

Keystone

The Journal of Christian Home Schoolers of New Zealand

Vol. I No. 3

July/August 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

School Certificate

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The Patriarch

by Philip H. Lancaster

The greatest need in our land today is for men to take up the mantle of strong, Godly leadership once again. Most of the problems that bewilder politicians, vex pastors, and plague parents have their roots in the failure of men to be the kind of leaders God has ordained them to be in our families, in our churches, and in our nation.

Recent generations of men have retreated from their calling to provide the spiritual direction for our society. Although men in early (New Zealand) commonly accepted this responsibility, in more recent times the male leadership role has been relegated to politics and business. (And because leaders in these areas are not trusted by the common person, men who are perceived as desirous of fulfilling leadership positions are often under suspicion--what are they after?--Ed.) Men have left the home, the schools, and most of the work of the church to women and have neglected to infuse the political and commercial arenas with a Biblically-defined moral direction.

Reinforcing the effects of their own abdication of responsibility, men have also had to contend with emasculation at the hands of destructive cultural forces.

Feminism hates men, and it especially hates men who act like men, men who take charge. Government undermines the male role of provider by taking on the care of children, the elderly, and the needy. Boys are feminised as they are shaped mostly by females in the home, the schools, and the churches. The masculine inclinations to direct, to protect, and to provide are thwarted by

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Keystone is the journal of Christian Home Schoolers of NZ Inc., (CHomeS), a Charitable Trust established to promote the concept of home education through a regular journal, 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.

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Editorial



The article by Michael Drake on why we shouldn't accept the government's supervisory allowance has generated a fair bit of discussion around the country, judging by the correspondence received. But this is great, since we always need to examine our thinking carefully, especially in an area like this which is a potential minefield. I don't think this debate is over yet, either.

We take a good look at the ole School Certificate Exams this issue. Although they are fairly meaningless with regard to the new Qualifications system being introduced, home schoolers can sit them next year under special conditions outlined on page 10. After next year, School Cert is in for some dramatic modifications, becoming a stand-alone fully external exam to be sat by younger students than at present. The proposed changes are spelled out on pages 21 to 23. The Government wants discussion on these proposals, so we have reproduced their questionnaire to facilitate your feedback on School Certificate.

The Government has responded to the Science & Education Select Committee's Recommendations in its Report on Children at Risk Through Truancy and Behavioural Problems. They appear to be acting upon only one of the recommendations, and that may mean tightening up somewhat on the issuing of exemptions and coming closer to actually defining the key words "regular" and "well" as they pertain to home schoolers in the Education Act.

A phantom telephone caller has been victimizing home schoolers in the USA for years with totally unacceptable questions to mums and children about methods of discipline. For the second time in two years now he has started ringing New Zealanders, so we need to know how to handle this guy and what we can do to help the FBI track him down. There is a brief article about this on page 15.

Please read this first letter following and share it with others to see what help or advice can be found.

Letters



XYY Syndrome

I am writing to see if any of your readers may be able to help me with information and/or ideas. I have four children aged 12, 10, 7 and 3. I began homeschooling this year and I am finding it very challenging, hard work and enjoyable. The 10 & 7 year olds are doing well but Joshua (12) is the one I am struggling with. He has "XYY Syndrome" which very simply means he has an extra "Y" chromosome. Boys have an "XY" chromosome while girls have "XX" chromosome. Josh was born with an extra "Y". It affects his speech, he has difficulty with certain sounds and cannot say the G & K sounds at all. It also affects his learning which is at a very basic level. He has been assessed by the Puketiro Center in Porirua and has been under the Special Needs department all his school life and always had a teacher aid at school. One of the main reasons I took him out of school was more the social side. He is easily led and although he never got into trouble he was picking up bad habits and was coming home in very bad moods.

I am having difficulty in even knowing what to teach him. At the moment we are working with Alpha Omega 100's. He is coping well with the Maths and works independently but we are really struggling with the language. He knows some but not all of his alphabet and about eight sight words. Does anyone have any ideas? Also I've wondered if it's possible to get some sort of assistance, eg. teacher aid but I'm concerned that if I ask I may have to send him back to school. I would appreciate any advice anyone has on this.

Jean Kawana
65 High St.
Eketahuna

Advertisements Appreciated

Thanks for your magazine Keystone. Please find enclosed subscription for two years. We appreciated the extra advertisements & different catalogues you included in the back. This magazine will be a help in keeping us all informed & in touch with other home schoolers. We wish you God's best in your new endeavour.

Nev & Rae Stokes
Greymouth

Keeps Us All In Touch

Many thanks for the issue of Keystone we received recently. The material looks stimulating and thought provoking. It's great to have a national journal which will help keep us all in touch with the latest developments on the home schooling front. Please find enclosed cheque for our subscription to Keystone. Keep up the good work. God Bless.

Willie & Paula Schryvers
Nelson

Annoyance & Indignation

I have so thoroughly enjoyed these last two issues of Keystone! I am sending in my subs now so that I do not forget. Thank you so much for the time and energy that you and others are putting into this magazine.

I would like to make comment about Micheal Drake's article "Pay for the Piper--Whose Tune Will You Play?", and ask a question or two. My reaction as I read the article was one of annoyance and indignation! I do not see how accepting the Supervisor's Allowance is a sign that I am "willing to compromise (my) faith for money"! The state is not controlling us or the education of our children. I may be naive but it is not through "lack of faith" that we accept funding, and I'm not sure how that "compromises the Kingship of Christ"! etc., etc. Mr Drake states, "Accepting funding now obligates you to future demands to teach an ungodly syllabus. Parents who accept funds now are committed to dependence and submission in the future..." On what is this assumption based? Is this really a fact? Is it surmising? How does Mr Drake know this? How are we committed to submission in the future when the S.A. is given for an already completed year? If this statement is true, then we should not accept the Supervisor's Allowance. How do I know it is true?

There you are! I could say more but I won't! Keep up the good work. I am sure this magazine will be a blessing to many. God bless you.

