

Keystone

The Journal of Christian Home Schoolers

of New Zealand

Vol. I No. 5

November/December 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

Home Schoolers High Scorers

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Making The Most of the Time

In a vine-covered shack in the mountains
Bravely fighting the battle of time
Is a dear one who's weathered my sorrows.
'Tis that silver-haired Daddy of mine.

I know it's too late dear old Daddy
To repay for those sorrows and cares
Though dear Mother is waiting in heaven
Just to comfort and solace you there.

If I could recall all the heart aches,
Dear old Daddy, I've caused you to bear
If I could erase
Those lines from your face
And bring back the gold to your hair,

If God would but grant me the power
Just to turn back the pages of time
I'd give all I own
If I could but atone
To that silver-haired Daddy of mine.

When I heard those lines sung by the Everly Brothers a few weeks ago, I burst into tears. As a father I now know about the unspeakable nightmares I must have put my parents through. I would love to apologise to my Dad, to talk over all the trials I forced on him. But I never even had a chance to say "good-bye" to my Dad. He died of sudden heart failure when I was 13. He was 44, same age as I am now. He was one of those dads who worked 10 hours a day, six days a week. Even though I can count on one hand the times he did something with just me out of the five of us kids, I loved him dearly...he was my Dad.

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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



Many of you will have heard about these two latest publications intended as health education resources for public schools. One titled "Sisters" is published by the YWCA and is meant for our daughters aged 12 and above. The second is titled "The Rush", targets our sons, and is published by the organisation doing its utmost to undermine the family using tax-payers' money to do it: the Family Planning Association. The local FPA told me that both titles are available free of charge by writing to: YWCA, PO Box 9315, Wellington. Now I am not recommending these books at all. They are perverted and anti-Christian to the core. But if you would like to do a big favour for the children of all your friends, neighbours and relatives, get copies of these booklets, show them to other concerned parents, and get all to write to the respective publishers and tell them how totally unacceptable and inappropriate these books are. Then write to the PM, your MP and the Min. of Internal Affairs objecting to the huge amounts of public money given to the FPA to produce such trash and pervert the youth of this country.

Good News! Telecom has apparently decided to do what it can to track down this phantom American caller who rings Christian Home Schoolers and asks obscene questions related to child rearing and discipline. So far they have traced which company he uses to ring through, and are in contact with the US Home School Legal Defense Association and the FBI. If you are ever contacted by a John Williams with an American accent asking about how you discipline or for other phone numbers, do not co-operate, but take note of the time and date and pass it on to the Malicious Calls Centre, ph. 0800-809-806.

Christian Home Schoolers of NZ is holding their fifth Christian Home Schoolers National Conference in Palmerston North on Waitangi Weekend, 2-4 February 1996. Read all about it on page 22 and write for some registration brochures for yourself and your home schooling friends if you do not already have some.

May the Lord bless you and keep you over the Christmas and New Year break. May He draw you and your families closer to Himself that times of refreshing may come from His Holy Presence.

Letters



To No Avail

A friend and I had a meeting with Ian Revell (chairman of the science and education select committee which considered homeschoolers and exemption procedures in a review of children at risk due to truancy and behavioural problems--Ed.). Although cordial and reasonably sympathetic about home schooling he was adamant that lots of people were home schooling for the money and/or to use their children as a source of cheap labour. He would not state how many "lots" encompasses. We pointed out that this is regarding home schooling as part of truancy and that we had never come into contact with homeschoolers keeping their children home for these purposes. To no avail.

We also showed Ian the *Listener* article about reading and pointed out that one of the main reasons we were home schooling was to ensure our children could read. He thought our concerns in this area were exaggerated. We are convinced that reading problems are underestimated.

It was discouraging to hear Ian talk about how rude some of the home schooling people had been at the hearings.

Thank you again for all your hard work in putting Keystone together.

Dorinda Duthie
Auckland

Support Groups

Dear Home Schoolers,
I am currently compiling a list of area support groups for my next edition of the New Zealand Christian Home Schooling Resource Directory. Could you please send me names and addresses of local home schooling support groups throughout New Zealand? Thank you.

Delwyn McAlister
PO Box 225
Tokoroa

Time !

Thank you for all the work you are doing. May God Bless you with time to get everything accomplished.

Mrs R Shearer
Nelson

The Christian Way

Please find enclosed a Bank Cheque for 2 T-Shirts. Also please accept this other cheque as a gift of love. We think you are doing a good job in promoting God's work, and we thank you for keeping on sending us your information of Home Schooling in the Christian Way. May God Bless you.

Mrs Claire Hurricks
Te Kauwhata

Ideas For Toddlers, Please !

Thanks for the latest issue! It encouraged us to find that far from being wierd in Christian home schooling circles, we are bang-on average--down to the last detail! We had a good laugh to discover ourselves so clearly in the survey results.

Reading that "the average home schooling wife" sometimes has emotional problems emboldened me to write to see whether anyone else has ideas to help me with the cause of mine: our three year old!

On occasions when older children need some individual tutoring, what non-disruptive, hands-on work do other families give their darling balls of dynamite? My husband is away from home 12 hours each day for work, so suggestions involving Daddy won't help me. I need a resource list of positive educational and Christian based ideas.

Janette Godfrey
42 Jellicoe St.
Wanganui
(06) 343-9171

The Holmes' Show

Dear Smith Family,
Applause for your strong stand on spanking on the Holmes Show! You were succinct & articulate and rather than a rabid fanatic as Christians usually appear, you were rational and mentally stable. Keep up the good work!

Michael & Kathy Smith
Mangonui



Home School Research

Progressive Achievement Tests Among Home Schoolers, 1990-95.

Since 1984 CHESM (Christian Home Education Support Ministries) has made available to parents who are home educating their children, the Progressive Achievement Tests.

The Test materials are sent on request, but parents are first asked to think carefully about their reasons for wishing to administer the Tests.

The materials used are those published from 1969 to 1978, NOT the more recently revised tests.

On the return of the tests, parents receive test results and an evaluation of those results. Strict confidentiality is maintained and no individual results will be released by CHESM (other than to parents).

The number of children tested each year tends to vary. There is also a limit to the number of requests which CHESM can accommodate. Usually between 40 and 50 children are involved.

The following presentation of results in graph form includes ALL children tested between late January and early April each year. Results have not been selected to create a good impression!

All P.R.'s (Percentile Rankings) used are AGE P.R.'s, not class rankings. The P.R.'s have been grouped into ten "bands".

Figures include those children who have been home schooled for a number of years, as well as those who have done so for a shorter period of time.

It should be noted that the Mathematics test is based on a syllabus which has undergone considerable change. Parents can treat this test as optional. However many parents whose curriculum is quite different to that on which the test was based, do encourage their children to "have a go" at it, even though a number of the test items are not fully understood. The graphed results show this.

In presenting these graphs no attempt is being made to compare a mixed-ability home schooled group of children with a mixed-ability group within the school system. Rather, this material simply proves that home educated children ARE achieving good results. The results speak for themselves and no further comment is necessary.

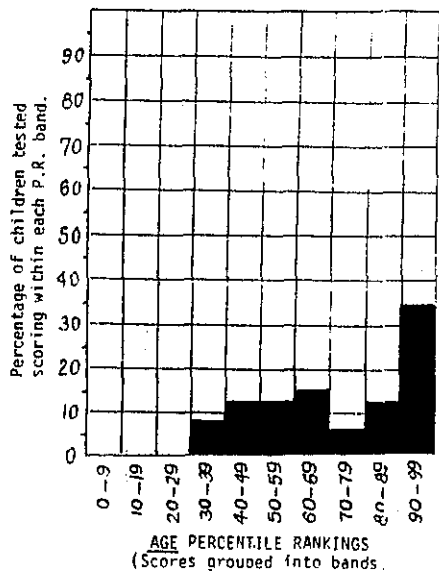
Peter Butler, CHESM, 25 Harrisville
Rd., Tuakau, ph. (09) 236-8990.

