with a fourth listening in while they drew and painted and played with toys. The subject we spent longest on was atomic structure and basic chemistry. To this day we all remember that period as the most enjoyable....and they can all still remember the difference between nuclear fission and nuclear fusion.

Having said that, my four have also always enjoyed having their own desk and private space and set times and set assignments....as long as they clearly understood what was expected and could see that they could manage it. There is a certain amount of basic skills that must be imparted, and the practice that goes with it needs set times: things like learning to read, handwriting and composition skills and basic maths computations. But for the rest you can capitalise on those "teachable moments" when they ask a question about something out of the blue, or you are so excited about a subject they are quite happy to listen to you go on and on way over time, or you are watching the cat have her kittens, or there is a particularly brilliant sunset, or one of them asks you to show how the ironing is done. One of the great advantages of home education is being flexible to exploit--or even to engineer--those "teachable moments".



Theologically Speaking



Fundamentalism

Here is a word that has taken a beating over the years, so much so that serious Christians are not sure they want to be tagged with this label. It began as a conservative theological movement among American Protestants early this century in opposition to "modernism" and other schools of thought, such as evolutionism, higher Biblical criticism and studies in comparative religions. The original idea was to protect the essential doctrines (the fundamentals) of the Christian faith from the eroding effects of modern thought. Such doctrines include the Virgin Birth, the Resurrection and deity of Christ, His substitutionary atonement, the Second Coming, and the authority and inerrancy of the Bible.

The Fundamentals, a series of 12 small books published from 1910 to 1915, and financed by Lyman Stewart, a wealthy oilman of Southern California, were sent to some three million theological students and Christian workers. In 1920 Curtis Lee Laws and associates within the Northern (USA) Baptist Convention called themselves "The Fundamentalist Fellowship" partly in response to the message of the books, and partly because they, as moderates, also felt the modernists were surrendering the "fundamentals" of the Gospel, namely, the sinful nature of man, his inability to be saved apart from God's grace, etc.

A more militant conservative voice was raised in 1923 with the formation of the Baptist Bible Union. They broadened their cause to fight against evolutionary teaching.

Among Presbyterians, the conservative position was championed by J. Gresham Machen of Princeton Theological Seminary. But the mainstream Presbyterian Church tried him for rebellion against superiors, and thus evolved the Orthodox Presbyterian and Bible Presbyterian denominations. At this time fundamentalism was known as a conservative theological movement made up of militants, moderates such as Laws and scholarly types such as Machen. Unfortunately, due to the tactics of certain leaders, the fundamentalist image eventually became stereo-

typed as close-minded, belligerent and separatistic.

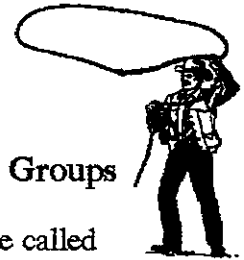
In the 1950's a growing number of conservatives moved to dump the fundamentalist label for "new evangelical". Their hope was to preserve and defend the Biblical Gospel while maintaining intellectual respectability, social concern and a cooperative spirit. This movement, evangelicalism, has been largely successful and is considered the heir of the spirit and purpose of the original fundamentalists.

Today the media enjoy branding anyone who sticks to their convictions and refuses to indulge in the modern politically correct art of compromise as a "right-wing, militant, free market, fundamentalist, ignorant, religious bigot". So although our Christian roots may go deep into fundamentalism and our religious convictions closely parallel those of the original fundamentalists, we may choose to shun that label because of the way some unwise Christians, the media and the secular population at large have hijacked the term and twisted its original meaning. Since fundamentalism has also been attached to muslim and other religious terrorists, most of us are quite happy to be known as evangelicals.

As always, we need to be constantly endeavouring to conform ourselves and our children to the expectations of God's Word (which never changes) rather than to the expectations of men or of some man-made label (which does change). The term "fundamentalist" today tends to evoke a picture of someone ready to smash opposition and unilaterally set up his idea of the way things should be in order to save what is left of our society and culture. This is the same as a revolutionary. We will want our children to clearly know and understand that salvation is not by the revolution of men, but by the regeneration of God's Holy Spirit. Just like the leaders of the Reformation, we must be reformers rather than revolutionaries. We should reform ourselves first and then our families and then others as we have opportunity until we all conform to Christ.

Sadly, for all its history, the term "fundamentalist" today seems to convey more of the idea of a revolutionary than that of a reformer.

