

# Keystone

The Journal of Christian Home Schoolers

of Australasia

Vol. III No. 1

January/February 1997

**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**

## TEACH Bulletin

A new service to Keystone readers.....pg. 3

## Television Tyranny

Turf it out.....pg. 23

## Revelation

What do we teach our kids?.....pg. 20

## A Public Debate on Socialisation

Home schoolers vs. Massey Profs.....pg. 10

## Biblical Courtship

It involves the family.....pg. 15

## Christmas

Christian celebration or pagan pasttime.....pg. 26

## Maturity or Slavery

by David Gundlach

As I drove down a four-lane highway north of Pittsburgh, Pennsylvania, recently, I passed a place where all of the vehicles moving in the opposite direction were being pulled over to the side of the road by official-looking people. A Pennsylvania state trooper appeared to be examining the required documents carried by each driver to assure compliance with the state's mandates. A series of signs had been on the road to order the oncoming traffic to "Merge to one lane", and to "Be prepared to stop". The last sign before the checkpoint was the most chilling. It simply declared, "Police control ahead".

I suppose I'm just a product of my times. I was born in the early days of World War II. I experienced blackouts of the lights throughout our city (ostensibly to keep from illuminating targets for enemy bombers), shortages, and poverty. One of the lessons regularly asserted in the newsreels and movies of those perilous times was that a sure sign of tyranny is seen when officers of the civil government can stop people who have committed no crime and demand "their papers".

As I drove by the "police control point", I couldn't help wondering what had gone wrong in these United States. How had the hired servant become the master? Why must documents proving one's compliance with all sorts of directives be carried at all times and shown whenever demanded by state officers? Where will it end? Will we soon have armed officers demanding entrance to our homes to make certain that we have smoke detectors properly installed or to demand that we produce Social Security cards for everyone found in the

(Continued page 27)

# Contents:

Anno Domini 1997 A new era for home schooling.....pg. 3
Editorial.....pg. 5
Letters.....pg. 5
Home School Research Family Life and Learning.....pg. 7
Puzzle.....pg. 7
Home Schoolers Did It Home Schooling Awareness Week..pg. 10
God's Creation Bombardier Beetle & Viper.....pg. 11
Tough Questions Why do Parents Home School?.....pg. 12
Learning Disabled Standard curricula not enough.....pg. 14
Bits of Books Christian Courtship vs. the Dating Game by Jim West.....pg. 15
Strengthening Support Groups Aerospace Education.....pg. 19
Theologically Speaking Revelation.....pg. 20
Teaching Tips Are computers good teachers?.....pg. 22
Over a Cuppa TV free and good health tips.....pg. 23
CHomeS Roundup Modern day Scrooges.....pg. 25 Celebrating Christmas.....pg. 26
Trading Post.....pg. 26
Action Station.....pg. 28

## Keystone

is the Journal of Christian Home Schoolers of Australasia, (CHomeS), a Charitable Trust.

Published six times a year, **Keystone** is received by people in Australia, NZ, Papua New Guinea and the USA.

All correspondence to:

Craig S. Smith, Editor

4 Tawa St.

Palmerston North, 5301

New Zealand

ph./Fax: (06) 357-4399

or International: +64 6 357-4399

CHomeS Trustees: Craig S. Smith

Barbara E. Smith

Sheryl Rogers

**Keystone** is the journal of Christian Home Schoolers of Australasia, (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 is good quality material from other publications providing full acknowledgement is given and copyright respected. Letters sent to the Editor will be considered for publication unless the sender specifically requests that they not be.

Information in **Keystone** is not intended as legal advice and should not take the place of legal counsel from a qualified, informed solicitor. The appearance of advertising material in or with **Keystone** does not constitute endorsement of the products or services advertised. One's usual discretion should be used in making selections.

# Anno Domini 1997

*Let us then pursue what makes for peace and for mutual upbuilding.<sup>1</sup>*

Never have we needed one another more than now. Although we vary greatly in our backgrounds and traditions, in how we perceive the educational task before us, in the aspirations we have for our families, we are nonetheless united in our desire to home educate our children according to the dictates of our own consciences.

The whole system of state education in schools is being thoroughly shaken by the NZQA and MOE policies. We home schoolers are the only group of teachers either inside or outside the system who are not registered and who do not have to operate according to an approved charter. You can be sure we will be singled out for a close scrutiny by the state educational authorities either sooner or later. As the state system continues to stagger from one bright idea to another in its losing battle to provide a meaningful education to the children of this country, more and more parents are re-claiming their God-given responsibilities to train up their own children in the way they should go. A really encouraging trend is that this is happening right across the spiritual spectrum: among the religious, the non-religious, and the irreligious! My wife Barbara and I, who are both trustees of Christian Home Schoolers of NZ, Inc., (CHomeS), a charitable trust, spent much of 1996 building up relationships or establishing contacts with over 60 independent home schooling support groups all over New Zealand.

Referring back to the quote at the beginning, CHomeS wants to continue to foster peace and cooperation among home schooling groups of all descriptions and to preserve cordial relations between home schoolers and government agencies. In addition, CHomeS wants to do what it can to preserve and strengthen the independence of home schooling support groups and individual families.

To this end, CHomeS is re-organising:

- \* to become more user-friendly to a wider range of home schoolers;
- \* to more effectively provide the services we have endeavoured to provide over the past 11 years;
- \* to establish new services.

We'll need some help from home schoolers to do it, though! Here's what's happening:

**Either**

**Or**

Become an Official Member of  
**CHomeS**

(Christian Home Schoolers of NZ, Inc.)  
One annual family membership will be awarded for each tax-deductable donation of \$60 or more. This membership includes items 1 through 11 below:

Become an Official Member of  
**TEACH**

(Thorough Education Achieved in a Caring Home)  
One annual family membership will be awarded for each tax-deductable donation of \$30 or more. This membership includes items 2 through 11 below:

- 1) Six issues of *Keystone*, the 28-page, bi-monthly journal of Christian Home Schoolers. On its own *Keystone* is available for a donation of \$35 per year (6 issues) or \$65 for 2 years (12 issues), and automatically includes one or two year's worth of the *TEACH Bulletin*.
- 2) A monthly *TEACH Bulletin*, a new 4-6 page summary of political developments, statist and professional trends and correspondence with the educational authorities, which on its own is available for a donation of \$16 per year (11 issues -- none in December). The first issue is enclosed, with our compliments. Please note: Future issues of *TEACH Bulletin* will have very little or no advertising.
- 3) A regular opinion poll (which is included in the *TEACH Bulletin*) where you will be able to indicate your preference on the issues of the day. This promises to be quite an important element in this new era of home schooling, as TEACH will then present ALL of these opinions, in summary form, to the Ministry and whatever other officials need to know. These polls may well become the basis for more positive and helpful government home schooling policy developments.
- 4) Discounts on CHomeS National Family Conference fees. These conferences have extensive children's programmes and are held every second year, alternating between Palmerston North and other parts of NZ. The next one is 6-8 February 1998, in Palmerston North.