1994

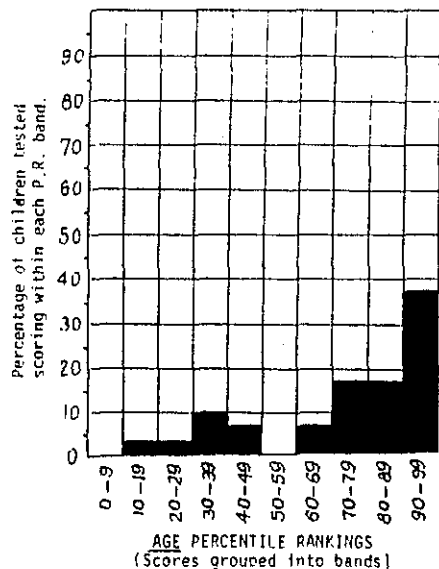
RESULTS FOR ALL STANDARD 2 to FORM 4 CHILDREN TESTED (i.e. 8 to 15 years).

ADDITIONAL TESTS FOR STANDARD 3 to FORM 4 CHILDREN (i.e. 9 to 15 years).

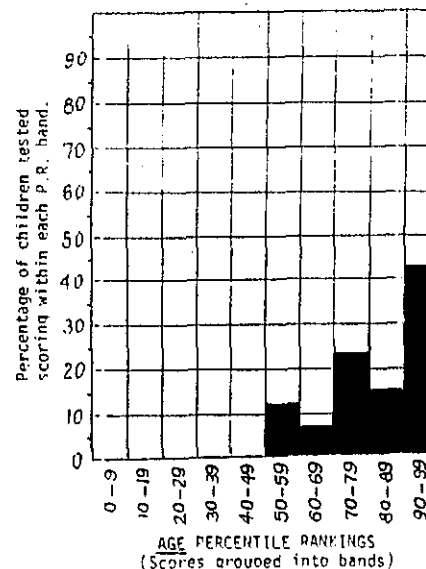
LISTENING COMPREHENSION



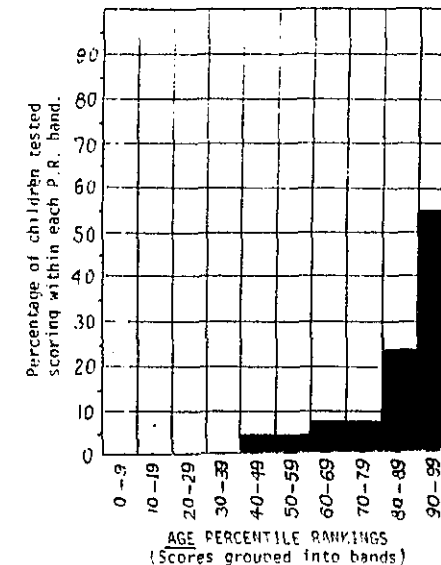
READING COMPREHENSION



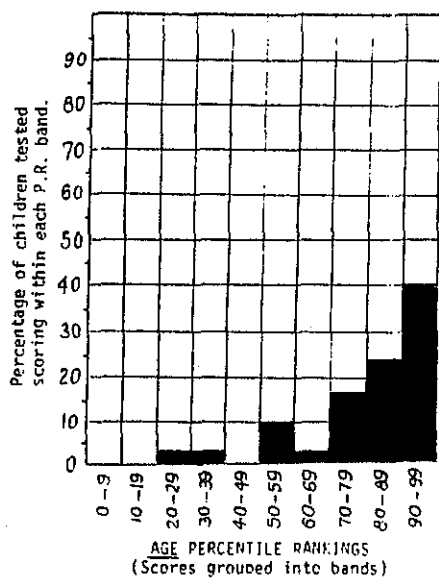
STUDY SKILLS: KNOWLEDGE AND USE OF REFERENCE MATERIALS



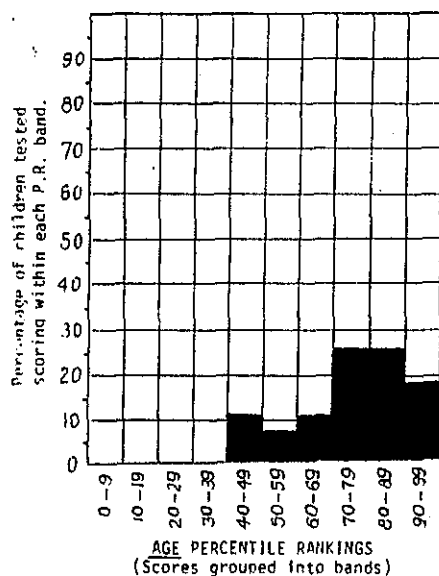
STUDY SKILLS: READING MAPS, GRAPHS, TABLES AND DIAGRAMS



READING VOCABULARY

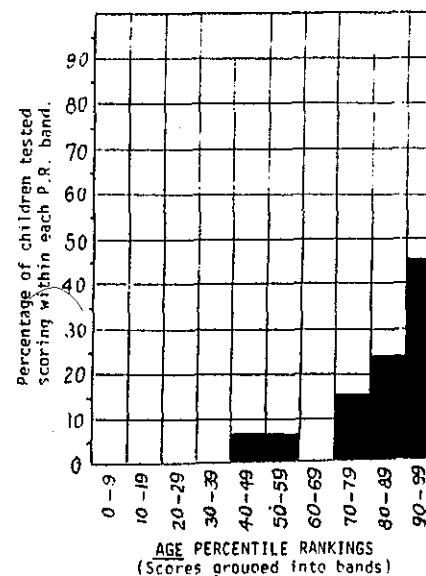


MATHEMATICS



ADDITIONAL TEST FOR FORM 1 to FORM 4 CHILDREN (i.e. 11 to 15 years).

READING STUDY SKILLS



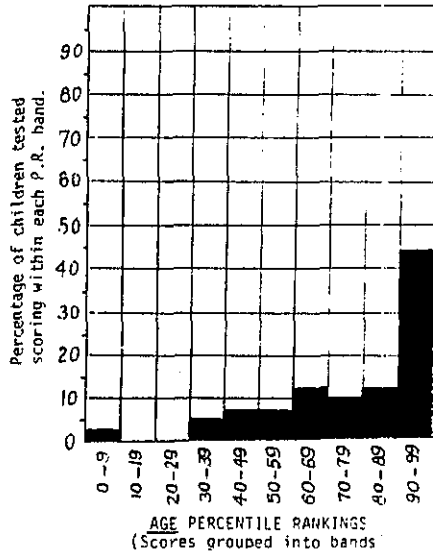
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**Progressive
Achievement
Tests**

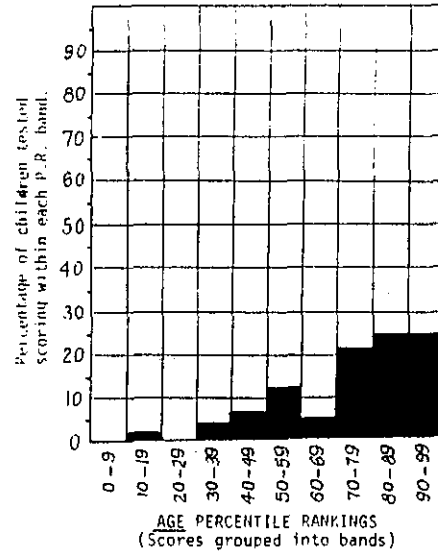
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RESULTS FOR ALL STANDARD 2 to FORM 4 CHILDREN TESTED (i.e. 8 to 15 years).