CHomeS Roundup



Good News for Support Groups

Telecom runs a programme called The School Connection wherein 5% of a private person's toll bill is donated by Telecom direct to the school nominated by that person. It costs the individual nothing extra, but that school gains all this money. The school must spend it on computer, fax or phone equipment or associated software. Now the good news is that most home schooling support groups can qualify to benefit from this programme as if they were schools. Then every member of the support group and every member's relatives anywhere in NZ can register with Telecom and nominate your support group as the beneficiary of this scheme. It really is great. To find out how your support group can qualify, ring their toll free number 0800 65 1993. Home schooling parents and other supporters of the support group can then ring 0800 500 456 to register their toll calls on behalf of your support group.

Clear Communications also runs a programme like this called Friends of the School, also donating 5%. Again it seems most home school support groups qualify, and with Clear you are given cash to spend any way you like. Ring Clear tollfree on 0508-500500 to get all the details. The registration packs they sent to us contained a voucher for \$5 credit toward tolls if you signed up with Clear within 30 days. You can sign up with both Telecom and Clear and use them both whenever you want....you are not obliged to make toll calls exclusively through one or the other.

Here is another scheme many of you will want to join. The **IBM Computers for Classrooms** scheme being run in conjunction with **Woolworths, Big Fresh and Price Chopper** markets is designed for schools. However, the Manawatu Home Educators Support Group (MHESG) has managed to be accepted to register for the scheme. The regulations state only registered schools can be part of the scheme, but the people with whom we spoke at IBM, said MHESG could act on behalf of all home schoolers and home school support groups. The scheme is that whenever you spend

\$20 at any of the three markets mentioned between 13 February and 21 May 1995, you will receive a voucher. These vouchers can be redeemed for quite an impressive list of computer hardware and/or software.

Now here's the deal. If you would like to organise your support group to collect these vouchers (from your own members, from your friends, neighbours, relatives, anyone you can) we (CHomeS and MHESG) will set up an accounting system here for you and will redeem the vouchers on your behalf for the computer items you want. If we can get home schoolers and their contacts all over NZ collecting these vouchers, we may be able to top up some support groups who may end up just short of the number of vouchers needed for what they want. Or some may decide to collect them to help out CHomeS, which is not itself collecting them. (CHomeS can use some decent software programmes to publish **Keystone** and do some research!)

Get an information pack "IBM Computers for Classrooms" from Woolworths, Big Fresh or Price Chopper to find out all the details. But in the meantime, start collecting those vouchers and let us know if you want us to liaise with IBM on your behalf.

Capital Home Educators' Conference is being held Saturday April 29 and Sunday April 30 at the Hutt Valley Polytechnic, Buick St., Petone. A number of professional people will be guest speakers. For all the details send for a brochure to: Capital Home Educators, 54 Viewmont Drive, Harbour View, Lower Hutt.

Christian Home Schoolers of NZ, (CHomeS) will be having another national conference in Palmerston North in early 1996. More details as they develop. (Continued--see Roundup, Page 24)

Corresponding with Politicians and Educationalists



Below is an article from the Otago Daily Times of Sat. 13/8/94 by Ann-Marie Johnson, written after Lockwood Smith announced that home schoolers would no longer be reviewed by the ERO.

Following that is some correspondence between the NZ Principals' Federation and myself. They do not appear willing to retract misinformation.

"Some children receiving home schooling are at risk because their education is not being monitored, according to the...Principals Federation. President John Fleming said it was very concerned about the matter. Thousands of children...had been withdrawn from the school system to receive their education at home. But while the majority of parents carried out their duties, as many as 20% did not, Mr Fleming claimed. The MOE grants \$700 towards the cost of the child's schooling at home. However, some parents were claiming the money and then keeping their child at home to babysit or carry out other chores, he said. "These children are often in poorly parented families anyway..." Mr Fleming said. Schools were often left to pick up the pieces when parents gave up educating the children at home, he said. The situation was becoming more prevalent and aggravating the already serious problem of truancy and children missing from the education system, he said. "Every child has the right to be educated and they are not getting that."



Office of
THE MINISTER OF EDUCATION
Wellington, New Zealand

27 July 1994

Mr Craig S Smith
National Director
Christian Home Schoolers
of New Zealand
4 Tawa Street
PALMERSTON NORTH

Dear Mr Smith

Thank you for your letter of 5 July 1994 concerning the monitoring of home schooling.

The situation is that I simply could not justify the expense of ERO reviewers travelling thousands of kilometres to review the education of individual students, whose parents have made the choice to withdraw their children from the mainstream education system.