5) Discounts on TEACH National Leadership Conference fees. These annual 2-day conferences are for home schoolers from across the spectrum who want to develop their local support group. The venue alternates between Palmerston North and other parts of NZ. The next one is 28 February to 1 March 1997 in Wellington.

6) Coaching through the *TEACH Bulletin* on how support groups and individuals can help preserve our civil and religious liberties by more effective participation in the Parliamentary process: i.e., writing letters, making submissions, lobbying MPs, etc. Once Kiwis realise how accessible and pliable are our government officials, you'll all want to have a go and not leave it to others.

7) An annual free gift to members. The 1997 gift is a CHomeS or TEACH iron-on flock transfer.

8) Discounts on resources, books, T-shirts, etc., available through either CHomeS or TEACH.

9) Discounts on Sonshine Educational Coach Tours.

10) An official CHomeS or TEACH tax-deductable receipt for your donation.

11) As the support increases, CHomeS and TEACH will be able to develop ideas such as:

- \* Scholarships for home schoolers.
- \* Summer schools for home schoolers in Chemistry, Physics, Biology, etc., utilising NZ Polytech or University laboratories.
- \* National tours by overseas experts such as:
  - Jane Hoffman, the Back Yard Scientist, USA
  - Brian Ray, President, Home Education Research Institute, USA
  - Michael Farris, Home School Legal Defense Association, USA
  - Peter Frogley, Light Educational Ministries, Australia
  - Mark Armitage, Microscopist and Creation Scientist, USA
- \* 1 1/2 day seminars anywhere in New Zealand
- \* Curriculum and home school resource fairs in various centres
- \* National and international educational field trips

The administrative and correspondence duties of CHomeS, the development of TEACH Publications and the editorship of *Keystone* has been a full time and virtually non-remunerative occupation for me for almost 2 years now. (I figured the costs of *Keystone* way too low at first since photocopying costs DOUBLED on me due to a supplier's misquote.) This situation cannot continue since Barbara has had to work-in several income-producing activities around the family and her local support group work (such as door-to-door selling, junk mail delivery, market research telephoning, etc). We will continue to give our time and efforts, but further development depends on the level of support other NZ home schoolers are willing to give. At present there are 325 subscribers. If all became members at \$60, for example, that would equal \$19,500. Most of that sum, however, would be taken up in publication and postage costs of *Keystone* and the *Bulletin*. To freely give ourselves fulltime to CHomeS and TEACH, which we would dearly love to do, we reckon it would need about 1000 memberships per year. With home schooling growing as it is, we are optimistic that it will happen in 2 or 3 years. Can we count on your support?

Craig & Barbara Smith, 14 January 1997  
Notes: 1. Romans 14:19 (RSV)

### Donation Form

- I wish to become a member of CHomeS -- Minimum \$60 donation.....\$ \_\_\_\_\_
- I wish to become a member of TEACH -- Minimum \$30 donation.....\$ \_\_\_\_\_
- I wish to receive *Keystone* for  1yr \$35  2yr \$65.....\$ \_\_\_\_\_
- I wish to receive the *TEACH Bulletin* -- 1yr \$16.....\$ \_\_\_\_\_
- I already receive *Keystone* and would also like to receive the *TEACH Bulletin*, but not become a member of either. What do I do? (It depends. I will write back to you.)
- I already receive *Keystone* and would also like to become a member of CHomeS. What do I do? (It depends. I will write back to you.)

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone: \_\_\_\_\_

\*Cheques payable to CHomeS.  
Post to: C & B Smith, 4 Tawa St.,  
Palmerston North 5301, N.Z.

These details will go onto the CHomeS and/or TEACH databases and may be used for legitimate CHomeS and/or TEACH purposes. These databases will not, under any circumstances nor at any time, be sold, given away or shown to any other person or organisation. Ever.

# Editorial



I don't ever want to see 1996 again! Never have we worked so hard for so long and under so much stress for so little monetary return. Praise God for the Scripture which says, "In all toil there is profit" (Proverbs), for otherwise we would have packed it in. One thing about the extra pressure is that it certainly spawns new ideas and makes one consider distant horizons.

For a long time now Christian home schoolers around the country have wondered why they couldn't join a national Christian home schooling organisation and be part of the action on a national scale. It finally dawned on me that CHomeS could provide for that by strengthening the network links that already exist, establishing new ones and improving the lines of communications. Part of this has been to make new friends among the growing number of home schoolers who wouldn't necessarily label themselves Christians. It was in talking with some of these new friends and colleagues that I realised a real need existed for a regular and philosophically inclusive news and feedback service which other national home schooling organisations seemed unwilling or unable to provide. It is hoped that *TEACH Bulletin* will go some way toward filling this need.

Two of the items we've wanted to develop have already come (almost) to fruition! A new home schooler in Hunterville with experience in coach tours has put together a couple of packages (descriptions enclosed) that are both educational and fun. Please look them over carefully; and please consider giving us your comments on them whether or not you decide to go on either of them.

The other item is the leadership conference at the end of next month in Wellington. As these annual conferences will move around the country they will be key opportunities for support group people to network and enhance their expertise.

Then early this very week I received a letter from Kath Fenton of Brisbane who, with her husband, has just formalised the Australian Christian Home School Support Network. They wanted to know if *Keystone* could be made available to their network, as there seems to be nothing like it over there. Opportunity knocks!

# Letters



## Dismay

I read with interest the three articles in the May/June *Keystone* on the issue of authority and reflected on how different we all can be but still have that common tie -- our journey back to God.

It was with dismay that I read in the next newsletter (July/Aug) a reply by one of the three letter writers (Delwyn) attacking the church (Roman Catholic) of the other letter-writer as "not a genuine Christian denomination", therefore implying it's members are not genuine Christians. Delwyn had previously stated that "debates such as this have caused a fair amount of division among believers...and it is not our intention to further the conflict...there is a need to carefully re-examine scripture without condemning the beliefs of others." If Delwyn was sincere in her stated intentions surely she would not then have gone on to attack another believer's church.

For the record, Roman Catholics trace their roots back to that first community of believers who surrounded Jesus and whom Jesus called apostles. It was the belief of Jesus's post-resurrection Christian community that Jesus gave to Peter authority over his "church". This belief was understood and accepted by those early Christians and subsequently many who followed after and became Roman Catholics.

Obviously with the longest history among the Christian churches and with many adherents the Catholic church has made mistakes (big ones too!) -- because it is full of human beings who are not always spirit led (imperfect people like you and me). It is not my intention to promote Roman Catholicism over other churches, merely to explain "there is no perfect church and if anyone ever found one...don't join it, you'll ruin it."