Kathryn van't Wout
Christchurch

Christ Is Still King

Many thanks for the rich and varied articles in Keystone which help hone our thinking towards Biblical living, particularly with regard to education. I would not like to see the magazine's letters and articles degenerate to the typical

verbal ping-pong matches seen in other paper media, but I am sufficiently righteously indignant at Mr Drake's rather tainted view of all those who receive the allowance for home-schooling. He calls it a "bribe" to prevent us from maintaining our "commitment to Christ", and thereby "selling our children's birthright." He says our "faith in God" has shifted ground because the humanists have offered to pay for our children's nurture. Apparently our "naivety and lack of faith" has caused us, through funding acceptance, to compromise "the kingship of Christ." This is the first barrage of accusations which are totally unfounded if one sees the meagre allowance as a small return of a large portion of our taxes which is creamed from us for their educational system. We are in fact saving the government an enormous amount of money by home-schooling. The allowance is a pittance of a return and helps us with resources. Neither my faith, nor my commitment is undermined, Mr Drake. Christ is very much King in my household, neither am I naive. Secondly, upon this false premise is built the presumption that we are inextricably bound to future obligations. Because we now receive funds we are "committed to future rule changes", and "committed to state control"...rubbish!! He says that because we are receiving funds we are serving Money, and that it is like drug addiction...there is no escape! He says that accepting funding will cause us to conform to the national curriculum and "obligates you to future demands to teach an ungodly syllabus." "Parents who accept funding now are committed to dependence and submission in the future." How can this be said? Maybe only the naive and faithless will believe Mr Drake. My only obligation in receiving funding is to provide an education that is "as good as, or better than that provided by the State". No sweat. If in the future there is a requirement to abide by their curriculum, we will certainly refuse--we just as certainly do not particularly care for the funds. For the moment, what little we receive was ours anyway. I intend to write to Mr Revell and Lockwood Smith to that effect, and Christ is still King in our house, Mr Drake.

Steve Jaunay
Whangarei

Legalism

Thank you for your efforts in producing the Keystone. I was encouraged by the article about saying "Yes" to our families.

I was rather dismayed by the article by Michael

Drake on whether families should accept the homeschooling allowance. The word that comes to my mind is LEGALISM. Margaret and I have been home schooling for over seven years, beginning in the days when there was no allowance, and very little public acceptance of the home schooling concept. We did not begin home schooling as a result of any person telling us we should, but rather because we believed God Himself was telling us to. Our first two years were very hard, and we would not have made it through had we doubted God's word to us! During this time many people tried to persuade us not to home school, but we insisted on our responsibility to follow God, rather than man. I am convinced that folk who want the best for their children should consider home schooling, as, if it is led by God, it works! However it is not right to tell God's people that they have to do this. If God can lead you to home school, then surely He can also lead you whether or not to accept the allowance! Mr Drake is right to warn of the possible "tags" that may someday be attached to the allowance, but very wrong to try to frighten God's children into doing what he feels is right. Actually, I disagree with his logic. I have been paying up to \$2500 per child p.a. (in tax) to the government for my children to be educated in the state system. As we have not (until last year for our oldest daughter) used the state school, I see the allowance as a partial refund of my taxes! Anyone who insists it is wrong to accept the home schooling allowance should also seriously consider whether it is wrong to accept subsidised health care, because this is exactly the same! Dependency on the state for "health" can also result. Also superannuation--should this be refused? I would like to encourage all who follow Christ, that the only things you have to do are the things that God tells you. Jesus said: "My sheep hear My voice, and they follow ME" (not man).

Robert Kyles
Wanaka

Goat Island Fish Reserve

We'd like to recommend the Goat Island Fish Reserve situated just past Leigh. This is 1/2 hour East of H/way 1 at Warkworth (north of Auckland). It is a 2km x 800m strip of coast reserved from fishing for research & recreational purposes. There is parking on week days, standing room only on weekends I believe and a narrow metal access road. However it was easily the highlight of our trip north. Before you are

waist deep fish are literally swimming all around you. A mask & snorkel make a world of viewing difference. I would recommend the glass bottomed boat only for kids too young to fit a mask or too scared of the fish. Some of the fish--brilliant blue mao mao & highlighter schnapper--swim around after swimmers hoping for a feed. Others--cod, marble fish, leather jackets, etc.--continue on their own sweet way. It felt like being inside Kelly Tarlton's minus the sharks and we could hardly bear to leave. The recently opened Maritime Museum was also worth a full day visit, at Hobson Warf in Auckland. Our other finds were a Fun Ho museum at the old factory site in Stratford and the Norsewear Factory Shop at Norsewood with cheap sox!

Ross & Jenny Barkley
Amberley

An Oasis in the Desert

Thank you so much for Keystone. It has been like an oasis in the desert. It is so refreshing to read articles and letters written by people of like mind to us. To share similar views, experiences and convictions with people who find home

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schooling challenging, exciting and rewarding like we do makes us feel not so alone. May God richly bless you and your family and may He continue to give you His strength, wisdom and TIME to carry on the work of encouraging other home schoolers. Thank you too for the work you have put in in keeping us up to date on the political front. If you have any enquiries about home schooling from around our area, National Park, Waiouru, Ohakune, Raetihi, we'd love to help out in any way we can.

David & Jenny Waldron
Raetihi

Keystone on the Bookshelf

Please find enclosed a cheque for subscription to Keystone. I borrowed a friend's to read and found the articles interesting and informative --something I'd like to have on our own bookshelf!

Jill Mortimer
Moerewa

The Socialisation Issue

Please find enclosed our subscription for Keystone. We have thoroughly enjoyed reading the first two issues and both think that it is important to keep in contact with other Christian home-schoolers around New Zealand and to encourage a cohesive approach to research and publicity. We were particularly interested in the beginning of New Zealand research into home-schooling. As a teacher, I observed many flaws in the school system that home-schooling can address, especially regarding discipline, character-training, use of time, addressing personal needs and differences, and socialisation.

So many people (Christian and non-Christian) have expressed concern about us home-schooling because of the socialisation issue. To me, that is a very deceptive argument because so much of the socialisation in schools is negative, leading toward peer-dependency and a subtle movement away from the family as the primary source of socialisation. The home-schooled children I have met have been, in most cases, more mature and independent than other children and I firmly believe that this is because of home-schooling and its different forms of socialisation. To conclude, please find enclosed our completed questionnaire and if we can be of any help, do let us know. Bless you in your endeavours.

David & Sharyn Dumm
Waimate



Home School Research

Test Scores of 16,320 Students Continue To Confirm Home-School Research

By Brian Ray, Ph.D., President
National Home Education Research Institute

The largest-ever collection of home-educated students' test scores was recently analyzed and released. Standardized academic achievement test scores from 16,320 students in grades kindergarten through 12 from all 50 states and the District of Columbia were very high.

These achievement scores, along with research findings on social and emotional adjustment of children taught at home, continue to support the belief that home education is beneficial to children.

The Iowa Tests of Basic Skills (produced by Riverside Publishing Company) scores were obtained by the Home School Legal Defense Association. HSLDA contracted with Dr Brian Ray of the national Home Education Research Institute to analyze the scores; HSLDA later released the findings.