In the time that ERO has been reviewing homeschooling, there have only been two occasions when it has recommended the revoking of an exemption certificate.

ERO will still review home schoolers when concerns are brought to its attention. In addition, I have asked the Ministry of Education to consider a tightening up of the exemption criteria. The Ministry is also looking at the feasibility of having a system of re-application for exemptions.

Yours sincerely

Lockwood Smith PhD
Minister of Education

(Continued--see page 23)

Backyard

Scientist®



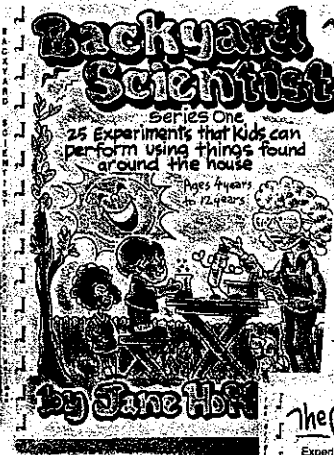
THE ULTIMATE IN SCIENCE BOOKS FOR CHILDREN

Recommended by the National Science Foundation and National Parent Teacher Association Magazine



Backyard Scientist, Series Two—
Will astonish 9- to 14-year-old scientists with hands-on experiments in chemistry and physics.

Backyard Scientist, Series Four—
Experiments and projects for the individual, family and classroom. For all ages.



The Original Backyard Scientist and Backyard Scientist, Series One— Gives children ages 4 to 12 a fun and fascinating introduction to science that makes the world of chemistry and physics come alive.



Backyard Scientist, Series Three— More exciting, easy-to-understand, hands-on experiments in the life sciences for children, ages 4 to 12.

- Sensational, thrilling, electrifying, hands-on science experiments in physics, chemistry and the life sciences
- A proven method for teaching science, used by educators, home schoolers and parents across the country
- Simple, safe experiments with easy-to-read, step-by-step instructions using common household materials
- Probing questions and complete explanations that stimulate children and teach critical-thinking skills
- Help build self confidence while making learning fun and easy
- Each book has its own unique set of experiments

"My mom is a teacher and thinks this book is the greatest."

Adam—Age 5

"I loved The Original Backyard Scientist. I like things I hadn't thought of doing by myself."

Chris—Age 6½

"I love The Backyard Scientist books. They are so great."

Thomas—Age 7

"I loved the Case of the Mystery Lights because we could do it quickly by ourselves."

Michael—Age 9

"I tried your experiments with my students and they went wild with excitement."

First-Grade Teacher, Illinois

"I just want to let you know how much we enjoy your book. As a mother of eight, I really appreciate the clear instructions that allow a child to work independently, from collecting materials through the questions that foster creative thinking and deductive reasoning. I'm waiting to see your next book."

**Jan Vreeland,
Waukesha, Wisconsin**

"We really enjoyed The Original Backyard Scientist. It's a great book!"

**Mrs. Jones,
Home Schooling Mom**

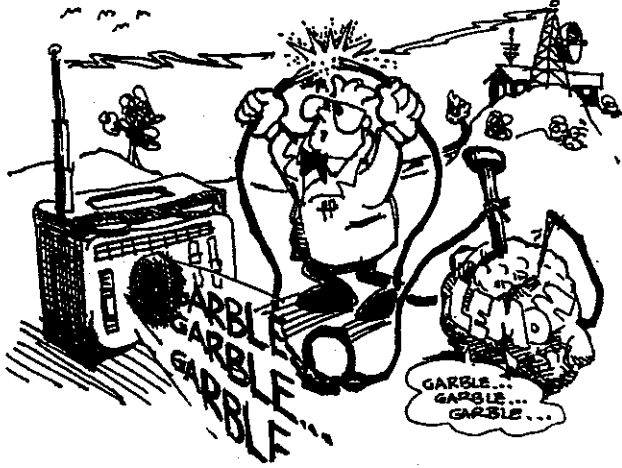
See Page 22 for Ordering Information



Can you get electricity from a lemon?

Try the following Backyard Scientist experiment to discover the answer.

ADULT SUPERVISION IS REQUIRED ON THIS EXPERIMENT. NEVER EAT OR DRINK ANYTHING YOU ARE EXPERIMENTING WITH UNLESS TOLD TO DO SO IN THE EXPERIMENT.