Don't let this magazine which is meant to unite us all as Christian home schoolers sink to people taking swipes at other's religious beliefs. I was quite surprised that you published it, Craig, and as a Christian home schooler who belongs to the Roman Catholic denomination, I was insulted.

Caroline Gunn  
Napier, NZ

Delwyn writes, "I sincerely apologize to Carolyn or any other readers who were insulted by the content of my letter opposing the Roman Catholic Church. It was not intended as an attack against people but rather against an organization."

As editor, I would like to add my apology, and confess that, as a novice at editing any publication, I have not followed the Scripture which says, "Therefore let us pursue the things which make for peace and the things by which one may edify another." (Romans 14:19)  
 Craig S. Smith, Editor

**P.A.T. tests**

The 1997 P.A.T. tests are available from me in early February and will be marked and returned to you. This is for those who do not have access to a support group with the teacher manuals.  
 Alan Curnow  
 200 Hill St.  
 Richmond, Nelson, NZ

**Needs To Be Both**

Thank you for the effort you put in for us in the home schooling area. If it wasn't for you both we would still be struggling and overwhelmed with all of it instead of only 1/2 of it! We appreciate what you have done to make it easier for families. There is a larger group here than I expected. One family, after a year, are giving up. It was the husband's vision but the wife carried it. I believe it needs to be both. Please

keep us in touch with what happens.  
 Max & Margaret Wooding  
 Blenheim, NZ

**Borrowed a Friend's**

Please find enclosed a cheque for subscription to *Keystone*. I borrowed a friend's to read and found the articles interesting and informative. 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. Keep up the good work! God Bless.

Christine Carver  
 Tirau, NZ

**Remarkable Difference**

Over the years I have been observing home schooling families throughout New Zealand. I would like to take this opportunity to express my gratitude to those families who have been such a wonderful example to us. I greatly appreciate those of you who have effectively trained up your sons and daughters in the way that they should go. As your children are emerging into young adults, I can see a remarkable difference between them and those who have been through the state school system. Thank you for your fine example.

Delwyn McAlister  
 Tokoroa, NZ

**Keystone Donation Form**

One Year (six issues) for minimum donation of.....\$35.00 \$ \_\_\_\_\_  
 Two Years (12 issues) for minimum donation of.....\$65.00 \$ \_\_\_\_\_  
 Those receiving *Keystone* also receive a monthly *TEACH Bulletin* (11 a year, none in December), a 4-6 page summary of political developments, statist and professional trends and correspondence with the educational authorities. Donations are also acknowledged with tax-deductable receipts.

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone \_\_\_\_\_

Send Cheques payable to:

Christian Home Schoolers of NZ  
 4 Tawa St.  
 Palmerston North, 5301  
 New Zealand

Become an Official Member of  
**CHomes**  
 (Christian Home Schoolers of NZ, Inc.)  
 One annual family membership will be awarded for each tax-deductable donation of \$60 or more. Members will receive both *Keystone* and *TEACH Bulletin* and many other benefits. Write to the address at left for details.

## Policy Implications

Just as it is important for families to appreciate the magnitude of their influence over child learning, it is also important for education officials to design policies and programs that envision parents playing a major role in their children's cognitive and moral development. Three reforms are especially needed:

### 1. Redefine "parental involvement" to give emphasis to the role parents play as their children's first and most important teachers.

Indeed, traditional definitions of "parental involvement" do not fully appreciate the instructional contribution parents can and should make to their children's cognitive development. Part of the reason many parents are apathetic about serving on advisory boards and in other traditional capacities is because they perceive that their roles on such committees are "marginal" and that their participation has little or no direct impact on the achievement of their children.

"Parents belong at the center of a young child's education," says former U.S. Secretary of Education William Bennett. "The single best way to improve elementary education is to strengthen parents' role in it."<sup>3</sup>

### 2. Refocus "educational choice" to give emphasis to the way in which it increases parental involvement in education.

Just as a break-up of the government school monopoly is apt to affect supply-side behaviour and give us better schools, it is also apt to affect demand-side behaviour and give us better families. If genuine "educational choice" existed, parents would be active, discriminating consumers of various educational options rather than passive recipients of schooling chosen by government planners using proximity-is-destiny guidelines. (However, just as welfare dependency renders people incapable of budgeting for themselves, so most parents have become dependent on "free" education to such a degree that they have been rendered incapable of determining what a good education looks like. Consequently, in the short term, true choice in education may leave most parents open to the slick sales talks of educational con-men. -- Ed.)

### 3. Replace the existing model of education, which is heavily based upon late-19th Century norms, with a new model designed to seize 21st

### Century opportunities.

Several months before issuing its much-publicized 1994 report on parental involvement, the U.S. Department of Education issued a separate report that said America's school children are "prisoners" of an outmoded school schedule.<sup>4</sup> Specifically, the report said that the typical nine-month school calendar (which was originally built around the annual agricultural schedule) hinders learning continuity and requires teachers to do considerable review after summer breaks. The report also said the average school day ends before teachers have adequate opportunity to cover all the subjects contemporary schools seek to address -- and before many employed parents arrive home from work.

Based on these observations, the report called for lengthening the school day and the school year. It also called for expanding early childhood programmes directed at preschoolers, in the name of improving school readiness.

(Sounds just like NZ, doesn't it? Just read carefully now what follows! The learned researchers have not looked at all the facts before coming up with recommendations! Seems to be a common practise: either because they only want to give their own research the glory as the main benchmark for the recommendations; or else the whole exercise was ideologically driven from the start, and they were merely looking for research findings that would support their ideas. -- Ed.)

While at first blush these ideas may appear eminently reasonable, their collective thrust towards more schooling fails to appreciate the fact that data from the National Center for Education Statistics show that U.S. students already rack up more "seat" time in school each year than their counterparts in Japan, Germany, England, Italy, Canada, and Korea. (Compared to others, however, time in U.S. schools is more likely to be devoted to non-academic pursuits like gym, driver's education, counseling and assemblies.)<sup>5</sup>

More importantly, the drive for more schooling seems to be at odds with the growing volume of research data showing how critically important parental involvement is to children's learning. Indeed, this research argues for policies which facilitate greater parental involvement in children's lives -- not year-round, all-day,

cradle-to-college school programs that leave little time for families to learn together.

Moreover, the most interesting educational trend in America today -- the growth in home schooling -- is being driven both by a frustration with rationalized, factory-style, morally-neutral schooling and by a desire on the part of many parents to be highly involved in the moral and cognitive development of their children. What is especially interesting about this trend is the degree to which some public school teachers have embraced it.