These home-educated students scored, on average, at the 79th percentile in reading, the 73rd percentile in language, and the 73rd percentile in mathematics.

The students' average in terms of the basic battery (a combination of the three R's) was the 77th percentile. The 77th percentile in basic battery indicates that the typical home schooler does better than 77 percent of the norming population in those subjects. (It should be noted that the national average is the 50th percentile.)

These scores are significant for several reasons.

First, these scores are more likely representative of the home-educated population than are those from several other studies to date. All students who used the particular testing service from which these came were included in the analysis.

That is, parents could not decline to have their children's scores included in the analysis. (And it should be noted, all of this was done anonymously and confidentially.) Therefore, there is a solid argument that even low-scoring students were included.

Second, the sample size is very large. It would be difficult to argue that scores from more than 16,000 home-educated children are insignificant.

Third, the fact that the test is standardized and well-known adds to the credibility of the findings.

What are veteran and novice home educators, parents exploring home-education, and curious or skeptical grandparents and friends to glean from this news?

First, these test results corroborate the finding of numerous studies that precede them. That is, home-educated children score on achievement tests as well as or better, and usually better, than do students in conventional schools.

Second, these findings regarding academic achievement complement the findings of research concerning the social and emotional adjustment of the home educated. Researchers such as Dr Larry Shyers, Dr Norma Hedin, and Dr Linda Montgomery have repeatedly found the home educated to have positive social skills and behaviour, to have healthy images of themselves, and to be active in endeavours that enhance leadership in adulthood.

Although home educators are not generally surprised that researchers find positive results regarding their efforts and their children, parents should continue to be grateful that the world is able to see the fruits of following the Lord's principles of parents intimately directing the training and instruction of their children.

We should also remember to evaluate the most important aspects of a child's life (such as his attitude before the Lord God, relationship with his parents, and moral character) before placing too much stock in his test scores (regardless of whether they are low, average, or high). It is admirable to do well in the sight of man, but we first want our children to be pleasing to the Lord God.

This article is Copyright 1995, The Teaching Home. Used by permission. The Teaching Home, a Christian magazine for home educators, March/April 1995, PO Box 20219, Portland, OR 97220, USA.

A young, successful attorney said: "The greatest gift I ever received was a gift I got one Christmas when my dad gave me a small box. Inside was a note saying, 'Son, this year I will give you 365 hours, an hour every day after dinner. It's yours. We'll talk about what you want to talk about, we'll go where you want to go, play what you want to play. It will be your hour!' My dad not only kept his promise, but every year he renewed it--and it's the greatest gift I ever had in my life. I am the result of his time."
(Excerpted from The Encourager, Berea, Ohio.)

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Children's Learning Problems

By Alan Curnow

Dr Gordon Serfontein believes that as many as one in 10 children are liable to suffer from a significant weakness in learning which will affect areas such as reading, spelling, writing, maths, memory, organisation, and language.

Attention Deficit Disorder (A.D.D.)

The characteristics of this one learning handicap are:

Inattention

- failure to finish tasks
- doesn't seem to listen, daydreams
- easily distracted
- unable to sustain attention to school work
- short term memory weak

Impulsiveness

- difficulty with handwriting
- acts before thinking
- shifts from one activity to another
- needs supervision to organise work
- difficulty in awaiting a turn at games
- speaks at inappropriate times
- speech or language difficulty

Hyper-activity

- difficulty in sitting still
- fidgets
- always on the go, restless
- appears stressed

Co-ordination

- a degree of clumsiness which may cause poor handwriting

Appetite Disturbances

- these may occur

Allergy

- can sometimes worsen A.D.D.

What is the cause of A.D.D.? Research indicates that there appears to be an insufficient chemical level of neuro-transmitter substances in the brain cells. However some parents seeking help for this condition have been told that the problem is a result of their poor parenting skills. Even worse, parents may come under suspicion of child abuse. How can a parent distinguish between the normal behaviour of a strong-willed child and one suffering from A.D.D.? A cluster of the above manifestations would indicate the child is suffering from this condition. A screening checklist (more extensive than the one above) would indicate whether the child is within a normal range or whether the parents need to contact a support group and experienced medical help.

(Alan Curnow is a learning consultant who may be contacted at 200 Hill St., Richmond, Nelson.)

Puzzle

Two ferryboats start at the same instant from opposite sides of a river, travelling across the water on routes at right angles to the shores (meaning the flow of the river does not cause the boats to drift downstream). Each travels at a constant speed, but one is faster than the other. They pass at a point 720 yards from the nearest shore. Both boats remain at their slips for 10 minutes before starting back. On the return trips they meet 400 yards from the other shore. How wide is the river?

To make this puzzle a bit more interesting, we will offer prizes to the first three families who can send in the correct answer showing how they worked it out. First prize is the book from the Time Quest Series, The Lost Wreck of the Isis, (hardback 64 pages, retailing for \$39.95), which tells the story of the underwater archaeological "dig" of the deepest ancient shipwreck ever found, from the 4th century AD, by the same explorer who discovered the Titanic, and then a reconstruction of life in the ancient city of Carthage from clues found on the wreck. Second and third place will receive each a copy of Things That Float, (paperback 31 pages, retailing for \$12.95), full of directions, patterns and explanations of the floating principles of physics involved in nine craft projects which use simple household items. Send your entries to: Keystone, 4 Tawa St., Palmerston North, N.Z.



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PHONICS This is an excellent new tape we have just added to our range! The phonics tape teaches initial consonant sounds and short and long vowel sounds with catchy choruses and rhyming stories. The 24 page activity book has puzzles and art activities to help children learn their short and long vowel sounds. This is an exciting way to help early readers develop phonetic skills. \$14 incl. G.S.T. per set

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ADDITION This lively contemporary music tape helps children memorise addition facts up to sums of 18. Includes a 24 page book filled with worksheets, time tests, and fun problem solving challenges! Children 5 to 12 years of age will enjoy learning their addition facts on Side 1. Side 2 has the sums without the answers given so children can practice their skills. The book adds another dimension in reinforcing their skills. The music sets quite a pace so children need to pay close attention to this one. \$14 incl. G.S.T. per set

SUBTRACTION Space is the theme as students blast off to learn subtraction facts up to sums of 18. Includes a 24 page book filled with worksheets, time tests, and fun problem solving challenges! The tape has the answers to sums on Side 1. Side 2 has the sums without the answers given so children can practice their skills. A great way for children aged 5 to 12 to learn their subtraction facts. \$14 incl. G.S.T. per set

DIVISION Dinosaurs add interest as students 8 to 13 years of age learn their division facts. Side 1 teaches the concept of division while side 2 drills division as it relates to multiplication. The tape includes review of multiplication facts. The 24 page book is filled with worksheets, time tests, and fun problem solving challenges! \$14 incl. G.S.T. per set

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Tough Questions People Throw Your Way



My Daughter Is 15 Years Old, & Has Never Been To School. I Want Her To Sit School Cert. What Do We Do?