Gather the following supplies:

You will need 1 of the following fruits: lemon, lime, grapefruit, orange, or tangerine. You will need either an apple, pear or other non-citrus fruit; 2 lengths of insulated bell wire 14" to 20" long, 1 large steel nail, and a FM band transistor radio.

From Series 4

THE REVIEWS ARE IN ON BACKYARD SCIENTIST

WHAT EDUCATORS AND PARENTS ARE SAYING ABOUT THE BACKYARD SCIENTIST

"I just want to let you know how much we enjoy your book, *The Backyard Scientist*. As a mother of eight I really appreciate the clear instructions that allows a child to work independently from collecting materials through the questions that foster creative thinking and deductive reasoning. I'm waiting to see your next book!"

— Jan Vreeland
Wausau, Wisconsin

"I believe that you have many of the answers to our problems with science education in the early grades."

— Mary Kohleman
National Science Foundation
Washington, D.C.

"For the easiest and most enjoyable approach to science experiments, I recommend the *Backyard Scientist* and the new *Backyard Scientist Series One*, by Jane Hoffman."

— Mary Pride
The Teaching Home, June/July '87

"All the experiments are ones that are simple enough for a child to carry out himself (with a helpful parent nearby), and Jane is careful to use only materials commonly found around most homes. Often follow up ideas are given for further exploration and an explanation of the hows and whys."

— Susan Richman
Pennsylvania Homeschoolers, June '87

"She makes science come alive!"

Orange Coast Daily Pilot

"*Backyard Scientist* teaches children the art of thinking."

Anaheim Bulletin

Books offer a hands-on approach to elementary science.

Two books from *Backyard Scientist* (Irvine, CA) originally designed for home schooling are proving to be effective classroom tools for a hands-on approach to teaching science at the elementary level. The *Original Backyard Scientist* and *Backyard Scientist Series One* suggest experiments that are simple to perform yet demonstrate rather complex chemical and physical theories.

As they make the worlds of chemistry and physics come alive, the experiments require students to use critical thinking skills. No exotic materials are necessary — only things commonly found in most homes.

Experiments contained in the two books are completely different.

Curriculum Product News
January, 1988

The Original Backyard Scientist
by Jane Hoffman

This book (as well as Jane's second book *Backyard Scientist, Series One*) meets the needs of mothers who are looking for a science course with simple experiments and clear explanations. All of the experiments can be done, as the book says, "using things found around the house." What's more *Backyard Scientist* makes science fun for both teacher and child.

Even if you are working through a Science textbook, *The Backyard Scientist* can be an excellent supplemental book, aiding in the explanation of concepts dealing with Chemistry and Physics.

The Backyard Scientist is exceptional in its flexibility to be used with children, ages 4 through 12. This quality is especially helpful for those teaching multi-grade levels and/or using teaching methods. I would recommend this book to any family that wants science to be active, educational and fun.

Reviewed by Roxanne Smith
Grand Rapids, Michigan

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These books normally retail for between \$17 and \$20 each, but CHomeS is pleased to be able to offer them to Keystone readers at virtually half price. The \$10 includes both postage and GST!

Order Form

	Qty.	Cost	Total
Original BYS (4-12 Yrs.)	_____	\$10.00	\$ _____
BYS, Series 1 (4-12 Yrs.)	_____	\$10.00	\$ _____
BYS, Series 2 (9-14 Yrs.)	_____	\$10.00	\$ _____
BYS, Series 3 (4-12 Yrs.)	_____	\$10.00	\$ _____
BYS, Series 4 (All Ages)	_____	\$10.00	\$ _____
Total Enclosed:		\$ _____	

Send cheque to CHomeS, 4 Tawa St., Palmerston North 5301.

Name _____
Address: _____



National Director: Craig S. Smith
4 Tawa Street, Palmerston North
Ph (043) 367-4390

20 August 1994

John Fleming, President
NZ Principals' Federation
PO Box 9295 Newmarket
Auckland

Dear Mr Fleming,

Enclosed are a number of items for your perusal. First up is an article from the Otago Daily Times in which you are quoted as saying quite a number of outrageously inaccurate things about home schoolers.

You claim 20% of home schoolers are not doing their duties. Enclosed is a letter from Dr Lockwood Smith stating that in all the time the ERO did review home schoolers, only two were thought serious enough to cancel exemption certificates. Estimates of the number of home schoolers in NZ range from 4000 to 5000. Let us take the conservative figure. Two is only 0.05% of 4000, not 20%. Somebody has inflated the truth by a factor of 400. Do you perhaps have access to statistics not generally known? We would appreciate and respectfully request either a) the source of your 20% figure, b) a public retraction of the 20% claim, or c) your partnership in taking the Otago Daily Times reporter to task.

