

# Keystone

The Journal of Christian Home Schoolers

of Australasia

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

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## Fathers, Come Home...and Change the World!

— by Philip H. Lancaster

Over the last decade or so hundreds of thousands of Christian families have begun a process of returning home. The change is registered most visibly in the choice to home school the children. But this choice almost always includes another: the mother does not work outside the home. Her work becomes very much home-centred. Then, as the home schooling process unfolds year by year, most families have discovered that just having Mum and the children at home is not enough. Dad must also "come home" in the sense that he must reclaim his responsibilities and privileges as head of the family if the renewal his family has begun to enjoy is to prosper. The home schooling movement has had the salutary effect of turning the hearts of each member of the family back to the home.

This "family renaissance" is most welcome in a day when the home has become, even among Christians, a combination fast-food restaurant, transportation hub, and motel. Surely it is a wholesome development when families begin to take back responsibility for areas of life which God gave to them but which they have abandoned to other institutions over the years. And so not only have we seen education coming home; we have also witnessed a renewed interest in families taking charge of health decisions, caring for elderly relatives, and becoming self-sufficient in food, clothing, and shelter. Beyond this, many men are talking openly of their desire to come home in the sense of establishing a home-based business that would allow them to be closer to their families and would allow their children to follow them in a self-sufficient lifestyle. Some have

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## 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, the Sultanate of Oman and the USA.

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**KEYSTONE** is the journal of Christian Home Schoolers of Australasia, (CHomeS), a Charitable Trust established to promote the concept of home education through this bi-monthly journal, a monthly *TEACH Bulletin* of political news affecting home schoolers, 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 alone is fully able to present a world view that is comprehensive, coherent, consistent and complete.

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# Editorial



Robert and Leonie Belmont have not been home schooling that long. When they were ready to start, they drove down from Hunterville to chat face to face. During our long chin wag I expressed two of my favourite dreams for home schooling: to see educational bus tours here and overseas and summer schools where you spend the whole time studying one subject...all just for home schoolers. It just "happened" that Robert has expertise in these areas, and next thing you know, BOTH of these dreams have materialised! The school will actually be a winter school (read about it on page 15), and one bus tour has already taken place! There is a report on it later on in this Keystone, but here is a letter from one family who travelled on it:

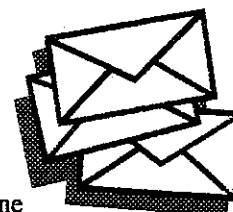
We have recently had the enjoyment of accompanying a number of other home schoolers on a bus tour of the Wellington area with Robert and Leonie Belmont. These tours are well worth participating in from educational and social aspects. Robert had done a lot of "homework" previously and produced for those on the tour reading information and work sheets for the various places we visited. As a family we have found these of great interest and benefit both before and after the trip.

It was a great time to get to know other home schoolers. Leonie's expertise in the kitchen was much appreciated too! We say a huge thank you to Robert and Leonie and family for making this tour a memorable time for us all, and we heartily encourage all other home schoolers to "taste & see" on future tours. We believe another tour of Wellington is planned and one for Auckland. Contact Robert if interested. It will be well worthwhile.

Brian & Brenda Evans  
Tokomaru, NZ

We can give thanks and praise to God that He has allowed us to see the wickedness of the godless state education system and bring our children out of there. One of my lecturers at Massey University openly says before the whole class how thankful she is her children are now out of the system. How about Chief Review Officer Dr Judith Aitken's statement about the incompetent teachers in the system? When challenged on that statement, the *Manawatu Standard* of 11 April 1997 reported on page 3: "She stood by her statement there were large numbers of incompetent teachers — 'I have 10,000 reports standing behind my comment; it is not a hunch'." That is the kind of assurance I like: when challenged, she did not back down or try to soften or re-state things politically correct: no, she re-stated it even stronger than the first time! Let us remember to do the same next time someone questions us about our decision to home school our children!

# Letters



## From Russia...with Love

Home school mum Christine Whetton of Clevedon, NZ, recently spent some months in Russia. She reports the following:

There are half a million children in orphanages in Russia (that's not counting the Ukraine, Belarus and the other satellite countries, nor is it counting the children still on the street.) Pray that the Lord would move and equip many of His people to give some of these children a Christian home and hope for the future. Their future is bleak. When they outgrow the orphanages they are so ill-equipped for life and so peer dependent that most of them survive by crime and prostitution, and about 30% of the girls take their own lives. The boys used to be drafted into the army -- they were ideal candidates for the army. But I don't know what's happening now that the government has no money to pay the army. Of course Russia is far from the only country with such a need but the Russian children, at the moment, are accessible; one can adopt rather than foster, and one doesn't have the problem of "big brother" breathing down one's neck.