Please note that the Minister of Education, Lockwood Smith, has stated, "The current form of School Certificate will no longer be appropriate within the context of Framework qualifications." This is a reference to the fact that the old system of Primers, Standards and Forms is being totally replaced by a "seamless" education system known as the National Qualifications Framework in 1997. Students will start at year 1 and progress through year 13 (the current Form 7). From here the student can go for higher qualifications under the three general headings of National Certificate, National Diploma or Degree. (There will be a fuller explanation of the National Qualifications Framework in a future issue of Keystone.) School Certificate will be maintained, but in a different form to what exists today. (See the article under Correspondence with Politicians, page 21, for an explanation as to how School Certificate is to be changed.)

In the meantime, for home schoolers to have a go at the present form of School Certificate, the NZ Qualifications Authority has issued the following statement.

CONDITIONS FOR STUDENTS NOT IN A REGISTERED TEACHING INSTITUTION TO ENTER FOR NEW ZEALAND SCHOOL CERTIFICATE

Any student not in a registered teaching institution (including a home schooled student) who wishes to enter for New Zealand School Certificate must:

1. meet all the entry criteria for New Zealand School Certificate as specified in the New Zealand Qualifications Authority School Qualifications Regulations and Prescriptions Handbook 1995, and
2. link with a registered New Zealand secondary or area school. The student must notify the

NZQA of the registered NZ secondary or area school with whom they have linked **before the first day of April in the year of entry.** This notification must include written acceptance by the school to act as the candidate's link school.

Before accepting a subject entry for the examination, the school's NZQA Liaison Teacher will have to be satisfied that:

- * a course of instruction is available for the candidate which meets the requirements of the approved prescription for the subject;
- * the candidate has during the year completed a course of instruction which follows in full the requirements of the approved prescription for the subject;
- * internally assessed work in subjects which are partially internally assessed can be verified by the school.

Notes:

1. There is no obligation on the part of any school to agree to act as a link school for non-school candidates wishing to enter School Certificate.
2. A school whose NZQA Liaison Teacher agrees to perform the above-named and any other services for non-school candidates may, at its discretion, recover costs incurred in this process from the candidate.
3. It is not possible for non-school candidates to enter subjects which are **fully internally assessed**. These subjects are art, music, workshop technology, Indonesian, Russian, biological science and physical science.
4. The link school may set particular conditions for the verification of internally assessed work in subjects which are partially internally assessed. These conditions may include having the work independently assessed by a teacher at the school.
5. It is not possible for non-school students to enter for Sixth Form Certificate subjects because all Sixth Form Certificate subjects are fully internally assessed.
6. It is not normally possible for non-school students to enter University Bursaries subjects. The Strategic Manager Assessment may approve special entries if exceptional circumstances apply. Students must write by the first day of March to the Assessment and Moderation section of the Qualifications Authority if they wish to be considered under the "exceptional circumstances" clause in the year of entry. If

the Strategic Manager decides that exceptional circumstances exist, the same criteria as for entry for School Certificate would then apply. The NZQA School Qualifications Regulations and Prescriptions Handbook 1995 is available from the Sales Officer, NZQA, POBox 160, Wellington.

Any questions relating to the above should be referred to:

Fiona Strachan, Advisory Officer, NZQA
PO Box 160
Wellington
ph. (04) 802-3000 ext. 3138
Fax: (04) 802-3113

CHomeS Comment: Because you needed to have been linked with a school by April of this year, if you have not yet linked, forget School Cert for this year. And because it will be drastically changed in 1997, the above regulations apply only to those who want to sit School Certificate in 1996. That means you will have to find a school with which to link and get all the correspondence done by April 1, 1996.

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For home educators, however, every hour of every day is a learning opportunity. Home educators do have to maintain a carefully defined structure in the home, but they can also allow for more flexibility than a conventional classroom setting. That is why "no school room can match the simplicity and power of the home in providing three-dimensional, first-hand education. The school, not the home, is the substitute..."⁵

It is conceded that not every home can provide an atmosphere conducive to quality home schooling. A good home combined with the parental ingredients of love, concern, and responsibility are essential. However, I can say that more homes could provide these advantages if they but give themselves half a chance.

Are home educators qualified?

The general impression most parents are left with today is that the best teaching is done in the classroom. This is a myth, primarily manufactured by those who are protecting their own jobs, by parents who are rationalising because they want to get their children out from underneath their feet, and by people who simply do not know better. But in fact, any normal parent with a little curricular help can start his child on paths of competence which few classroom teachers can match.⁶ It will require the realignment of priorities, but the benefits in the long run are tremendous.

Notes:

- 1) Raymond & Dorothy Moore, "Research and Common Sense: Therapies for our Homes and Schools," Teachers College Record, 84, No. 2 (Winter 1982), p. 372.
- 2) Urie Bronfenbrenner and Maureen A. Mahoney, Influences of Human Development (Hinsdale, Ill.: Dryden Press, 1975), p. 491.
- 3) Raymond and Dorothy Moore, Home-Grown Kids (Waco, Tex.: Word Books, 1981), pp. 37, 38.
- 4) *Ibid.*, p. 23.
- 5) *Ibid.*, p. 26.
- 6) Raymond and Dorothy Moore, Home-Style Teaching (Waco, Tex.: Word Books, 1984), p. 37.