"Family is the main engine of education," observed junior high teacher John Taylor Gatto in a speech commemorating his selection as New York City's Teacher of the Year. "If we use schooling to break children away from parents -- and make no mistake, that has been the central function of schools since John Cotton announced it as the purpose of the Bay Colony schools in 1650 and Horace Mann announced it as the purpose of Massachusetts schools in 1850 -- we're going to continue to have the horror show we have right now."<sup>6</sup>

Gatto finds it "curious" that the literacy rate in Massachusetts prior to compulsory attendance laws was 98% -- seven percentage points higher than it has been at any point since. And he finds it "curious" that home schooled students score significantly better than their conventionally schooled peers on achievement tests. Indeed, a 1990 study of more than 1,500 randomly selected home schooling families found that home educated students score, on average, at or above the 80th percentile in all areas of standardized achievement tests.<sup>7</sup>

While conceding that we won't "get rid of schools anytime soon," Gatto says greater attention needs to be given to facilitating learning opportunities that bring parents and children together. "The curriculum of family is at the heart of any good life," says Gatto. "The way to sanity in education is for our schools to take the lead in releasing the stranglehold of institutions on family life."<sup>8</sup>

Similarly, Seattle public school teacher David Guterson says, "homeschooled children learn under the ideal conditions that school teachers persistently cry out for.... Today it is considered natural for parents to leave their children's education entirely in the hands of institutions. In

a better world, we [parents] would see ourselves as responsible and our school primarily as resources.... Schools -- educational resources centers -- would provide materials, technology, and expertise instead of classrooms, babysitters and bureaucrats." "We should think clearly about the problems of schools [and] ask ourselves why every attempt to correct them seems doomed to fail," Guterson writes. "We should recognize that schools will never solve the bedrock problems of education."<sup>9</sup>

Only families can. Only families will.

#### Notes:

- 1) Ann M. Milne, "Family Structure and the Achievement of Children", *Education and the American Family* (New York: University Press, 1989), William J. Weston, ed.
- 2) Nathan Caplan, Marcella H Choy and John K Whitmore, "Indochinese Refugee Families and Academic Achievement", *Scientific American*, February 1992, pp. 36-42.
- 3) Jacqueline Jordan Irvine, "Black Students and School Failure: Policies, Practices, and Prescriptions", (New York: Greenwood Press, 1990).
- 4) "Prisoners of Time," National Education Commission on Time and Learning, April 1994.
- 5) Angela Henkels, "The American Education Diet: Can U.S. Students Survive on Junk Food?", September 1994, The Center for Education Reform.
- 6) John Gatto, "Why Schools Don't Educate," speech reprinted in *The Sun*, pp. 23-27.
- 7) Brian D. Ray, *Home Education Fact Sheet*, March 1993, National Home Education Research Institute.
- 8) Gatto, *op. cit.*
- 9) David Guterson, "When Schools Fail Children", *Harper's Magazine*, November 1990, pp. 58-64.

**Unsaved people**  
have a present that is controlled  
by their past.

**Christians**  
have a present that is controlled  
by the future.



# Home Schoolers Did It



## Manawatu Library Week

The Manawatu Home Educators staged a full week of events centred about the newly opened Palmerston North Library. The MHEs simply called it Library Week, but it quickly became "Homeschoolers Awareness Week" by the Media. It was a huge success!

Held between Monday 14 October and Friday 19 October 1996, the Week included: two different tours of the new Library, one for adults and one for children; a show & tell session; a coffee morning for interested members of the public to meet home schooling mums; a dramatic production on "Heroes of the Faith"; a dinner-hour forum, again for members of the public; and a formal public debate. The items, you can see, are a mixture of activities just for home schoolers and some designed as public relations exercises.

The Coffee Morning was hugely successful, with more non-home schoolers attending than the home schoolers could cope with! Catherine Duxfield was interviewed on Radio 2XS before the event, and this prompted some extras from the public to attend. Many people are looking for options in education, and this was certainly a non-threatening way for them to ask their questions and meet real live home schoolers.

The Forum Evening was a good idea well organised, planned and executed. The fact that only a few outsiders came along was the only negative factor.

Eight local home schoolers were recruited and briefed prior to the evening, each one to be available to answer questions about a different aspect of home schooling. The eight areas were: teaching tips on specific subjects; handling practical issues such as time-tabling, toddlers and other household duties; a dad's role; support agencies; legal issues; curricula available; and two home schooled teenagers, a male and a female, who were now in the workforce. There was indeed a wealth of information, wisdom and experience represented.

Three other home schoolers came along. The public was represented by one couple expecting

their first child, another mum from a town twenty minutes away, and three male students from teachers college.

Light refreshments were made available from 6pm, which served as tea for many. Those few non-home schoolers in attendance kept the questions going until about 9pm. The home schoolers present certainly enjoyed themselves as they got to talk about their favourite subject: home schooling.

The Debate was certainly the highlight of the week. The statement debated was: "That home schooled children tend to have superior socialisation skills". The affirmative side was composed of Michael Drake, who was flown in for the occasion from Auckland where he is principal of Carey College; Joanne den Harder, a local home schooler from Foxton; and local Radio 2XS personality Mike West, who requested (when asked to take part in the debate) to be on the affirmative side. The opposing team arguing the negative side of the statement was made up of Dr Peter Lineham, history professor at Massey University; Christine Simpson, a senior student at Massey College of Education; and Guy Broadley, lecturer at Massey College of Education. You can see by the line-up that this was definitely NOT a rigged debate!

The event was adjudicated by P.N. Toastmasters, who did a masterful job of explaining the rules of formal debate, the scoring and then announcing the winner at the end. The crowd consisted of approximately 25% home schoolers, and the rest were not...about 85 people in total! This made for an exciting chance for the "other side" to hear the home schoolers' views whether they liked it or not!

Well, officially the home schoolers "lost" the debate on technical ability. Even so, many there considered it a win because of the superior content put forward. In any case, thanks to the humour, good will and skill of not only the two debating teams but also the adjudicators, everyone present found it a most enjoyable evening. It certainly sharpened the local home schoolers' skills for next year!

(The Manawatu Home Educators are putting together a package, available from March at a small charge, on how to run a similar event. If you are interested write to: Manawatu Home Educators, c/- Diana Posthuma, Palmerston Street, R.D. 6, Awahuri, Palmerston North.)

# FOREMOST

P R O D U C T S

## "Rap With The Facts" Tapes and Activity Books

A musical explanation of basic mathematical concepts that encourages problem solving and tests memorisation of maths facts. Each set has an audio cassette and a 24 page booklet filled with work sheets, time tests and fun problem solving challenges.