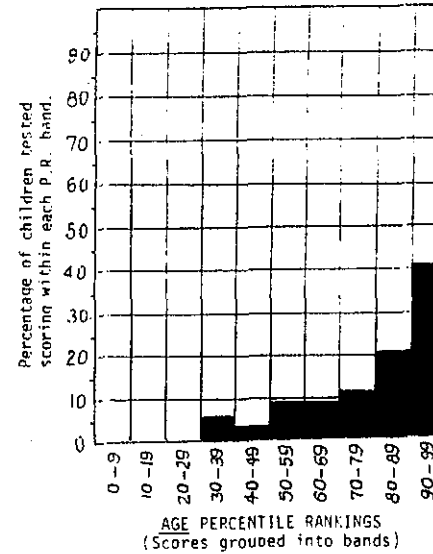
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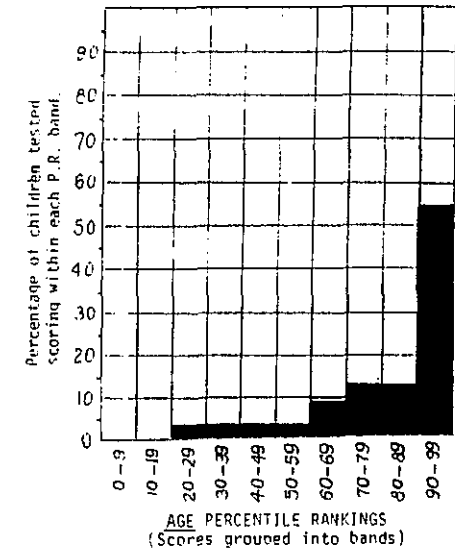
READING COMPREHENSION



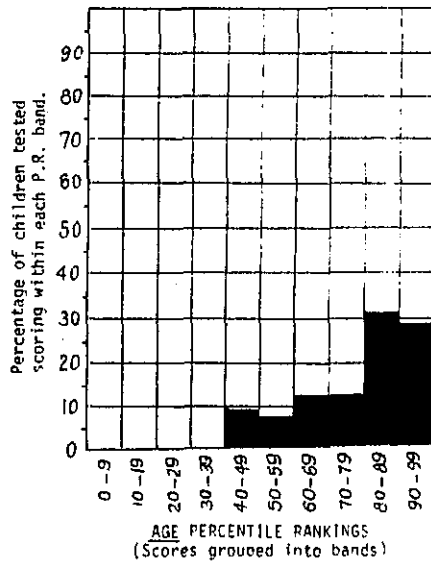
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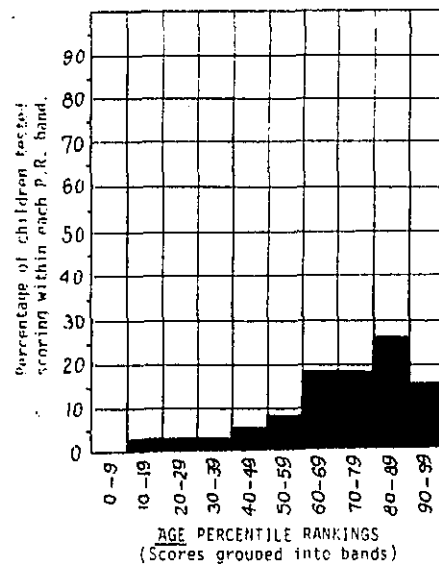
STUDY SKILLS: READING MAPS, GRAPHS, TABLES AND DIAGRAMS



READING VOCABULARY

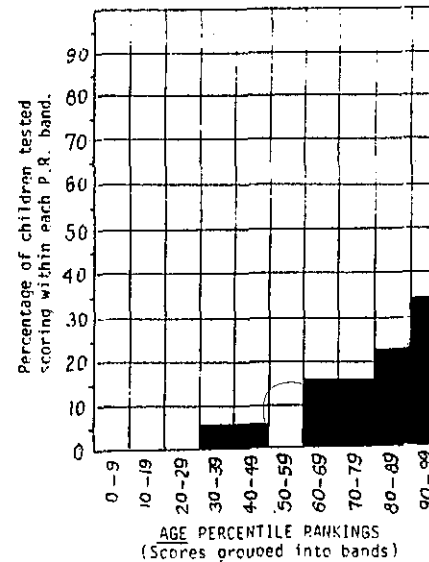


MATHEMATICS



ADDITIONAL TEST FOR FORM 1 to FORM 4 CHILDREN (i.e. 11 to 15 years).

READING STUDY SKILLS



1995

**Progressive
Achievement
Tests**

Statist and Professional Trends

DANGER ZONE

The Anti-Spanking Lobby

Our family had a lot of fun a few weeks ago when we appeared on the Holmes Show as the "Disciples of Discipline"! I had written an article on spanking, the parental skill of the judicial application of the rod of correction, which appeared in a recent edition of *Above Rubies*. Someone had sent a copy to Holmes. He had read in that article that we were Christians, spank our children, are home schoolers and foster parents as well. He may have thought he was on to some fringe people or extremists, which always make good stories. Well, if you ever find yourself in this position, and I hope many of you do, since many New Zealand parents are literally tearing apart at the seams because they do not know and are totally unaware of the educational and parenting skills many of us Christian home schoolers take for granted. If you are ever in this position, you must plan ahead. Speak only in slow, measured and calm tones. Decide before hand what you want to say and what you do not want to say. Anticipate the trickiest questions they might ask and practise how you should answer them.

They spent the first two hours with us filming and talking about home schooling. They then indicated that they were favourably impressed with us as a family. So we relaxed about

the upcoming interview on spanking. And sure enough, they were easy on us and did not try to make us look bad. We believe the Lord also overruled when the final cut and editing took place as His Biblical standards seem to have come across accurately.

So where is the debate on whether to ban smacking in the home up to at this point? I rang Labour MP for Hamilton East, Dianne Yates' office, and they assured me she had no further plans to introduce legislation of that sort. Someone rang me to say that the Minister of Justice also had no plans to amend the Crimes Act to make spanking illegal. Then I rang the office of the Commissioner for Children in Wellington to see what they were up to. Although they have nothing in the pipeline at the moment, it was conveyed to me that when the political and social climate was right, they would be considering moves to ban parental corporal discipline. They have already published several pamphlets with titles like, "Hitting Children Is Unjust". Now, most of us would hopefully agree that to haul off and hit a child with a back-hand across the mouth because you were annoyed is totally unacceptable. But to this crowd, hitting also means smacking and spanking no matter how lightly or lovingly done. They also sent me a disturbing article by a Ms Penelope Leach, titled, "What's Wrong with Hitting Children?" It is terribly biased. Check out this paragraph explaining that abused children seem to blame themselves for the abuse, and never the one who abused them. Watch the language carefully:

"A study of a very large sample of University students, reported in the international journal *Child Abuse and Neglect* shows that this

Puzzle Solution to last issue's Puzzle :

So why is the following mathematical proof a fallacy? Any number "a" can be proven to be equal to a smaller number "b".

$$a = b + c$$

Multiply both sides by (a - b) to obtain:

$$a^2 - ab = ab + ac - b^2 - bc$$

Subtract ac from both sides:

$$a^2 - ab - ac = ab - b^2 - bc$$

Factor:

$$a(a - b - c) = b(a - b - c)$$

Divide each side by (a - b - c) to get:

$$a = b$$

The problem is in dividing both sides by (a - b - c). If a = b + c, as we are given at the beginning, then (a - b - c) equals 0. And you cannot divide any number by 0: it is a mathematical impossibility, causing our proof to have that as its fatal flaw.