Phantom Caller Victimizes Home Schoolers

I received this fax from Auckland on 29/6/95:

"A man called 'John Williams' has been making disturbing phone calls over the last few days to various home school people. The trouble with this disurbed person is that he is so believable that to begin with you feel like you are talking to a genuine inquirer. He rang me with the same sorts of questions about 2 years ago. He appears to be calling from America on tolls. He begins with mentioning the name of one of your acquaintances, to which you begin to think, "Well, he must be genuine." He then says that he is a new Christian, is interested in homeschooling and then gets on to disciplining of children. From this point the questions become more and more intrusive. Amazingly, in hindsight, I was duped into answering some of his questions. (So was I two years ago--Ed.) Others I've spoken to gave me the feeling of being violated by this man. He went on to ask to speak to their teenage daughters, which alerted them to the seriousness of these calls. "

I faxed the Home School Legal Defense Association in the USA who are collecting information on this guy who has been victimizing home schoolers there for 3 or 4 years. They said, "About every six weeks to two months this guy will make a slew of phone calls to home schoolers. He usually gets phone numbers by calling churches and saying that he is new in the area and home schools and was wondering if the church knew of any home schoolers he could call to find out about support groups. He also has been known to get phone numbers by calling Christian book stores and asking them the same thing. A number of years ago he called our office and said that he had been abused as a child and severely disciplined. He is basically a sick person who needs help."

Pray for this man's deliverance. If you get a call from a "John Willams" with an American accent who mentions a home schooling friend of yours, **DO NOT GIVE ANY NAMES OR NUMBERS!** Hang up. Or ask for his details saying you are busy and could ring back later. If you are happy to pass on date and time of such a call to you plus your phone number to me, I will forward to HSLDA who are working with FBI to find him. [Craig Smith, Editor, Keystone, 4 Tawa St., Palmerston North, ph./Fax: (06) 357-4399]

Over a Cuppa

Teaching Other Peoples' Children: Part II



by Steve Jaunay

In describing his "corporate home school" in the countryside near Whangarei, Steve says: We are really an extended home school, as we have taken on three other local children to join with our learning venture. A corporate home school implies the parents' participation to a large degree, and although this is what I would aim for, we are meeting the current needs of the parents. The mother of two of these children saw the need for some focused attention toward their six-year-old boy, who for various reasons is learning disabled. She eventually wants to home school, so this provides an interim opportunity to have the children in a home environment, and also be home by, or soon after, lunch for other things. The other of the three "extras" is a ten-year-old boy with a year-two reading level, so this problem is being addressed smartly. Although he has come from a good Christian school, he was heading toward being a literary cripple, and his reading level affects everything.

No money (except resources) or services changes hands. I am the three extra children's "nominated tutor" as stated in their exemptions, and the student allowance provided because of the course, is our income.

The first noticeable difference was echoed by the children... "It's not the same!" The specialness of home is lessened, but then the schoolness of learning is also lessened for all. It's possible to take responsibility for your own children's problems which come into the process of learning, but you cannot for other children. We have no serious parental problems, but if there were any, it would require a special relationship to deal with them.

My main observable difficulty is that we have such a large range of ability levels to do such things as unit work--more preparation is required. I have just completed the theoretical side of a Certificate in Christian Education and a Diploma of Teaching, and this year, through the home school venture, will complete the practical side. This fits in well with the course

requirements, and with our current needs. With the birth last month of our third daughter, we now have three "pre-school" children, (if indeed there is such a thing!). Foreseeing this last year, I sought to virtually fully relieve my wife Sharyne of the home school burden, incorporating the completion of the course in the process.

In the future, I expect to be involved not so much in Christian schools, but in home schools, and hope to set up a truly corporate home school. This would involve parents a great deal, as I feel it is a pivotal issue facing the church, and society, that parents, especially fathers, take their role of raising Godly "arrows" for the Lord very seriously.

Teaching other peoples' children can therefore be a way of getting children away from the pressures and inherent failings of even Christian schools, but should be seen as not necessarily God's ideal, but a necessary step. For some it may be a very long step, and this is where corporate home schools could come to the fore. They would provide the means for parents to move into teaching their own children without the shock of instant home school, at the same time being a resource/services centre for home schoolers.

Science Workshops

by Janet Hoskin

Graeme Stewart is a science and maths tutor available to homeschoolers. Our Piako homeschooling group use him for monthly science workshops taking the hands-on approach. Graeme provides the teaching, apparatus equipment, chemicals and worksheets. He is also available for one to one tuition which we are taking advantage of for our son's maths (calculus).

For the workshops we have small groups of children (six or less) depending on age and this works well. The younger children have a half hour and the middle and older ones have a full hour session. Our experience has many positives--while Graeme is holding teaching sessions the parents and other children can socialize, share information and encouragement. We have had letter writing as an activity as well.

Because of the numbers we now use our local hall, Graeme teaching in the spacious kitchen area away from the socializing in the hall. In fairness to Graeme we consider his financial position. Without sufficient numbers it is a burden not a blessing for him to travel to us. Although Graeme is punctual and professional he is also flexible, respecting our requirements regarding our children's tuition, and he is well liked by the children.

As he gets to know the children his advice can be valuable as we recently discovered. As our teenage children move from secondary level studies Graeme is able to make recommendations as his specialist field is tutoring in maths and science at this level. Having become aware of the children's abilities over a period of workshops and seeing the work they are studying has helped him help us at this vital time of decision making regarding tertiary study and work options. We are grateful to Graeme Stewart for his input into our families' learning and his encouragement.

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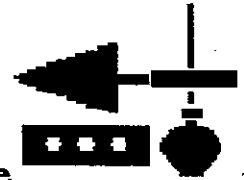
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* = Subject to numbers to cover travel costs

In Line With Scripture



"Hear O Israel: The LORD our God, the LORD is one! You shall love the LORD your God with all your heart, with all your soul, and with all your might. And these words which I command you today shall be in your heart; you shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up." --Deuteronomy 6:4-7

by Craig S. Smith

The teacher must have the Word of God in his heart. As a matter of fact, the teacher qualifications in the Bible, and those to which we Christian Home Schoolers should automatically subscribe, are far tougher than any College of Education has ever dared to propose. The teacher must first have the Lord as his God. Do the teachers at the public schools who teach your child have the Lord as their God?

Second, the teacher must love the Lord his God with everything he's got. Do even the Christian teachers at the public schools who teach your children love Him like that? Are they even legally allowed to acknowledge or demonstrate such love for God within the state classroom? Do you love the Lord your God like that? Well, really none of us does. That is why we must continually confess our sins and receive again His assurance of forgiveness. But we should all be working toward loving Him more consistently and completely and with everything we've got.

Next this Scripture says that the teacher is to teach the children God's Word diligently at all times and in every situation. This eliminates the classroom as a proper teaching environment. Teaching is to be done in the context of everyday life. Only parents can do that. They can work as a team, and the children can see the proper way for a man and his wife to behave toward one another, demonstrate affection toward one another, support one another in the running of

the house, the earning of the income, the education and training and discipline of the children. It is a 24-hour-a-day process and it takes place in the reality of the home, the community and the marketplace as they go about their day-to-day routines together. It is an education in the real world and will obviously prepare children for the real world. And those silly home schooling critics say WE are the ones sheltering children from the real world!!