**Division** The theme of dinosaurs add interest as students 8 - 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 booklet is filled with worksheets, time tests, and fun problem solving challenges! **Division Tape/Book Set \$17.00**

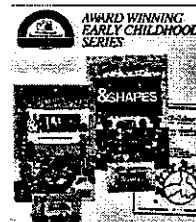
**Multiplication** An upbeat contemporary tune "Rapping With The Facts" helps children memorise multiplication facts through to the twelve times tables. It includes a 24 page booklet filled with worksheets, time tests, and fun problem solving challenges! Children will learn their multiplication facts with the answers given on Side 1 of the tape. Side 2 gives the facts without the answers so children can practise their skills. A fun way to present times tables to 8 - 13 year olds. **Multiplication Tape/Book Set \$17.00**

**Addition** This lively contemporary music tape helps children memorise addition facts up to sums of 18. Includes a 24 page booklet 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 practise their skills. The book adds another dimension in reinforcing their skills. **Addition Tape/Book Set \$17.00**

**Subtraction** Space is the theme as students blast off to learn subtraction facts up to sums of 18. Includes a 24 page booklet 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 practise their skills. A great way for children aged 5 to 12 to learn their subtraction facts. **Subtraction Tape/Book Set \$17.00**

## Language Resources - "A Little Rhythm, Rhyme, & Read"

**Colours & Shapes** Teach children colour names and basic shapes through a variety of original and familiar sing-along songs. **Colours & Shapes Tape/Book Set \$17.00**



**Letters & Numbers** Vivid sound effects and easy to sing melodies teach children letter names and numerical sequences. This set was a winner of the 1994 Early Childhood News Award. **Letters & Numbers Tape/Book Set \$17.00**

**Phonics** This tape teaches initial consonant sounds and short and long vowel sounds with catchy songs and rhyming stories. The 24 page book has puzzles and art activities to help children learn the short and long vowel sounds. **Phonics Tape/Book Set \$17.00**

## "Listen & Learn A Language"

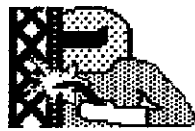
This series entertains children as they begin to learn a foreign language. Words and phrases are taught using simple rhythms and then a cheerful melody incorporates the learned words in a song. There are over 100 words taught with each 60 minute cassette tape and a 24 page illustrated learning guide and lyric book. A great way to learn a foreign language. **Spanish Tape/Book Set \$17.00,**  
**French Tape/Book Set \$17.00, German Tape/Book Set \$17.00, Italian Tape/Book Set \$17.00**

**Order Today From:**

**Foremost Products**  
P.O.Box 12039  
Chartwell Square, Hamilton.

Payment is required with order.  
Please make cheque payable to  
Foremost Distribution.

# Strengthening Support Groups



**Space Shuttle Posters:** shuttle in place on launch pad; orbiter with Cargo Manipulator Arm extended; shuttle missions STS-1 through STS-45.

## Aerospace Education Freebies

Aerospace education is that branch of general education concerned with communicating knowledge, skills and attitudes about aerospace activities and the total impact of air and space vehicles upon society. The purpose of aerospace education is to teach everyone to understand and appreciate its importance. To assist in this process, textbooks, student and instructor guides, a kit, packets, booklets, posters and pamphlets have been developed, and many of these materials are offered **FREE OF CHARGE** by the Civil Air Patrol (CAP) at a US Air Force base in Alabama. Simply write for the free Aerospace Education teaching materials, saying you are a support group of whatever size, to:

HQ CAP-USAF/ET  
105 S. Hansell St.  
Maxwell AFB, ALABAMA  
36112-6332 U.S.A.  
Fax (334) 953-4235

Some of the items offered Free of Charge include:

### Aeronautical Posters:

fuselage structures; airplane components; airfoil lift and forces of flight; and wing structure and empennage.

### Chronology of Aerospace Events (Time Lines):

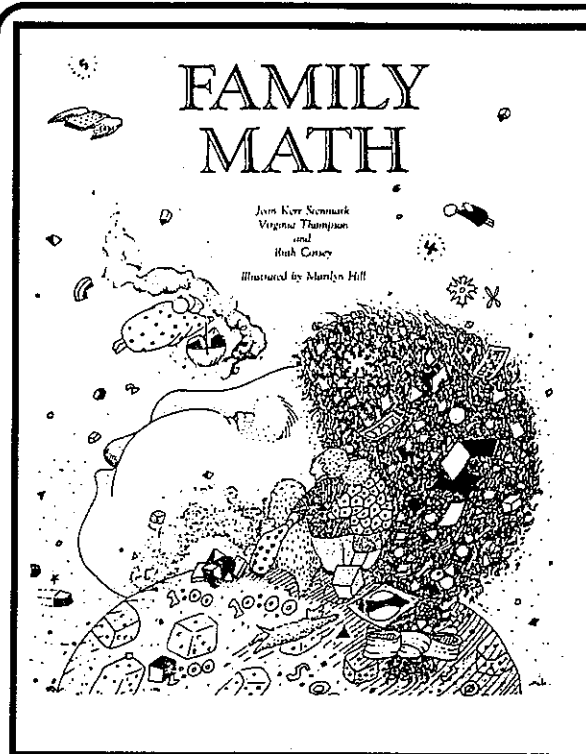
from 3500B.C. to A.D. 2000; from 1700 to 1899; from 1900 to 1991.

### Jet Engines Posters:

pulsejet and ram jet; turbojet and turboprop; turbofan and scramjet.

### Booklets:

Aerospace career booklet for grades K -- 4. Activity booklets grades 2-4 on Charles Lindbergh, Space Shuttle, Wright Brothers, Eddie Rickenbacker, Navigation, Gravity, Weather, Balloons & Blimps, etc. And much more.



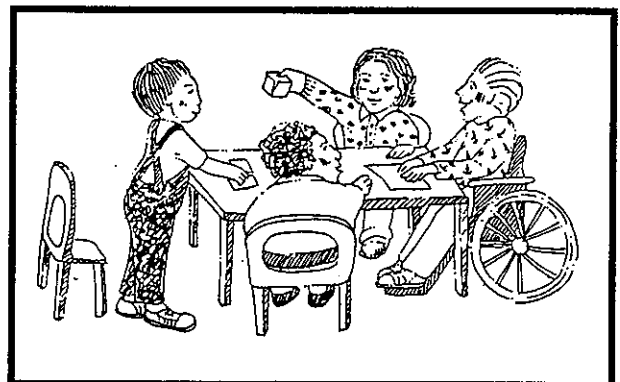
The **FAMILY MATH** book is about: parents and children working together, learning to like mathematics, doing activities that make maths fun for children from 5 to 18 years old.

It has important mathematics topics: word problems, logical reasoning, measurement, geometry, spatial thinking, probability, statistics, calculators, estimation, arithmetic and others.

The **FAMILY MATH** book advocates a completely hands-on approach to maths education. It has games and activities galore to help make meaningful fun of mathematics. The activities are designed to help children learn how to think about a problem using such strategies as: looking for patterns, drawing a picture, working backwards, working with a partner, eliminating possibilities. Having a supply of strategies allows a choice of ways to start looking at a problem.