New Puzzle:

I warmly invite all readers to please write a simple explanation as to why a mirror reverses left and right but not up and down.



tendency to self-blame for physical punishment continues into adult life and therefore into parenthood. Subjects retrospectively justified not only punitive but brutal parents by assigning crimes to the children they used to be. Far from blaming those parents, they often expressed gratitude to them for the way they themselves had grown up. And during interviews, they consistently played down the violence used towards them. For example, 80% reported being spanked as children, but only 40% reported that they had received 'physical punishment'; for many young adults, then, smacked bottoms were too trivial to count. Some subjects had suffered lasting bruises from parental beatings, but only 10% of them considered those punishments to have been excessive or cruel. Even amongst the group of students who had received hospital treatment for fractures, or other serious injuries resulting from parental punishment, only 43% classified themselves as having been 'abused' or 'cruelly treated'. The study concludes that 'the recipients of punitive physical discipline are the least likely to recognise its inappropriateness.'

I find this paragraph one of the best promotions IN FAVOUR OF smacking from the pen of unbelievers that I have ever read. As much as the authors clearly despise spanking, those University student-subjects of theirs clearly did not. So the authors had to fabricate imaginative interpretations of their findings to agree with what they wanted to find. These poor, confused University students were so perverted by their loyalty to their parents that they were unable to think for themselves. Even among those who definitely had been subjected to excessive force, the kind that broke bones, only 43% said they had been 'abused' or 'cruelly treated'. So the study reckoned that these adult aged University students were a) deluded, b) unable to recognise their ill treatment and c) so messed up as to actually express gratitude for the way their parents had treated them. In other words, if you disagree with the authors' pre-commitment to the idea that spanking is never justified, by their reckoning you need professional help for you are clearly not a full packet of biscuits!

Write to the Office of the Commissioner for Children for their pamphlets and a copy of this article quoted above: PO Box 12537, Wellington, ph. (04) 471-1410, Fax (04) 471-1418. Moves to make criminals out of us parents who spank our children are likely to come from this office.

Tough Questions People Throw Your Way



When conversing with unbelievers, be it sharing the Gospel or explaining why we home school, shouldn't we endeavour to think Biblically but to speak secularly?

There is a strong current of thought among Christians that we need to modify the way we present the Gospel (or any other Biblically based principle by which we live) to the un-believing and mostly unchurched people around us. If the public is to comprehend what we are saying as Christians we need to use language free from Christian jargon. We all probably agree with this sentiment.

But this is not the issue in the "think Biblically/speak secularly" debate. We are told that our presentation of Biblical truths must not be too overtly Christian or else 1) we will get branded as Bible bashers and fundamentalists, 2) our unbelieving friends and family will switch off when we try to share with them, and 3) we will lose credibility and influence. Instead we must present Biblical principles in a way that does not immediately give away where we are coming from, is simple and appeals to the typical non-Christian NZer's sense of righteousness, justice, fair-play, reasonableness and innate conservative sense of traditional family values. This is the way to win friends and influence people.

There are, however, many things terribly wrong with this mode of thinking. It denies the Lordship of Christ. It actually offers nothing at all distinctively Christian. It fails to grasp the work involved in thinking Biblically. The motivation behind this approach is to gain popularity, influence and mana in the eyes of men rather than to bring glory and increased faithfulness to God. It assumes that unbelievers have virtues which they do not possess. It causes us to abandon our Biblical stance and to argue from the unbeliever's point of view. It also works against one of the main reasons many

of us have for home schooling in the first place: surrounding our children with consistent standards.

First let us ask, "Who's in charge here, anyway?" Is it the risen glorified awesome and majestic Lord Jesus Christ to Whom has been granted all authority in heaven and on earth, or is it the intimidation of our friends and family that controls the way we think, speak and act in their presence? Is Jesus Lord of all or only Lord of some? What is it we Christians are called to do while here on earth? If it is simply to add an inoffensive Christian flavour to society so that some people will think, "Well, that's so nice I'd like to join them," then I think we have missed the point.

We are to be the lamp set on a lamp stand, not to be seen by others so much as TO DISPEL THE DARKNESS.

NZ is crying out for ANSWERS, not possibilities or good ideas. As Christians so often we know we have the answers in the Bible, but we take it so much for granted. Unless we are prepared to offer Christ, that is the Word of God, as the only hope for this nation, our friends and families and their families, then we really have nothing more than any of the secular counselling agencies or Social Welfare Officers of the state are offering.

Our children listen to the way we converse with our non-Christian friends and neighbours. They listen to what we say. Now granted we must use diplomacy, tact and sensitivity in sharing the Gospel, and there is truth in the idea that we must first earn the right to share the Gospel with our friends and workmates. But too often we think of sharing anything Christian with non-Christians as "witnessing", and therefore as a separate activity. **THIS IS A FALSE VIEW OF LIFE**, and a view we DO NOT want to impart to our children. The Gospel and various aspects of it can and should be on our hearts and minds all the time, as they determine whether our speech and actions are distinctively Christian or basically the same as the pagan next door. Actually the truths of Scripture should not just be on our hearts and minds: they should be the frame of reference through which all incoming data and all outgoing messages are filtered. Only in this way can we think God's thoughts after Him, acting and reacting in ways pleasing to Him. And we want to be building this

consistently Biblical frame of reference into our children's hearts and minds as an integral part of our homeschooling programme. It is pretty tough to do when we do not have this consistently Biblical frame of reference in ourselves as yet. Many Christians, calling us to think Biblically yet speak secularly, themselves only know how to think secularly.

OK, so how do we go about building a consistently Biblical frame of reference? Work at it. We are talking about our minds here, our intellect, and the Lord Himself said that the greatest commandment was to love the Lord our God with ALL our heart, soul, MIND and strength. So use our minds to study the Scriptures on a continuing and regular basis. This is not the same as listening to sermons or tapes or someone else's prepared mid-week study when you may or may not have actually read the chapter under study. This means pursuing a topic through the Scriptures and other study helps as if you were doing the sermon. I personally enjoy studying up an issue I may find, say, in the letters to the editor column. To focus my study I make it my aim to write a reply letter as a result of what I have learned, and most of the time they are published. And sometimes it starts a real debate through the papers, giving me even more issues to study up (and incidentally, more opportunities to share the Word of God with the population at large). Listening to tapes is of course an excellent way to imbibe spiritual truths, as long as you use plenty of discretion in who you listen to.

One thing the saints have done all through the ages, something which is a lot of work but which repays in vast dividends, is to memorize Scripture. Do not just think in terms of a verse here and a verse there. Go for whole chapters, and memorize entire books. The wisdom gained, the experiences of God bringing a verse to mind for just the right occasion, the insights while reviewing and meditating on passages memorized to keep them sharp, the time with the children as they listen to see that you memorized it correctly and when you listen to see that they memorized it correctly, the blessing to others by bringing a quote rather than a paraphrase to bear on an issue at hand are all well worth the work. And as home schoolers, we can as a family memorize a verse around the breakfast table and review it together at the lunch break and review it again at tea time. We took a whole year to memorize James chapter one, and found that our 5-year-old

had memorized it along with us even though we left her out of the process thinking she was too young! And again, those precious times around the meal table or while studying together are great for discussing the meaning of a verse or the blessings of a recent time in study or meditation over a passage of God's Word...these things all build in a Biblical frame of reference into our children.

In addition, these methods of loving the Lord with our minds will cause us to think Biblically. Then we may act and speak Biblically as well. This idea of thinking Biblically yet speaking secularly seems a bit inconsistent, and we do not want to introduce these inconsistencies into our children's education. To be consistent, let us first ensure that we think Biblically so that we are then ABLE to properly speak Biblically. OK, we may need to watch our vocabulary and stay away from certain Christian jargon, but we must use ideas and concepts that come straight from the only source of pure truth we have: the Bible. As the Lord says in Jeremiah 23:28-29, "And he who has My word, let him speak My word faithfully. What is the chaff to the wheat?" says the LORD. Is not My word like a fire? says the LORD, And like a hammer that breaks the rock in pieces?"