And those silly home schooling critics say WE are the ones sheltering children from the real world!!

It is the responsibility, then, of parents to educate their own children. To delegate the teaching task to another is not forbidden. But neither is it commended. The problem with delegation of this particular task is that it removes from the parents some of their responsibility. As this responsibility passes to another, the school teacher for example, some of the parents' authority over their children automatically passes over as well. This is a fact of life. If you carry ALL responsibility in an area, you also carry ALL authority in that area. If you share the responsibility, you also share the authority.

The children in a school are now expected to obey not only Mum and Dad but also every teacher at school, even those who hold views and values at variance with the parents. Parents also take pot-luck with whatever peer group socialisation agenda that happens to operate within the classroom and on the playground of that particular school.

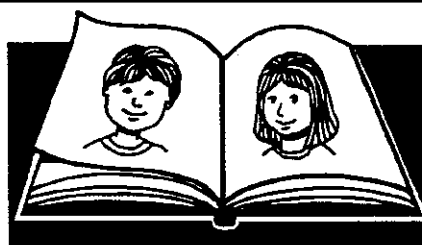
To put it in terms of stark reality, sending five and six year olds away from home for six hours a day may cause them:

- a) to feel rejected by their parents;
- b) to look to the peer group (class mates) for security and acceptance;
- c) to become confused as to who is the role model he should be following;
- d) to divide their loyalties among competing authorities;
- e) to develop self-defensive coping strategies based on the "survival of the fittest" philosophy that may operate on the playground;
- f) to develop a split personality, adopting one set of behavioural parameters at home and a different set at school;
- g) to develop tension and stress-related illnesses and hyperactivity because of the constant noise levels, interruptions, confusions, and

competitions within the classroom.

These problems are virtually unknown within the home schooling situation. Mum and Dad are constantly on hand to demonstrate their love and assure the child of their commitment to him. They can train the siblings to likewise love and support other members of the family. The one set of role models, the one authority is constantly before them reinforcing their own standards and values. The environment of the Christian home is at the opposite end of the philosophical spectrum from the evolutionist "survival of the fittest" idea. Behavioural standards of the home, the home school and the church all reinforce rather than contradict one another. ("The LORD is One...") And the tensions and logistics problems of a classroom of 25-30 mixed ability children from just as many backgrounds just do not exist in the home.

In many ways, home schooling will help us all bring our lives more in line with Scripture.



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Limitations of the ERO

by Allen and Isabel Cookson

We have read with interest the transcript of Radio Rhema's interview with Ian Revell. Readers may not be aware that when ERO visits a school of about one thousand students, they take three or four officers who select at random a few classes to observe, a few students, a few parents, a few teachers, the principal and board members to question. Nobody has to pay for the inspection. Of necessity only a general picture can be obtained. Many problem areas of a school can thereby slip through the inspection net.

Based on the number of home educated students throughout New Zealand, if a comparable inspection were to be imposed, there would be two hundred visits to randomly selected families and parents would pay nothing. It seems to have escaped Ian Revell that home educators do pay tax, and that the \$743 paid to some parents is less than a quarter of what it costs the tax-payer to educate children in state schools.

Using a certain curriculum does not ensure education. Even if every home educated student did follow the national curriculum, it would be impossible to compare the quality of education they receive with their peers in schools because individual aptitudes are different. Any educational researcher would tell you it would be sheer nonsense to try to compare individuals in this way.

Further, if all home educated students were evaluated in a rigorous research protocol, it might demonstrate some general pattern, but would say nothing about the validity of home education for an individual, just as an ERO inspection of a state school tells you nothing of the validity of state education for an individual student. These inspections may tell you such general things as the school has or has not a pleasant learning environment, or that racial discrimination does or does not exist, or that not enough emphasis is placed on a particular

subject, etc. In the same way, quick visits to private homes can give a general impression of the learning atmosphere.

To demand payment for these visits is theft. As evidenced by a steady number of semi-literate and illiterate students emerging from twelve years of compulsory state schooling, it would seem that ERO inspections in general have their limitations. Think of all the years of wasted tax-payers' money in these cases, which may well add up to more than the total of all home educated students in New Zealand.

The only valid method for determining the success of an education system is a longitudinal study of the participants, for example, what proportion 1) is unemployed, 2) gains tertiary qualifications, 3) is convicted of a criminal offence, 4) commits suicide, etc. It would be beneficial to home educators to persuade university education departments to arrange for post-graduate students to research these matters and publish their findings.

(Allen Cookson, B.Sc., Dip. Ed., Dip. Tchg., is a secondary teacher in Blenheim. He and his wife Isabel, B.A., Dip. Tchg., and qualified SPELD teacher, have been home educating their youngest son at home for 4 1/2 years.)

Response of the Government to the Education and Science Committee's Report on "Children at Risk"

(Presented to the House of Representatives in Accordance with Standing Order 377.)

Regarding Exemptions, the committee recommends to the Government that:

1. the Ministry of Education be required to conduct in-depth screening of parents and the curriculum to be followed before granting certificates of exemption;

The Government's Response:

The Ministry of Education carries out its role of granting long term exemptions rigourously and fairly within the limits of the small district office

presence and the resourcing at its disposal. A considerable amount of detail is requested of prospective homeschoolers with approval by no means being automatic. As noted in the report of the Select Committee, the Ministry has been developing even tighter issuing procedures. These centre on an attempt to define the terminology "at least as regularly and well" employed in Section 21 of the Education Act 1989. It is proposed that "regularly" be construed as requiring information on the organisation of the programme and the nature of the commitment to certain daily and weekly routines. It is proposed that "as well" implies communication to the Ministry of the curriculum vision of the parent as well as evidence of planning and of balance in curriculum coverage. These proposals are being considered by Government and, following consultation with the interested parties, could be included in homeschooling approvals and documentation.

2. the home-schooling supervision allowance given to parents of home-schoolers be made dependent on a report from either Education Review Office or Ministry of Education officials, that the curriculum being taught is of a standard comparable to that of state schools;

The Government's Response:

Government notes that the implementation of this recommendation would have major resource implications, given that the Ministry of Education no longer has a major field presence and monitoring of homeschool programmes is no longer purchased as an output from the Education Review Office. Consideration must also be given to the fact that not all homeschoolers accept the home-schooling allowance. In addition Government notes that this recommendation goes beyond the current law in proposing comparison with "state schools". Current law requires the Ministry to be satisfied that the person will be taught at least as regularly and as well as in a "registered school". Government will give further consideration to the intent of this recommendation.