The **FAMILY MATH** book is an internationally popular home school resource. "If I could have only one maths resource it would be the **Family Math** book." *Claire Aumonier-Founder New Zealand Homeschooling Association*

**Price: \$53.80 includes p/p**



To order the Family Math Book or for information about:

- \*Parent maths courses,
- \*our activity newsletters,
- \*Family Maths
- \*a catalogue of resources,

contact the:

### Family Maths Charitable Trust

P O Box 33 1591  
Takapuna  
NORTH SHORE CITY  
Phone: 09 445 8312  
Fax: 09 445 8312

# Theologically Speaking



*(The articles in this column are offered to expand our appreciation and that of our children for our Christian faith. Its history is incredibly rich. Its foundational contributions to the best of our Western culture are immeasurable. Searching out its implications for every area of our lives will occupy every day of our lives. Use these contributions as they are, as springboards to further family study, or as a catalyst for debate through the letters column.)*

## Revelation

If God had not revealed Himself to us, we could not possibly have had any knowledge of Him. Left to ourselves, we would never have discovered God, for such a discovery is beyond our natural abilities. God has taken the initiative and in His mercy and grace has revealed Himself to us for His glory and our benefit.

General Revelation comes to us in the forces and laws of nature, in the constitution and operation of the human mind, and in the facts of experience and history. The Bible refers to it in such passages as Ps 19:1; Rom 1:19-20, 2:14-15. Roman Catholics and Protestants agree that what is revealed of God through His beautiful creation is not sufficient, being obscured by the blight of sin as a result of the Fall of Adam and Eve. This general revelation of God as seen in His creation does not now convey any fully reliable knowledge of God and spiritual things, and therefore does not furnish us with a trustworthy foundation on which we can build our home educational tasks or, more importantly, our eternal futures. And it utterly fails to meet the spiritual needs of us sinners, which are found only in our Saviour Jesus Christ.

Special Revelation is God's direct revealing of Himself to us, as is now embodied in the Holy Scriptures. It is needed because our sin has rendered us spiritually blind and mentally and intellectually perverse so that we fail to read aright even the remaining traces of the original revelation.

In giving His special or supernatural revelation God used different means. He revealed His

presence in fire and clouds of smoke, in stormy winds, in an audible voice, through His prophets by an internal operation of the Holy Spirit, in dreams and visions, by means of Urim and Thummin, in miracles and most fully and intimately in His Son Jesus Christ.

The term "special revelation" may be used to denote the Bible as a whole as it has the divine guarantee of its truth in the fact that it is infallibly inspired by the Holy Spirit. It may therefore be said that the whole Bible, and the Bible alone, is the special revelation of God Almighty, the infallible rule of faith and practice for all mankind, not just those who believe, although there is not full agreement among Christians today on these issues.

## Inspiration

Under the influence of Rationalism it has become quite common to deny the inspiration of the Bible altogether, or to hold that only parts of it are inspired. Some deny the inspiration of the Old Testament, while admitting that of the New. Others affirm that the moral and religious teachings of Scripture are inspired, but that its historical parts contain several chronological, archaeological, and scientific mistakes. Still others will assume that the thoughts were inspired, while the choice of the words was left entirely to the wisdom of the human authors.

The inspiration of the Bible extends to the very words employed. The doctrine of verbal inspiration is fully warranted by Scripture. In many cases we are explicitly told that the Lord told Moses and Joshua exactly what to write, Lev 3 & 4; 6:1, 24; 7:22, 28; Josh 1:1; 4:1; 6:2, and so on. The prophets speak of Jehovah as putting His words into their mouths, Jer 1:9, and as directing them to speak His words to the people, Ezek 3:4, 10, 11. Paul designates his words as Spirit-taught words, I Cor 2:13; and both he and Jesus base an argument on a single word, Matt 22:43-45; John 10:35; Gal 3:16.

## Sufficiency

Today we see three common views of the sufficiency of Scripture or the degree to which the Bible may be said to be the perfect and complete revelation of God for all people in all places for all time. One is the idea that the Bible owes much of its authority to the Church or to learned people within the Church who can interpret the revelation of God in the Bible correctly to the common people. Another idea is

that believers may have an "inner light", or a direct revelation from God via the Holy Spirit in their hearts in addition to and/or separate from the Bible. The third view is that the Bible is in itself the authoritative, complete and final revelation of God (until Christ returns); and that it is clear enough to the mind regenerated by the Holy Spirit that he does not need to depend on the interpretation of the church or some "inner light".

As Christian Home Schoolers we need to think through and understand some of the implications of each of these views regarding the sufficiency of Scripture, for the one in which our children are raised will be the one they live by for most if not all of their lives.

In the first view, they could simply go along with whatever they are told by the church or the person at the top of the church organisation. In the second, people can become careless with ascribing to God things He did not say, but more in line with what they personally were hoping for, like the lady I know who recently said to her third - time - pregnant daughter that God had told her that this one would be a boy. It was another girl, the third. According to Deuteronomy 18:20-22, this lady is by definition a false prophet, and liable to the death penalty. In the third view, people can claim various passages and remain true to them, while ignoring others, treating the Scriptures like a smorgasbord. Jesus said, "Man shall not live by bread alone, but by every word which proceeds from the mouth of God." (Matthew 4:4). And II Timothy 3:16-17 makes such an unqualified statement of the total sufficiency of

# THE SALVATION ARMY

We specialise in providing **Christian material by mail order.**

Wide range of children's, teen's and adult's **Bibles.**

**Christian novels.**

Children's **Christian story books** for all age groups.

Range of **books** on family life, marriage, relationships, counsel and counselling.

General **Christian study books.**

**Cards, posters, cassettes, CDs.**

**Computer software** for children and adults.

**Write To:**  
The Salvation Army  
Bookshop & Supplies  
PO Box 6015  
WELLINGTON

**Phone:**  
(04) 382 0740

**Fax**  
(04)382 0722

Scripture, there seems to be no need to look elsewhere:

*"All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness, that the man of God may be complete, thoroughly equipped for every good work."*

Let us become clear in our own minds as to what constitutes revelation today, and be careful to accurately inculcate this, our most accurate understanding, to our children.

# Over a Cuppa



## TV Free and Happy

by Kay Christensen

Manakau (Auckland) Homeschool Support Group

I've spent the better part of my life watching the telly. I was there when the Lone Ranger and Tonto thundered across our screens, when television transmission started at 6 o'clock -- at night! -- and watched the test pattern zigzags as a form of entertainment along with half the neighbourhood. I witnessed the Mod Squad being hip, Starsky and Hutch always get their man, and saw Star Trek the first time around... let alone the second...and third...

Despite this, there came a day, two years ago on November 5th when our family made the decision to chuck the telly out and farewell life as we knew it.

With the television no longer taking pride of place in the living room, we quickly filled the yawning space with books, and yet more books, and shifted the furniture so that we faced one another rather than the telly for the first time. We stopped buying the Listener and after a few months found that the current batch of television programmes and personalities had become strangers to us.