*** Check up on Your Child's Progress**
*** Diagnose Weaknesses**
*** Keep an Acceptable Record**

Progressive Achievements Tests (P.A.T.)
 for:

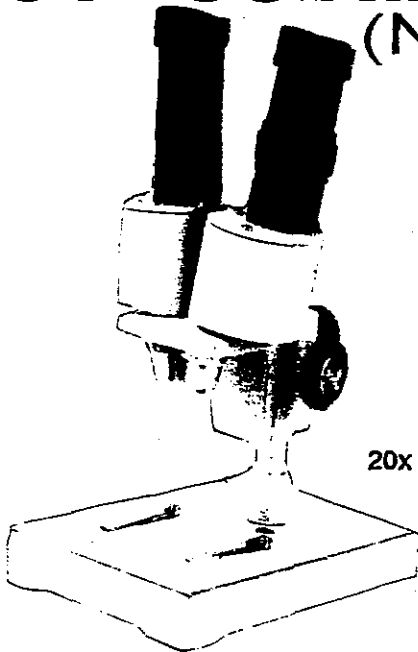
Comprehension	Study Skills
Vocabulary	Mathematics
Listening	

Other diagnostic tests available in Early Maths, Spelling, Phonics, Perceptual Motor and Intelligence.

Contact:

Alan Curnow
 200 Hill St.
 Richmond
 Nelson
 Ph. (03) 544-7728

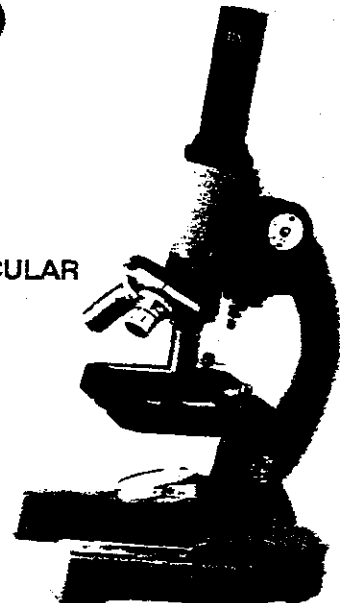
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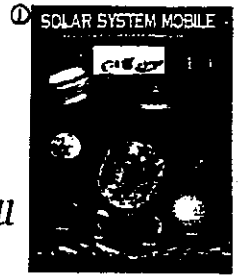
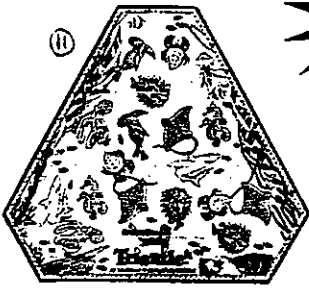
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- ⑩ Dinosaur \$26.95
- ⑪ Coral Reef \$26.95

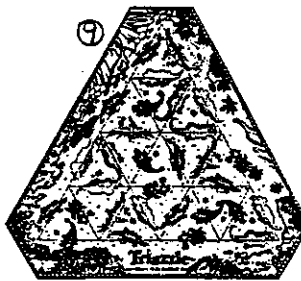
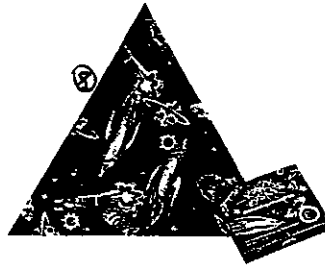
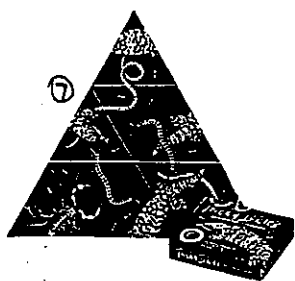
Triazzle Junior With simpler artwork and nine larger pieces, Triazzle Junior is just right for beginning puzzlers from ages 3 - 7. Little hands will enjoy matching the familiar images, while young minds learn about observation and spatial relationships. The back of the puzzle features educational facts. Measures 34cm across.

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Correspondence with Educationalists



The MOE's Home Schooling Desk File

Just before the last issue of Keystone came out, there arrived in the post a thick document from the Ministry of Education entitled, "Draft Home Schooling Desk File". This is an in-house document used by MOE Liaison Officers from one end of NZ to the other so that there is a consistent approach nationwide in the Ministry's dealings with parents applying for exemptions. This document was being updated, and the MOE kindly asked several home schooling groups to review it and make comments before it was finalised. The deadline for comments was three days after the Keystone was posted out, so we did not include it in that issue.

Here are issues within the document that we felt Home Schoolers should keep their eyes on.

1) Section 20 of the Ed. Act 1989 requires all people aged 6 through to 16 to be enrolled at a registered school. Section 21 allows for exemptions at the discretion of the Secretary or delegated officer. The Ministry maintains that Section 21 "is an exemption to the legal requirement of Section 21, it is not a right." CHomeS wrote saying we believe home schooling IS a right and a duty of parents. Kathy Phillips, Senior Manager, National Operations, MOE, Wellington replied: "I appreciate that Christian homeschoolers see it as their duty to take responsibility for the education of their own children. There is, however, no unfettered right to homeschooling. The Picot Report, to which you refer, (and which says: 'Each successive Education Act since 1877 has included the RIGHT of citizens to educate their own children...' [emphasis added--Ed.]) was not a departmental or Government document; it was a set of recommendations to Government. In 'Tomorrow's School', which was the Government's response to the Picot Report, it is stated that 'Parents will continue TO BE ABLE to educate their children at home...' (emphasis added--Ed.) And of course this led to the "as regular and well" clause in the Act with which we are all familiar. So the MOE does not see home schooling as a right guaranteed to parents, but a privilege bestowed by the state. Of course

we see it not so much as a right but a duty and responsibility laid upon us by a much higher authority than the MOE--the Lord God Almighty Himself. Should there ever be a conflict as to which authority we have to obey, I am afraid that as far as I am concerned, the MOE is going to be the loser.

2) Concerning the supervisory allowance: "There are no specific requirements on the way the allowance should be spent. It is understood that it will be used for educational purposes to assist the parents in providing for the education of their child."

3) The document said, "Homeschoolers frequently come together on a regular or semi-regular basis. Groups less than nine can meet together as frequently as they wish. When the size of the group is greater, the frequency of the meetings needs to be considered as the group may need to apply for registration as a registered school." CHomeS wrote expressing concern at possible restrictions to our freedom of assembly. Kathy Phillips replied: "It is not possible to make categorical statements about when a gathering of homeschoolers constitutes a schooling situation which would be in breach of Section 35A of the Education Act 1989. I can assure you, however, that there is no intention to prohibit free association of homeschoolers. There is no problem about weekly meetings of support groups, at which attendance fluctuates. What the deskfile is sounding a warning about is the situation where a group of students regularly meets together with a teacher in a formalised pattern of instruction. I will arrange for the deskfile to be amended so that the wording better reflects this intention."

4) In this document is a section explaining "how the Ministry interprets the wording of the Act" in regard to the words "regularly" and "well".

"The homeschooling situation can provide an opportunity for a more flexible approach to organisation than that which is likely to operate in the average school. Nevertheless, the Act requires you to teach your children 'at least as REGULARLY as in a registered school'. Homeschooling applications should, therefore, provide evidence of a commitment to certain ROUTINES and should outline these. This is because the Ministry is concerned to know that regularity extends to the treatment of elements within your stated curriculum. You may wish to provide a timetable for a typical week, but general statements about your organisational routines will also be acceptable.

However, unsupported statements such as 'John will let us know what he wants to study' will not be accepted." (emphases theirs--Ed.)