3. home-schoolers be required to exhibit to Ministry of Education officials, on a regular basis, that children under their instruction have achieved educational levels, at least, comparable to those of State-educated

children;

The Government's Response:

Government is concerned to ensure that children being home-schooled acquire a sound education at least comparable with that of children enrolled in registered schools. More stringent approval procedures together with possible user pays monitoring requirements, would bolster accountability requirements. Nevertheless, the levels of educational achievement of home schoolers would be difficult to monitor and compare with State-educated children due to the inability to control for individual differences in the small sample size of a home-schooled family. Further consideration of this issue will be required.

4. a portion of the home-schooling supervision allowance be paid to the Education Review Office for conducting assurance audits of home-schooling tuition where the national curriculum is not followed.

The Government's Response:

Government notes that the current homeschooling allowance is \$743 for the first child in a family; \$632 for the second; \$521 for the third; and \$372 for the fourth and subsequent children. Many home-schooling families have more than one exempted child. The average cost of reviewing and reporting on each exempted child (based on the Education Review Office's reporting to date) is \$400. A major portion of the home-schooling allowance would be required if this recommendation were to be implemented. As indicated, not all families accept the allowance. While the Education Review Office would be the most appropriate agency to monitor the quality of home-schooling provision, this is not an output currently purchased by Government. Further consideration of this issue will be required.

CHomeS Comment: Response No. 1: Only one Govt. acting on, so we need to watch developments here. Response No. 2: Nothing to worry about. If it is adopted, we simply go back to pre-89 when we did as we liked with no funding anyway. Response Nos. 3 & 4: Govt. not intending to do anything at present.... recommendations ask for what Govt. couldn't supply when it dropped home school reviews.

Correspondence with Politicians



Changes Proposed for School Certificate Exams

The following article appeared on page 3 in Issue 4, April 95 of "LEARN", the magazine published by the NZQA:

"School Certificate could move from the fifth form to the fourth form under changes proposed by the secondary principals lead group currently being considered by the Minister of Education.

"Dr Smith said that a revamped school certificate would probably mean fourth form students took English, maths, science and social studies. The exam would go back to the traditional one-off test format to distinguish it from National Certificate unit standards-based qualifications due to be introduced in 1997 as part of the National Qualifications Framework. The move from the fifth to the fourth form is because this is the last year students take the same main subjects. The aim is to ensure students receive a solid grounding in core subjects before focussing on career paths leading to National Certificates. The lead group were given the task of examining issues associated with the transition to the new Framework in 1997. The place of national examinations in the new regime is a key issue.

"The Minister wants public debate on the proposed changes and expects to distribute material for consultation."

Upon further enquiry to the Ministry of Education, your Editor received the following form letter and extensive information reproduced below plus a questionnaire form which is on a separate sheet in this issue of Keystone for your use. Please read the following carefully as it is telling us as much as the Government is willing/able to say at present about the future of the old School Certificate exams. If you would like to respond, please note that the questionnaires must be in by the 24th of July.

Modifications to School Certificate

To address the challenges facing our nation as we head towards the 21st century, the Government has put in place a comprehensive education strategy.

The NZ Curriculum Framework sets out the foundation policy for learning and assessment in schools. The National Qualifications Framework provides a comprehensive, accessible and flexible structure for the recognition of skills and knowledge embodied in qualifications.

The major focus for senior secondary school assessment and qualifications will soon be shifting to the National Qualifications Framework. The current form of School Certificate will no longer be appropriate within the context of Framework qualifications. Therefore it is timely to review the nature and place of the School Certificate examination.

School Certificate is no longer a qualification for school leavers. With the raising of the school leaving age, most students go on to further study beyond School Certificate level. It is Government policy to encourage all young people to undertake further study after they have left secondary school.

It is also Government policy to retain external examinations at year 13 (Form 7) level and at another level prior to year 13.

Following consultation with the Ministry of Education and the NZ Qualifications Authority on the appropriate placement and form of an external examination prior to year 13, the Secondary Principals Lead Group has endorsed the modifications to School Certificate set out in this document as consistent with Government policy.

With the full implementation of the National Qualifications Framework in school, students in year 11 (Form 5) will be concentrating on studying for and working towards gaining credits against unit standards. Relocating the School Certificate examination to the end of year 10 (the current Form 4) will give useful information on the achievement of the entire cohort as well as on that of individual students.

No additional demands will be placed on teaching programmes in year 10 by the examinations.

The whole range of achievement objectives in the national curriculum statements will be assessed by schools as part of their ongoing assessment programme for each subject area.

Prescriptions for the examination will be derived from the achievement objectives at level five of the associated curriculum statements. The examination will assess achievement objectives that can be appropriately measured through a written external examination.

The subjects to be examined will be in the areas of language (English and Te Reo Maori), mathematics, science and social studies.

Increasingly students are being taught through the medium of Maori language. The provision of examination papers in Maori language will allow for these students to sit the examination in the language in which they have been learning.

I encourage principals, staffs, boards of trustees, parents, the wider school community, and other interested parties to discuss and respond to this document.

(Signed)

Lockwood Smith, PhD
Minister of Education

Introduction

A major review of the curriculum for NZ schools has been undertaken during the last five years.

Schools are already implementing curriculum changes in subject areas in which curriculum statements have been developed. Programmes to help students achieve the objectives in each curriculum statement are developed by schools as each new curriculum statement is published.

As the new examination will be derived directly from the curriculum objectives, there will be no extra requirements placed on schools to prepare students for the examination.

With the implementations of the National Qualifications Framework, students in year 11 (Form 5) will be beginning to gain credits towards a National Certificate. A School Certificate examination will no longer be appropriate or necessary at year 11.

The Secondary Principals Lead Group was

established by the Minister of Education to advise him on matters concerning curriculum and qualifications development in secondary schools. The principals represent a diverse range of perspectives from a variety of schools across the country.

The group has worked through the issues surrounding curriculum and qualifications implementation and has agreed that the modifications to School Certificate as set out in this document represent the most appropriate way to implement government policy on examinations.

Purpose

The Principals Lead Group has advised the Minister of Education that different purposes will be seen for this examination. They may include:

- * to indicate individual achievement in the subjects examined that schools may use to help make decisions on the appropriate level of entry for students into the Qualifications Framework;
- * to provide a motivation and focus for students as they begin their studies towards national qualifications;
- * to enable schools to monitor the performance of their students at this level in the areas/skills which are assessable through this type of examination;
- * to contribute to each school's evidence of student achievement as part of internal and external review;
- * to be supportive of the delivery of NZ curriculum in accordance with the National Education Guidelines.