Quitting cold turkey thus proved to be surprisingly easy and withdrawal symptoms minimal -- except one mercy dash to my mum's to watch the final race of the America's Cup soon after the telly bit the dust. But by the time the Olympics came by two years later we found we were too busy to even bother. In those two years we found that our family moved from a television culture to a family focussed one. We now spend long hours talking over the dinner table or the children will listen to story tapes, play games of imagination or take themselves off for a quiet read, when they are not outside running riot with the neighbourhood kids. Homeschooling, Playcentre, chores, reading and sundry activities -- our cup runneth over -- and I truly do not understand how I ever found time to watch TV or imagined I could ever miss it.

Oh, okay, so there ARE some things I do miss,

especially temptations like Pride and Prejudice, but I console myself with the knowledge that it is probably shot to hell with tampon ads. Besides, in desperate moments that's what relatives are for -- aren't they?

But we definitely don't miss television's staple diet of gambling, more game shows, more television channels, brain dead soap operas, infomercials, children's cartoons, Baywatch and clones, channel grazing, canned laughter, entertainment impersonating the new...and, lest we forget -- ads. We no longer suffer the rush to get the kids into bed, arguments over channels or bedtimes or competing noise levels.

And we certainly don't miss our living room, our time, our children, our values and our lives being influenced so persuasively by a square shaped goggle box. In a recent newspaper article three historians rated television as being one of the most important New Zealand events of this century along with the Great Depression, two world wars, the pill and others; and advertisers exploit this medium for its very ability to manipulate people, behaviour and spending habits. They put big money on it -- and it's no gamble. It is only with the distance that two years brings that I can start to appreciate how indoctrinating television culture is and marvel at our freedom today.

This is the best time of year to chuck out the telly. We're heading for long, lazy summer days spent barefoot out of doors and by the time winter drives us back inside it will be easy to have forgotten what attraction the telly ever held. Like us, you will have time to discover the children's programmes on the radio, pull out the board games, find the songsheets and musical instruments and enjoy charades and other forms of family entertainment.

For homeschool parents there is also the bonus of eliminating what is arguably the main source of competition to learning time and parental authority, as well as providing more time for chores and recreation. Perhaps the biggest disadvantage to chucking out the telly is being out of step with the rest of society who rate television watching as their favourite hobby and pastime instead of macrame and abseiling and carpentry and reading and swimming.....

So take the plunge. Throw out your telly today and enjoy the difference. (Kay's article originally

Joseph. (Wellington *Dominion*, 17 December 1996, p. 14.)

## The Birth of the King

by Rev. R.J. Rushdoony

Too often, scholars tell us that the early church did not observe Christmas, and knew nothing about it. When Christmas observances first occurred, we are told, it was supposedly a few centuries later. If this is true, why do we find that the Christmas observances were so well developed when we first meet them? Our first knowledge of Christmas celebrations tell us of a holy day of established practices and forms.

We cannot understand Christmas unless we recognize it as what Scripture and so many hymns tell us about it. It celebrates the birthday of the King over all kings, and the Lord over all lords (1 Tim. 6:15). In antiquity, the king's birthday was the key holiday, and it was a necessary observance. To celebrate another king's birthday was treason, and hence Christians for generations could not openly observe the birthday of their King.

We are very near a like condition. The day of resurrection is now turned into a pagan holiday, and Christmas is being similarly transformed. We have a generation which says in effect, "We have no king but Caesar" (John 19:15).

To celebrate the birthday of our King means to affirm that, in every area of life and thought, He is King and Lord. The Christmas carols or hymns sing of His triumph and universal reign as the great Prince of Peace. The joy of Christmas is essentially the knowledge that He is King. The wise men had some awareness of the importance of our Lord's birth, for they came asking, "Where is He that is born king of the Jews?" (Matt. 2:2). Mary, in the Magnificat, rejoices that the great royal overturner was coming through her (Luke 1:46-55). The whole of history was to have a new direction and a new power. The newborn King was the last Adam, "the Lord from heaven", the head of a new human race which would replace the fallen humanity of the first Adam (1 Cor. 15:45-49). By His coming, the King gives a new direction to history, and the new destination is universal victory.

We are in our present distress because people in

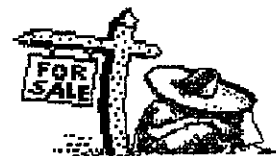
the church have forgotten the King, do not seek victory, and are content to let fallen men rule over them.

Lacking the faith of our fathers, we are throwing away their victories. Instead of being "kings and priests unto God and His Father" in Christ (Rev. 1:6), we are television addicts (an average of four hours daily) who have little time for the Bible and prayer. We are losing by default.

It is time for us to celebrate Christmas joyfully as the promise of victory and then to apply His victory to our lives, our times, and our world.

(*Chalcedon Report*, No. 377, December 1996, p. 2, PO Box 158, Vallecito, CA 95251, U.S.A.)

## Trading Post



### For Sale:

Alta Vista Curriculum unit study materials: Instructor's manual and People in Groups Unit, level A suitable for preschool to first grade. \$120. Contact Jill Hicks, R.D. 1, Otane, Hawkes Bay, ph. (06) 856-8451.

### For Sale:

Beanz -- Beanz & Beanz cookbook -- Slidey Thing -- Simply Symmetry. Barely used: \$200.00

A Beka -- Discovering God's World, Teachers edition, can be used without the student text for grade 1 science. New: \$20.

Queensland Sign Post Maths -- Teachers resource book, activities and ideas for teaching maths to all grade levels: \$30.00  
-- Students workbook, grade 2: \$10.00

Daily Perceptual Motor Training Activities, a book about P.E. activities for children: \$10.00

Family Maths -- a book for families to encourage maths knowledge, appreciation and skills: \$30.00

Contact: Shelley Buttenshaw, 5 Paisley St., Palmerston North, ph. (06) 354-8700.

### For Sale:

A Beka "Sound and Count A" & "Sound and Count B", brand new, half price. Phone Rose, (07) 544-2662.

Wanted to buy:

A Beka Readers.

Phone Rose, (07) 544-2662.



house? Subcutaneously implanted microchips are already being used throughout this country in pets for identification purposes. Will they soon be required for "citizens" as well (all in the name of "the good of the people", of course)?

Unfortunately, the answer to all these questions is that the darkness of tyranny did not openly invade our land. Those who desire to control the people around them have always been with us. The thing that hath been, it [is that] which shall be; and that which is done [is] that which shall be done; and [there is] no new [thing] under the sun (Ecclesiastes 1:9).

Yet, they cannot impose their desires upon a free and righteous people. This darkness has only visited us because we have invited it into our lives. The blackness of night has not yet settled upon us in all its despairing fullness. But it will. It will. The only hope we have is to clearly perceive the source of this oppression and repent of it.