Note that they are not wanting us to stick to certain hours or even to a certain number of hours. They are merely asking for EVIDENCE of ROUTINES within OUR STATED CURRICULUM. The routine is up to us, the curriculum is up to us (at least, it is at the present time, although we know there are some politicians who want to force the National Curriculum upon us.) Although there is certainly a vast range of ideas on this among home schoolers, we find it difficult to object to the Ministry's interpretation of "regularly". What do other readers think?

"Section 35A of the Education Act 1989 (which deals with the registration of private schools) says that one of the elements necessary to ensure registration is the existence of a suitable curriculum. To indicate that you will teach your children 'at least as WELL as in a registered school' you must, therefore, communicate to the Ministry something of your curriculum vision. Your statement should be more than just an overview; it should give some indication of issues that will be addressed in different areas of your stated curriculum. Some people will want to use a commercially prepared course of some kind. There is no problem with this, but it will not be sufficient if your application simply says 'We will be following such and such a course'. You will need to show that you at least know where the course is taking you. It is not possible, of course, for the Ministry to judge the quality of your teaching in advance, but Ministry officers will look for some evidence of the PLANNING and BALANCE that we would expect would be a feature of curriculum organisation in any registered school." (emphases theirs-- Ed.)

Basically all they seem to be looking for here is that you have a plan, know what you are doing and are able to work your plan so that you cover all the parts of YOUR OWN curriculum. Again, we find it hard to object to this. What about you? Please write and let us all know of any problems that there may be in these two definitions.

5) The draft document further states: "The Teacher Registration Board has identified the minimum standards for a person to make a satisfactory teacher. The board states that a satisfactory teacher is one who:

*enables and encourages learning

*has competence in curriculum and its assessment

*has appropriate teaching techniques and management skills

*plans, prepares and evaluates programmes of work

*contributes towards the work of the school or centre as a whole

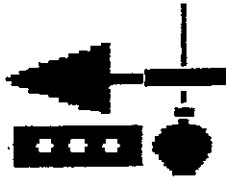
*promotes health, physical and cultural safety.

These standards could apply equally well to homeschooling parents, though the fifth statement might be rephrased as 'contributes towards the activities of a local or national homeschooling group.'" CHomeS wrote expressing unease with these statements. Kathy Phillips replied, "The section on what makes a good teacher was intended to be a useful adjunct to the 'at least as regularly and well' section, i.e. to give some indication of a standard which operates in the school sector. It may be, however, that it is confusing rather than helpful. We will reassess the usefulness of this statement to homeschoolers. Please note that we are not currently supplying it as information to prospective homeschoolers."

6) It is also suggested in this document that homeschoolers be required to provide some kind of assessment of their children's progress. "Because there is no longer any regular monitoring of homeschooling programmes, the Ministry requires you to report on what you have achieved in the past year. Please supply information showing what you have covered in the various curriculum areas of your homeschooling programme during the past year. Please indicate how you have assessed your child's progress." This requirement appears only as part of a suggested form letter informing the home schooling family that they must sign a statutory declaration form before payment of the supervisory allowance will be made. (Please note that this may be the second example of a government agency endeavouring to use the leverage power of withholding the supervisory allowance money from us as a way to get us to do their bidding. The first example was when the Science and Education select committee recommended to Government that part of the supervisory allowance money be used to pay for an audit of the curriculum followed by the home schoolers if what they do follow is different than the National Curriculum. Perhaps this money IS going to grow barbs after all.)

At printing time Derek Miller of the MOE in Wellington informed me that the final copy of the revised Desk File on Home Schoolers is not yet finished. He assured me that when it is ready, CHomeS will receive a copy. Keystone will keep you informed.

In Line With Scripture



"Foolishness is bound up in the heart of a child, but the rod of correction will drive it far from him." (Proverbs 22:15).

This is foundational. Jeremiah 17:9 says, "The heart is deceitful above all things, and desperately wicked." Children are NOT blank tapes who learn evil from elders. They do not pick up sin from the environment: it is in their (our) hearts from conception (See Psalm 51:5). Children are NOT little bundles of innocence: they are little bundles of depravity and can develop into unrestrained agents of evil unless trained and disciplined according to God's Word.

It is essential to be totally convinced of this truth in order to understand and effectively deal with our children's misbehaviour. Selfishness, violence, lying, cheating, stealing and other such behaviour are just the child unpacking some of this foolishness from the vast store in his heart.

Our verse tells us that the rod of correction will drive these manifestations of foolishness out of the child's personality lest they become permanent fixtures. "He who spares his rod hates his son." (Proverbs 13:24). Because foolishness is bound up in the child's heart, if it is not driven out, the child grows up to be a big fool. Foolishness in a child is often seen as cute and funny...in an adult it is no longer cute, but literally as ugly as sin. For a parent to allow that to happen to his child is, as the Bible tells us, to hate the child.

Let us look at this term "the rod of correction". Note that it is for correction, not punishment. Although spankings are referred to as corporal punishment, I do not believe this is Biblical. Spankings are corporal correction, driving out the foolishness. Punishment is God's domain. If we set out to punish our children, the Bible tells us that there is only one proper penalty for sin: death. That is why Jesus died on the cross, to pay the penalty of death for sin. Now, the Bible also specifically forbids parents from executing the judgment of death upon their own children, even when they deserve it. Read Deuteronomy 21:18-21. For comment on this passage let me quote from R.J. Rushdoony's

Institutes of Biblical Law, page 360. "First, the parents are to be complaining witnesses against their criminal son. The loyalty of the parents must thus be to God's law-order, not to ties of blood. If the parents do not assist in the prosecution of a criminal child, they are then accessories to the crime. Second, contrary to the usual custom, whereby witnesses led in the execution, in this case, 'the men of the city' did. Thus, where the death penalty was involved, the family was excluded from the execution of the law."

The objective is to correct our children, not to punish them.

Now note that it is "the rod" which is to drive out the foolishness. Why a rod? Psalm 23, everybody's favourite, says in verse 4, "Your rod and Your staff, they comfort me." How does the rod comfort here? By being an instrument of protection. It is also an instrument or symbol of authority: proper, legal authority which is always a comfort because of its protective value. Revelation 2:27 says, "He shall rule them with a rod of iron." The rod is like a scepter, a symbol of authority. Now when giving a spank, our verse recommends a rod. Using the hand may not be the best. Our hands should be used to minister love and provision, while a separate instrument, the very sight of which can remind children that there is a law in effect, can be used to administer the spank. We use something which is smooth and flexible: not as flexible as a belt with a buckle which is too difficult to control, not as inflexible as a piece of timber, not as lumpy as timber with corners or a tree branch with buds and knots. We give one spank across the buttocks per offense. It stings plenty, but only for a few seconds, and does no damage. We are careful not to spank the legs or back, and of course never aim to smack head or little hands whose bones and joints are too easy to damage. If the child is in nappies, the nappies get removed before the spank. Once the child is out of nappies, we smack through trousers or skirt: they do not need the humiliation of removing their clothes.

There is much more to be said about the proper use of the rod of correction which will be covered in future issues of *Keystone*. Key points are: Spank with a rod, not with words, consistently, for disobedience, until it hurts, in private, without anger, instantly, with love, for the child's best good. May God give us the courage and wisdom required to discharge our duty as parents toward our children.

Employers Look for Right Attitude

Almost half of all unemployed people hold educational qualifications but in a recent survey employers ranked qualifications at the bottom of a list of 20 desirable attributes for selecting potential employees, the Employment Service says.