Essential Features

The essential features of the examination are:

- * the examination is to be held towards the end of year 10 (Form 4);
- * the examination will focus on four essential learning areas—language, mathematics, science, and social studies;
- * the examination will be based on level 5 objectives of the NZ curriculum statements;
- * papers will be set in English and Te Reo Maori;
- * each paper will be two hours in length;
- * all year 10 students will enter the examination;
- * funding for the examination will be provided by the Government;
- * the examination will be fully externally set, supervised and marked. These features are developed in the specifications for the examination which follow.

School Certificate Specifications

Candidates

- * The examination will be compulsory for all year 10 students, except in circumstances where it is inappropriate for a student to sit. (Note: The criteria for exemption from the examination will need to be set.)
- * Entry will be restricted to students in year 10.
- * There will be no entry fee for the examination.
- * The examination will take place towards the end of the fourth term each year.

Subjects

- * Papers will be prepared each year based on the NZ curriculum statements for:
English and Te Reo Maori
Mathematics and Pangarau
Science and Putaiao
Social Sciences and Tikanga-a-iwi.
- * All students will sit the English paper. In addition students may sit the Te Reo Maori paper.
- * All students will also sit three other papers: either mathematics or pangarau; and either science or putaiao; and either social studies or tikanga-a-iwi.

Prescriptions

- * Prescriptions will be based on level 5 of the NZ curriculum statements.
- * Achievement objectives from the level 5 NZ curriculum statements that can appropriately be assessed through an external written examination will be included in each prescription.
- * Prescriptions will identify the skills and the knowledge and understanding that may be assessed in the examination papers.
- * Each prescription will define the format of the examination in that subject area.

Examination Papers

- * The examination will be in the form of external written papers only.
- * Each examination paper will be two hours in length.
- * Examination papers each year will sample from the achievement objectives set out in the prescription.
- * Examination papers will be set and marked externally by examiners and markers appointed by the Qualifications Authority.
- * Supervisors for the examinations will be appointed by the Qualifications Authority.

Reporting

- * Students will receive a result notice showing their marks for each subject. Marks will directly reflect the final marks on the students' scripts.
- * Students' answer booklets will be returned to them following the completion of marking.

(Notes: Results will not be subject to scaling. The result listings received by schools will be accompanied by statistical data for each subject area. Subject to the agreement of individual students in terms of the Privacy Act, answer booklets could be returned to students through schools.)

On the 17/5/95 your Editor wrote to the Minister asking him two questions regarding this information: "Will this revamped SC exam mean that the School Cert will be awarded according to exam results rather than a combination of exams and internal assessment? Will home educated children on Certificates of Exemption be able to sit these revamped School Cert exams without having to be "linked" with a registered school?"

Dr Smith's reply of 12/6/95 said that he could not answer the questions at present. He went on to indicate that final decisions on the nature of School Certificate in the future would not be made until these questionnaires had been received and collated. At that point the NZQA would prepare amended regulations for SC.

So here is our opportunity to help formulate the future of School Certificate exams. Do you want the exams to be at this age level? Do you want the exams to be compulsory? To be a fully external exam or to still have some internally assessed component? To be opened to all home schoolers as of right, with no fees, no age restrictions? Are you happy with the subjects to be tested?

If you have any interest at all in the School Certificate exams, you will want to become familiar with the above information and fill in your preferences on the enclosed questionnaire by the deadline of July 24.



ACTION STATION



*Become aware of the obscene calls from this phantom caller (page 15), and plan or take appropriate action.

*Consider filling in Min. of Education questionnaire on School Cert. Exams. (page 21)

*If you would like to take part, please complete the home schooling questionnaire that was in the last issue of Keystone (Vo. 1, No. 2, May/June 95) within the next couple of months so that a final analysis can be done.

*Please support our advertisers who are supporting us! Many offer free brochures which are always worth while.

*Enter the Puzzle contest! (page 8.)

*Read first letter (page 3) and think if any help can be offered.

efforts to create the new "sensitive" man.

It is time for men to look back to the past so that they can look to the future with hope. They need to repent of generations of failed leadership and reject the feminising pressures of today. They need to learn to do what great men of the past did: to fear the Lord and delight in His commands. They need to again accept the burden of Godly leadership. Only then will the prospects for the future of our nation brighten.

"Patriarch" is a word that captures what it is that men must again become if our society is to be redeemed. Here is what Weldon Hardenbrook has to say about this seldom-used term in his excellent book (now out of print) Missing from Action: Vanishing Manhood in America (pp. 139-140):

"Where did the role of fatherhood come from? The essence of fatherhood is best understood in one word that Americans, even Christian Americans, have totally lost the meaning of, a word against which all the enemies of God have warred in an attempt to secure its annihilation. A word that has been abused, trampled on, ignored, or vehemently spit upon and mocked by

raging hyperfeminists and discarded by irresponsible, self-centered, hedonistic males. A word so powerfully significant and loaded that the feminised, peace-at-any-price boys religiously relegate it to ancient days of antiquity. A word that has become unmentionable among its owners and exiled to the company of obscene four-letter words in the minds of most male and female Americans.

"But whether we use this word or not, without its recovery, without its function being made known and its reality working in society, there is absolutely no clear, positive way to redeem the male identity. This word can never be neutral. It was worn by the men of old, from Abraham to David, and it needs to belong to American (and New Zealand--Ed.) men today.

"What is this awesome word that must be understood? This role that must be reclaimed? The word is "patriarchy". It is awesome because it is in the meaning of this word that fatherhood exists and the foundation of the male identity is supplied.

"The Biblical term "patriarchy" is derived from two words in the Greek language--patria (taken from the word pater, "father"), which means "family"; and arche, which means "beginning", "first in origin", and "to rule". A patriarch is a family ruler. He is the man in charge."

What is needed today is nothing less than a return to patriarchy, a society led by strong, Godly men. We need family leaders who will also become leaders in the churches and throughout every institution in the nation.

Such men must also learn to see beyond today, to see themselves as just the beginning of what will be many generations who will be "mighty in the land". Each man should aim to be the founder of a dynasty for God.

God's chosen nation Israel was founded by patriarchs. By God's grace, we too can be patriarchs so that our next generations will be blessed generations.

"Blessed is the man who fears the LORD, who finds great delight in His commands. His children will be mighty in the land; the generation of the upright will be blessed."

--Psalm 112:1-2