We are creatures -- not creators. God is the only One Who speaks the creative word. Our dominion of this earth is only as stewards. We are not owners. Scripture tells us clearly that we will either be the servants of sin or the servants of God. There is no third category. (Please read Romans 6, prayerfully and carefully if you don't understand this.) The primary form of government is not civil government -- the state. It is self government. It is where Christians obey God's laws willingly because we want to please our Lord and because we know the consequence of obedience is reward (in some form), and the consequence of disobedience is loss (in some form).

"Okay, this all sounds true, but how does it save us from the loss of those liberties guaranteed to us under the U.S. Constitution? Don't just sound the alarm! How about giving us some answers?"

All right, my friends, I will give you the answer; but it means that we Christian men are going to have to roll up our sleeves, get serious, and be ready to get on our knees in prayerful repentance. That means you and me, Brother. This is personal! Then we must dedicate ourselves to bearing the fruit Christ expects and requires of us. The time for foolishness and childish self-indulgence is past. The time for saying we want to serve -- but, actually, surrounding the commitment with innumerable

mental reservations -- is also past. The time for serving two masters has to give way permanently to devoting ourselves to serving Jesus Christ alone. Period. No excuses. No vacillation.

### **Maturity Means Commitment**

The Lord Jesus Christ, in Matthew 5:48 tells us, "Be ye therefore perfect, even as your Father which is in heaven is perfect." The Greek word that is translated here as "perfect" is "teleios". The emphasis in the Greek is on completeness, unmarred virtue, and maturity. In I Timothy 3, the Holy Spirit, through the Apostle Paul, provides us with an in-depth explanation of what this means. While this chapter deals specifically with what the lives of "overseers" or "elders" in the church should look like, every Christian man should be striving to live by these same standards. Read the passage carefully, Christian men, because this is how we are expected by our Lord to live.

Being a Christian does not mean just attending a local congregation a couple of times a week. It doesn't mean cleaning out our closets once a year and sending the discards to the Salvation Army. Christianity is a 100%, full-time commitment. It's an entire way of life. It embraces everything we think, say, and do. And you and I, as Christian men, have the responsibility for leading our families in the paths of righteousness. It's not our wife's job. It's not the pastor's job. They have their jobs, and their responsibilities blend with ours to get God's will implemented on this earth. But ours is a duty we simply can't shirk without suffering dire consequences.

Obviously, our present condition of bondage to various earthly masters could never have come upon us without the willful compliance of Christian men. Men who are the servants of sin are both unwilling and unable to take the unwavering stand against sin that is required to be successful in the battle against slavery to earthly forces. They are like Joash, who was ordered by Elisha to strike the ground with his arrows as a symbol of his commitment to battling Syria with all his might, but who smote it only three times. This angered Elisha, who understood that this symbolized compromised commitment on Joash's part. Elisha rightly prophesied that Joash would ultimately fail in his efforts to subdue the Syrians and keep them from oppressing his nation. What a clear symbol this is of our contest with the remnants of sin with which we all battle daily! The failure to commit



# Action Station



- 1) Fill in the Opinion Poll on page 7 of the enclosed *TEACH Bulletin* and post back ASAP.
- 2) If you know of other home schoolers who would like Opinion Polls, let us know and we'll send them out.
- 3) Read AD 1997 article on page 3. Please consider becoming a member of CHomeS.
- 4) Check out the first ever educational coach tours just for home schoolers described on the enclosures. They seem excellent value.
- 5) See about registering for the TEACH Leadership Conference or having someone from your area or support group going along (see page 3 of *TEACH Bulletin*).
- 6) Get your support group to write away for the Aerospace Education freebies on page 19.

ourselves wholeheartedly to this combat is how we have been brought into slavery.

A man who violates God's commandment regarding covetousness is in no position to correct the behaviour of others. An adulterer is in the same awkward position. So is a drunk. So is a coward. You get the point without my naming your particular sins. When we put politicians into office because they are willing to violate their oath of office to confiscate the earnings of others to fulfill purposes that we like but that are disapproved in Scripture, what is to protect us when they violate their oath of office in other ways -- ways that don't benefit us? On what basis can we then complain?

## Slavery by Complicity

Our society has witnessed the steady decrease in the spheres of authority which are under the leadership of Christian men, and so the influence of such men has declined. This has happened with our complicity, Christian men. It is easier to send money to a distant agency than to perform acts of mercy in our local neighbourhood. It is easier to send our children to the educational institutions of civil government than to make the unceasing effort to train them up in the way they should go through home schooling or to pay the freight of both Christian schools and the government schools. It is easier

to bowl, golf, or watch the heathen misbehave on television than it is to lead our families in God's way in every area of life -- guiding, directing, and taking personal responsibility as we should and as we must.

James 2:14-17 give us the means for freeing ourselves from our present bondage by reminding us that actions speak louder than words. What [doth it] profit, my brethren, though a man say he hath faith, and have not works? Can faith save him? If a brother or sister be naked, and destitute of daily food, and one of you say unto them, Depart in peace, be [ye] warmed and filled; notwithstanding ye give them not those things which are needful to the body; what [doth it] profit? Even so faith, if it hath not works, is dead, being alone.

Let's stop just talking a good fight in this spiritual battle. Let's start living it! Let's be the leaders we are called to be. Let's show others mercy even as Christ has shown us mercy (Titus 3:5, James 3:17). Let's love our wives as Christ loves the church (Ephesians 5:23). Let's raise our children in the nurture and admonition of the Lord (Ephesians 6:4). Let's conduct business with just weights and measures and always give at least an honest day's work in return for our pay (Proverbs 11:1). Let's be truthful -- even when it makes us look bad and even when it means we won't get the insurance money (Proverbs 23:23). Let's be content with our wages (Luke 3:14). Let's recognise that we are fully accountable for every idle word (Matthew 12:36). Let's be the stewards of the resources God has placed in our hands that He has commanded us to be (Matthew 25). It's no excuse to claim that someone else influenced us to do wrong or even gave us orders to violate God's requirements (Genesis 3, Acts 5:29).

And if it seem evil unto you to serve the LORD, choose you this day whom ye will serve, whether the gods which your fathers served that [were] on the other side of the flood, or the gods of the Amorites, in whose land ye dwell. But as for me and my house, we will serve the LORD (Joshua 24:15). Amen? Amen! May our gracious Lord deliver us from slavery to sin and sinful men and deliver us to the true maturity and freedom that can only be found in Him.

(Reprinted from *Patriarch* magazine, Issue #19, July/August 1996, p.26-27, PO Box 725, Rolla, MO 65402, U.S.A., which is available in Australia and NZ from: Zarephath, PO Box 162, Katikati, New Zealand. Issued bi-monthly, the annual subscription is NZ\$30 (NZ\$55 for 2 years) or NZ\$42 in Australia (NZ\$80 for 2 years). Used by permission.)