Where do these stories originate about home schoolers simply keeping their children home to babysit and do chores? If that is what they were wanting to do, why would they go through all the intimidation of an extensive and probing eight-page questionnaire to gain a certificate of exemption to then have their details recorded in special files by both the Ministry and the ERO, knowing they would be on the list for a periodic review? Surely the move would be to simply keep them home and not say anything. There is a much larger group (apparently doing exactly that of which home schoolers are being accused) for whom you should be much more concerned: the thousands of public school children who are simply missing. (See enclosed article and statements by Margaret Austin.)

I once asked (Past President of the Principals' Federation) Pat Lynch his source of similar stories. He told me that he had seen reports of such things in a publication while touring the USA, and thought to himself that if such things are happening in the USA among home schoolers, it stands to reason they will be happening in NZ as well. If anecdotal evidence of a similar pedigree lies behind your reported comments to the Otago Daily Times, then we will look forward to your full public retraction and apology.

The rest of your reported comments about home schoolers being poorly parented families, schools picking up the pieces and lumping home schoolers in with truants and your missing children are contemptible and irresponsible. You must surely apologise for these.

Also enclosed are four pages of edited newspaper clippings. Reading these will give you merely one reason why more and more parents are taking up their God-given responsibilities to train up their own children at home: sending them to the public schools is beginning, very sadly, to resemble deliberate child abuse.

Yours faithfully,

Craig S. Smith

The first reply.

Balmoral School
Tahui Street
TOKOROA

24 August 1994

Craig S. Smith
Christian Home Schoolers of New Zealand
4 Tawa Street
PALMERSTON NORTH

Dear Mr Smith

I have for reply your letter to John Fleming, National President New Zealand Principals' Federation of 20 August 1994, relating to comments attributed to Mr Fleming in the Otago Daily Times of Saturday 13 August 1994.

I have read with interest both your letter, and the accompanying news clippings. In with the figures attributed to John Fleming and state that as 1 July 1994 there were 4,074 children legally exempted from the Education System for Home Schooling reasons. This number has been obtained from the Ministry of Education and is their actual statistic based on 1 July returns. In addition they inform me that following discussions with the Home Schoolers Association of New Zealand, it is believed that approximately another 1,000 children are been Home Schooled in an "informal" arrangement.

We are not an organization responsible for all H/Schoolers

Just put them down a class

I believe that the figure of 20% quoted by John Fleming is not as is quoted in the Otago Daily Times related to the failure of Home Schooling families, but rather relates to the percentage of children who were able to be visited by ERO under the previously applying system. This figure of 17% which I have quoted was at a much lower base figure of Ministry of Education acceptance of Home Schooling since the percentage I have quoted was found from correspondence sent to the Ministry during late 1993.

There is no doubt that the majority of Home Schooling programmes are excellent as John Fleming has mentioned in his article. There is however, and this should be of great concern to any organisation dealing in the education of children, a number of people, who failed to take their obligations either seriously, or treat the education of their children with the concern such an activity deserves.

It will not have escaped your attention, that very often children do not share the beliefs, aspirations, or indeed the intentions of their parents. There are children from Home Schooling situations, who at a later stage in life wish to move into the more traditional schooling system and continue their education there. There are also occasions when parents wish children to make the same move for a variety of family reasons.

As you will be aware the schooling system has no criteria for refusing either the children or parents of such children the right to make such a move, and nor do we seek that right. It should however be accepted that often, particularly where Home Schooling has been unsuccessful, there are major deficits in the child's schooling, which require the application of large amounts of scarce teacher and teacher aide time as well as financial resources which are over stretched now in many schools.

The point which the Federation attempts to make, and for which it makes no excuse for making is that some system is required to ensure that the right to education of New Zealand children is not willfully squandered.

I am sure that the sentiments I have expressed in this letter will come as no surprise to you, since I have written on previous occasions on a similar vein. There is however one section of your response which I find disconcerting. That is that in the material you have sent me consisting of clippings from various Newspapers highlighting matters which are wrong in our education system, there appears to be quite a large emphasis on people whose views you would appear to disagree with. Can I say to you that this is a luxury which schools themselves can not afford. We are of course governed by the Human Rights Act, and as a result we are forced to deal with all of the people who come to us to take part in what it is we have to offer.

I would hope that a body of "Christian Home Schoolers", would be able to look on many of these failings with a great deal more charity than appears to be the case presently.