In a survey of 500 randomly selected employers, qualifications came last in traits employers considered most desirable for employees. Top of the list was **attitude**

- | | |
|-------------------------------|-------------------------------|
| followed by | 12 fast learning |
| 2 honesty | 13 efficiency |
| 3 tidy appearance | 14 commitment |
| 4 amiability | 15 knowledge |
| 5 enthusiasm | 16 education |
| 6 reliability | 17 interest |
| 7 communication skills | 18 personality |
| 8 motivation | 19 stability |
| 9 punctuality | 20 willingness to work |
| 10 experience | 21 skills |
| 11 flexibility | 22 qualifications. |

(Wellington Dominion, 6 October 1995)

From Democracy to Bondage

Alexander Fraser Tytler (1747-1813), who was between 1780 & 1790 a Professor of Universal History at the University of Edinburgh wrote the following:

A democracy cannot exist as a permanent force of government. It can only exist until the voters discover that they can vote themselves largesse from the public treasure. From that moment on, the majority always votes for the candidate promising the most benefits...with the result that a democracy always collapses over loose fiscal policy, always followed by a dictatorship.

The average age of the world's great civilizations has been 200 years. These nations have progressed through this sequence: from bondage to spiritual faith; from spiritual faith to great courage; from courage to liberty; from liberty to abundance; from abundance to selfishness to complacency; from complacency to apathy; from apathy to dependency; from dependency back again to bondage.

The dependency which leads to bondage is that which will cause us to fawn at the hand of government agencies, including the MOE, for free handouts of money (which are not really free) rather than rely on God and His command to work to support ourselves and each other through our tithes and churches.

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Motivation

Keeping on Target

Children or teenagers who lack motivation may be those who:

- lack interest in studying
- have no clear goals
- give up when things go wrong
- are pessimistic about their future
- have low self-esteem, often complain

Contrast this with eager, confident students who are achieving to their capacity, have definite aims, who plan their time, and are successful in using study skills.

What is the cause of lack of motivation?

A common answer is poor self-esteem. But, if we study the Old Testament philosophy of education, we see the purpose of it was to equip a child with a sense of loyalty to God and a deep desire to keep His commandments. This gave the child security, clear direction, and a mission in life: to live a life that glorified God. (By looking up at God one gets inspired. By looking down at one's self one gets depressed at what one sees, which can lead to low self-esteem. So turn your eyes upon Jesus....Ed.)

Here are some of the factors that hinder motivation:

- lack of a clear conscience (II Tim 1:3). This is an aspect that is often overlooked, but is of the greatest importance because hidden sin saps the will power of individuals and reduces their ability to persist.
- the inability to accept limitations. e.g. the child may not have the musical intelligence to achieve in that field.
- peer pressure from friends who are negative.
- emotional trauma caused by such events as a death in the family or involvement in an accident.
- addiction to TV, videos or rock music.
- an imagination captured by unwholesome fantasy such as the Star Wars series.
- involvement in occult games such as Dungeons & Dragons.
- stress and fear of failure
- unrealistic parental expectations in comparing one child with another.

- people with relational authority such as a father or teacher causing humiliation by saying, "You're dumb", "You're stupid".
- and of course a child's own wilfulness or stubbornness

What approaches can be taken to increase motivation?

The book of Proverbs presents wisdom as the master key. It teaches "Get wisdom, Get understanding, Get insight, Get instruction." Be willing to accept counsel. Listen to a father's instruction. A close study of these proverbs must be beneficial.

One fruit of the Holy Spirit is self-control. Self discipline exercised in diet, exercise, sleep and recreation, with attention to time management will overcome many handicaps. The Bible speaks of people darkened in their understanding who need the Holy Spirit to renew the spirit of their minds. When the Holy Spirit does this "then knowledge will be pleasant to your soul."

(Contributed by Alan Curnow, a learning consultant at 200 Hill St., Richmond, Nelson.

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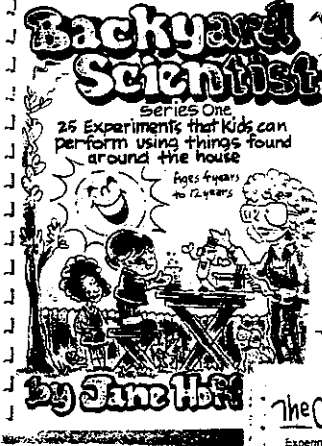
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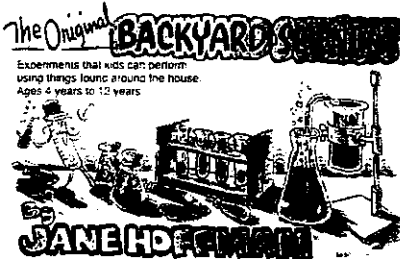


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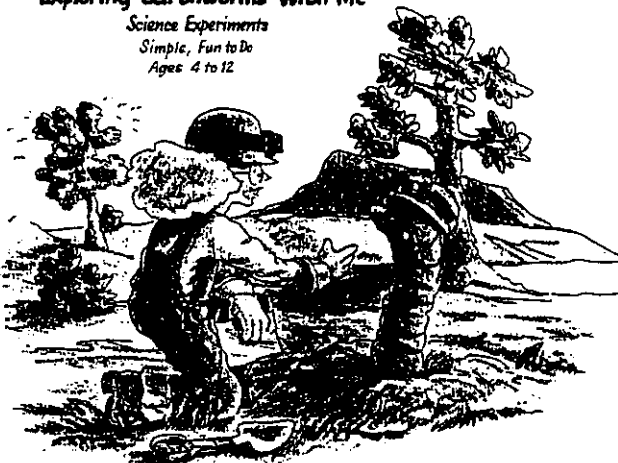
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**1996
Christian
Home Schoolers'
National Conference**

"The fear of the LORD is the beginning of wisdom"--Psalm 111:10

Friday 2 February 1996 to Sunday 4 February 1996

Venue: Central Baptist Church, 190 Church St., Palmerston North

For Beginners:

There are seminars covering items especially for beginners and those just thinking about home schooling: getting started, what it involves, curricula available, developing your own curriculum, teaching little ones to read with phonics, etc.

For Old-Timers:

There are seminars covering items especially for old timers: assessments, getting into Universities & Polytechs, Christian Qualifications Trust, the state Qualifications Framework, Recognition of Prior Learning, etc. Confirmed speakers include: Rev John Rogers speaking on Dad's role in the Home and the Home School; Michael Drake on Carey College, the NZQA and the Christian Education Trust; David Worboys on NZ Christian Academy (ACE); Graeme Stewart demonstrating chemistry and physics experiments; Carol Munroe explaining various resources and how to teach reading; Craig Smith on Home Schooling at the Cutting Edge; and Gus Hubbard on a way to impart mathematical concepts.

Conference fees are \$35 per adult aged 16 and above, \$20 for children aged 6-15, under 6 free of charge plus one tin of baking to help with teas & suppers. Family maximum is \$115 reduced to \$95 if paid in full by 10 January. Included are cut lunch Saturday, Bar B Q tea Saturday, venues, materials & folder, children's programmes and creche.

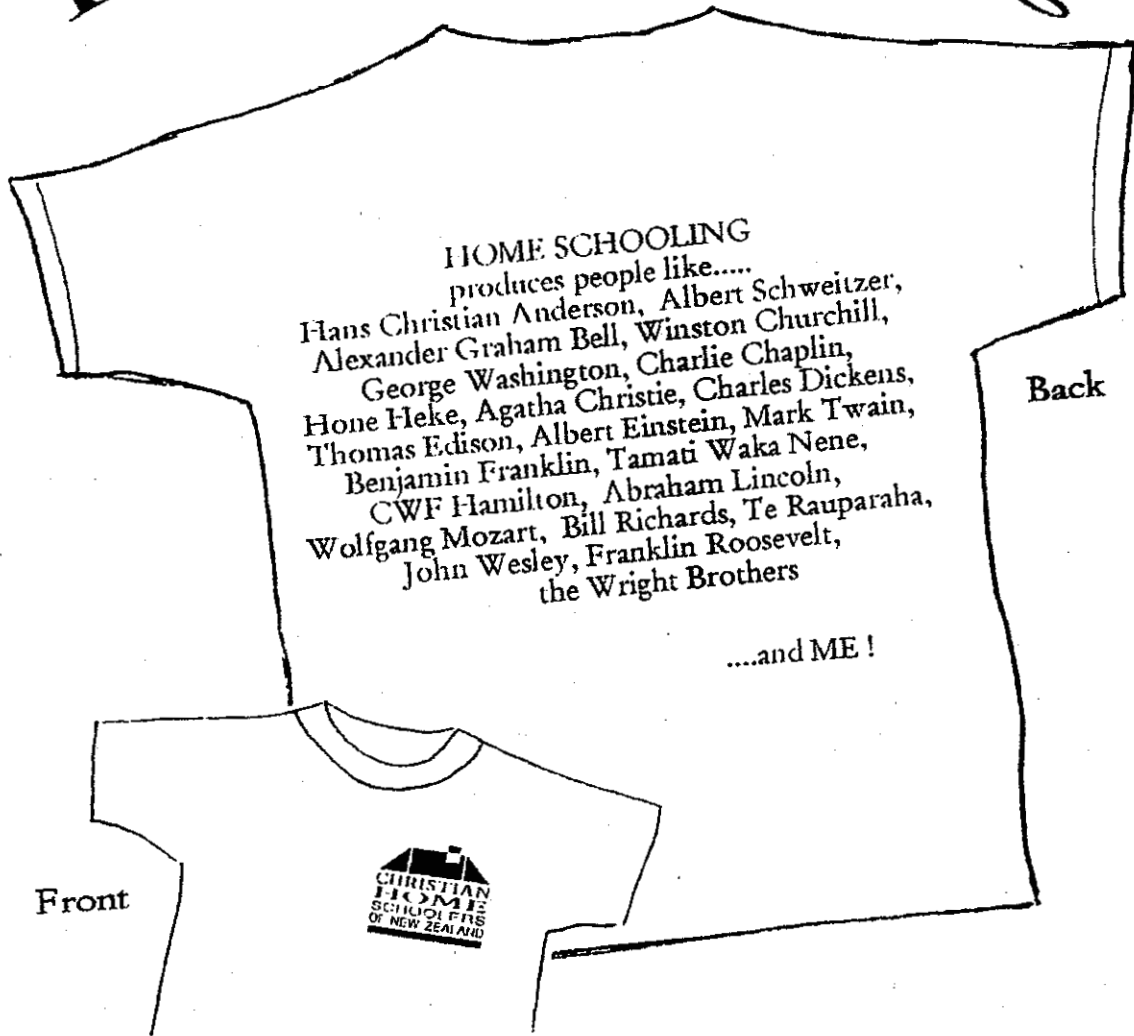
Something new is the Friday session specifically for support group leaders and/or support group delegates. Apart from forming networks among ourselves this session from 10am to 4pm is to talk over issues such as: publishing newsletters, becoming an incorporated society, applying for grants, responding to media flare-ups, delegating workloads, etc. The separate fee for this session is \$10 per adult, \$5 per child aged 6-15, and includes a cut lunch, children's programme and creche.

Children's programmes includes activities with Child Evangelism Fellowship, hands-on activities at the Manawatu Museum and Science Centre, glassblowing activities, sports, CPR training with NZ Heart Foundation, and more.

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8	White	___	X	\$19.00	=
10	White	___	X	\$19.00	=
12	White	___	X	\$21.00	=
14	White	___	X	\$21.00	=
Sm	White	___	X	\$23.00	=
M	White	___	X	\$23.00	=
L	White	___	X	\$23.00	=
XL	White	___	X	\$23.00	=

Total: _____

If 3 or more, subtract \$2 per shirt: _____

Final Total: _____

NZ-made T-Shirts, 100% cotton, screen printed by a Christian family business. Prices include GST and postage!

Fill in details of order at left, include name & address below, and post cheque to :
Christian Home Schoolers of NZ
4 Tawa St., Palmerston North, NZ.

Name: _____

Address: _____

ACTION STATION



- 1) Read the letter to the editor "Ideas for Toddlers, Please!", page 4, and see if you can share some of your ideas with the writer. While you're at it, Keystone wouldn't mind a copy to print for all the other readers, too!
- 2) Write to the office of the Commissioner for Children and ask for copies of their anti-spanking material as described on pages 8-9.
- 3) Write to the YWCA for copies of those books which are the latest in the enemies' arsenals for perverting our children. Show them to your neighbours and get everyone you can to write letters objecting. See Editorial, page 3.
- 4) Read the article on goals and objectives, page 16, and see if you would like to get a copy of academic goals, written by a New Zealand Christian educator to encourage New Zealand students toward excellence.
- 5) Register for the Christian Home Schoolers of New Zealand Conference! See page 22.
- 6) Order your Christian Home Schooler T-Shirts in time for Christmas or graduation gift!

As a door to door salesman I once met a man who said he wasn't interested in my products and really couldn't spare the time to have a look since he was nursing his terminally ill wife who had been sent home from the hospital to die. What do you say? I asked him what advice he would give me if I were to find myself in his position. Without hesitation he replied, "Start talking to one another". Even though they'd been together for years, now that they saw the end was near, they couldn't find enough time to talk to each other. I wish my Dad had taken the time to talk to me. As a matter of fact I remember how twice just the month before he died, he called into my room just on bedtime to see how my brother and I were doing. He had never done that before. It was neat. Then he was gone.

Time is short, men. Do those things for your family you have been thinking about doing, but keep putting off. Go get ten minutes, OK, make it only five minutes, with one of your children just as they are going to bed. Lying there in the darkness is a good time to re-cap the day, catch up with each other, and you never know what burning questions they may be encouraged to ask. Make it a regular time at least once a week.

Read to them as often as you can. Use times around the dinner table as the opportunity to fulfill your role as prophet, priest and king. When I pray after reading the Scriptures at meal times, I now confess our collective sins, as did Job for his children, and ask the Lord's forgiveness. As we

read through the Scriptures, there is hardly a topic of interest to modern families which is not mentioned. I am tempted to skip parts like the rape of Tamar or the incest of Lot's daughters, but there it is in the Bible giving me the perfect opportunity to talk about these things with my children. If I have read some outrageous statement or story in the papers I will read it to the children and invite their comments on it. We have some really good discussions that way, and it is especially educational in allowing me to point out the humanistic, pagan thinking in many of these stories and how that differs from Christ-centred thinking. In fact I just read an article which stated that "several studies have found the frequency of family meals together to be a strong predictor of student test scores."

Time is short, men. Keep short accounts with people. Don't let the sun go down if you are angry at someone or pushed out of shape because of some kind of problem with another person. Go get it sorted out as soon as you recognise that there is a problem. You may not get another opportunity.

Let me be more specific. Husbands, fathers, it is our responsibility to keep our homes and families running smoothly. It is up to us before God to sort out the problems that arise in family situations, or see that they get sorted out. The Lord will hold us fathers responsible. We will have to give an account of how we handle the role of head of the household He has delivered unto us.

We have all heard it said that the best thing we could possibly do for our children is to love our wives. You have heard that, I trust. Well, I would like to vouch for it, from our own experience. Not that we are experts in this area or have a whole lot to shout about. But there have been periods of time when I have not had the best of attitudes toward my wife. Not just once but several periods of time. During those times I noticed the children became sulky, unusually disobedient in both frequency and type, less communicative. What is worse, one of the children seemed to be developing his own negative attitude toward my wife, the child's own mother, simply because he was mirroring my lousy attitude. When my attitude improved and I began to show a lot more respect and consideration toward my wife, the children all improved. "Husbands, love your wives, just as Christ also loved the church and gave Himself for it" (Ephesians 5:25). The benefits of obeying this Scripture extend to our children and their entire home education and training.