Finally can I make the observation also, that eventually your children, and the children of all other Home Schoolers in this country will be forced to live in the same world as the rest of us. It will come as no surprise to you to find out that the same problems, and concerns which currently face you will face them. It is the view of many Teachers, Principals and parents, that children face this best when they form part of the wider community group which makes up the population of this country.

Thank you for writing to me again on this matter.

Yours Sincerely

DRAFT

Dave Winefield
National Secretary

I never received the first reply.
I wrote the exact same letter some months later but got a whole new reply.



Balmoral School
Tahui Street
TOKOROA

16 February 1995

Craig Smith
National Director
Christian Home Schoolers of New Zealand
4 Tawa Street
PALMERSTON NORTH

Dear Mr Smith

I am responding to your letter of 7 February 1995 to our President Mr Fleming regarding remarks made in August 1994 on Home Schooling.

I have searched our archives and note that a reply was drafted and forwarded to you from my Office on 24 August 1994. A copy of this response is now enclosed for your information.

It never ceases to amaze me how many people in this country adhere to the old political view that you should never spoil a good story with the facts. The facts from our point of view are simply this. There are a number of people who have chosen Home Schooling as an option for their children. The great majority of these people use this opportunity wisely, and the results for their children are excellent. There is a group of people who do not use the opportunities wisely, and for whom the Home Schooling experience is for their children an unmitigated disaster.

Continued-- see Correspondence, Page 24

In the Next Issue of **Keystone**:

Dr Smith comments on Supervisory Allowance: are there strings attached?

Tough Q's: Should we as Christians accept the Supervisory Allowance?

Komodo Dragons

Custom fitting a programme for the learning disabled child.

Dr L. Cockayne, a founder of NZ science, our greatest botanist, and a home schooler. ➔

Home Schooling Other Peoples' Children

Home Schooling and the Millenium

Profile of a Home Schooling Support Group

Don't miss it. Subscribe Now!

Correspondence (From Page 23)

Whether these children are part of a formal Home Schooling arrangement or not matters not one jot in our opinion. What is of concern, is that the traditional schooling system, despised by many in the Homeschooling movement, is then required from its scarce resources to repair damage which it had no hand in creating.

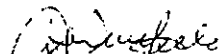
I am sure that you will not be surprised that we do not restle from the position announced by John Fleming at all, nor do we make any apology from totally and utterly disagreeing with our Minister on this particular point.

I note that our position is a position which is shared by an organisation called Home Schoolers of New Zealand, and who at the time of your correspondence had also written to us supporting our stance in this particular matter.

You can therefore take it from me, that we will be accepting neither of the three options you put forward in your letter of either the source of (a) the 20% figure, (which I believe is clearly setout in the draft of my original letter attached), (b) making any public retraction or (c) assisting you in taking the Otago Daily Times reporter to task.

Rather I intend to take from my Sunday School experience what I believe to be a Christian attitude to this matter, I intend to turn the other cheek, decide that a new year and new circumstances are upon us, and to continue my work to make certain that the children in the Education System in this country obtain the best possible results for the efforts they make, their parents make and their teachers make.

Yours Sincerely


Dave Winefield
National Secretary

More to come in next issue of **Keystone**

(Roundup, from page 20)

Have you got some second hand **Konos Curriculum materials**? If so, please contact Fiona at PO Box 35, Sefton, ph/Fax (03) 312-9844.

Keystone subscribers can have 30 words of advertising for FREE. It is 10 cents a word after that. Send your ad in along with your subscription. If advertising second-hand materials, clearly state titles, authors and/or publishers, subject matter, age groups or academic level for which it is appropriate, condition of the material (like new, slightly used, moderately used, heavily used, tatty), expected price or price range and of course your contact details. Payment in 45cent and 80cent postage stamps is acceptable.

(Continued--See CHomeS Roundup, page 10)

VOTE

Viewers for Television Excellence

- * Vote is an organisation which began in Wanganui in April 1994.
- * Vote's initial concern is the reduction of television violence.
- * Vote is a nation-wide network with contacts in most urban centres.
- * Vote is an umbrella organisation for action.

For more information, please contact:

J. Terris
PO Box 558, Wanganui
ph. (06) 345-7101

'KEEPERS AT HOME'

A Titus 2 correspondence club for Christian women who are 'Keepers at Home'.

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Mrs D McAlister
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GREYMOUTH

"ENCOURAGING ONE ANOTHER IN THE LORD"