## Buying Independence

I wanted to write in about the topic of receiving the government payment yearly for home schooling. For 10 years we have not taken the payment, hoping that a good 30% of other home schoolers were doing likewise. If even a small percentage of home schoolers refused payment we believe it would buy us all independence and a voice against any "strings attached" to the money. This year, however, we have accepted the payment and this letter is just an appeal to any other families who feel they could take up the "baton" and refuse payment for a year or more so that there are always a few families keeping this particular door open. That is, the opportunity to show the Government that we are not reliant on them for our resources nor do we expect them to provide for us, in fact we do not think it is their job to provide education for our children.

I have also included information from the Family Resource Trust, PO Box 949, Hastings, NZ, ph (06) 876-9538, fax (06) 878-5101, which has a teenage girls' magazine which I have found good for younger "teenagers". It's an American magazine but written by genuine Christians with a heart for young people to live in faith & purity. It's got enough comment on food and fun, etc., to be readable to any young person. We have given it to our non-Christian neighbours and they like it and get thoughtful about issues raised.

Merle Duxfield  
Pongaroa, NZ

(The magazine is titled "Brio". The promotion on it says: "The inside scoop for teen girls, with hot tips on everything from fashion and food to fitness and faith." It comes out monthly, costs NZ\$20 annually post-paid, surface rate, as of Dec 1996, and can be ordered from the Hastings address above. The Family Resource Trust is associated with Dr James Dobson's Focus on the Family. The Trust puts out several other very interesting sounding magazines: "Clubhouse Jr" for 4-8 year olds; "Clubhouse" for 8-12 year olds; "Breakaway" for teen guys; "Single-Parent Family"; one for teachers; one that reviews movies, music and TV programmes; one for Christian physicians; and more. Write to the Hastings address for their brochures and order forms. -- Ed.)

**The One Mediator**

Many thanks for Keystone, it keeps us in touch with Christian Homeschoolers, and their views, concerns etc. The addition of TEACH is a plus. We will indeed pray that you continue to listen to God's direction in this area.

Like Lennie Harrison (Letters, March/April) we too "survive" on a Benefit (Sickness and Family Support) and we have to budget carefully. We continue to thank our Heavenly Father for His involvement in our lives as He directs our spending and stretches our income on a daily basis.

Delwyn McAlister (Letters, March/April) considers Christmas to be a Christianised pagan celebration - so do we. We treat Easter the same way, as the trial, crucifixion and resurrection of our Lord Jesus Christ took place over the Jewish time of Passover, which very rarely falls at the same time as Easter. The name is derived from Ishtar or Astarte, the Chaldean Queen of Heaven and linked with fertility, hence the egg.

After reading "The Province of Rebels" by Rev. An-

drew Sandlin (March/April pp.1, 26-28), I couldn't help wondering whether the God-ordained family unit of Father, Mother, children was in such trouble today because both State and Church have failed it? The author (top of page 27) names all denominational streams as having problems. Today, the State "approves" homosexuality and "common law" relationships (adultery and fornication), and more and more churches seem to be following suit. It seems that many denominational churches are now led by men who believe and teach humanistic beliefs.

God cannot work with these "leaders" and their teaching, however, He continues to work with individual people and continues to call them to follow the one leader that He has already given us - the Lord Jesus Christ, the one mediator between man and God. Is He today saying: "Come out of her, my people, that ye be not partakers of her sins, and that ye receive not of her plagues." (Rev. 18:4) which is a repetition of Jer.51:6 and Isaiah 52:11.

Perhaps today God is calling us away from the human attempt to reunify world religion and commerce to that which God divided at Babylon, and into a place where all Christians will stand together, stripped of man's denominational doctrines, following no human religious leaders. They will be individual people unified through the Holy Spirit, following, listening to, and hearing, only Jesus the Messiah, the Son of God. This would be the fulfilment of the prayer of Jesus in John 17, and, perhaps, the basis of the true Church, the "Bride of Christ".

May the grace and peace of our Heavenly Father, Almighty God, be with you and your family..

Roger and Maggie Souden  
Masterton, NZ

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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.

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# Home Schoolers' Tour of Wellington

by Andrea Henderson, age 17  
of Wyndham, Southland, NZ

On 28 April 25 home schooling students and teachers from all around New Zealand gathered to go on a Discover Wellington week. The following is a run down of the week, written from my perspective.

*Nga Manu was the first place we went.* The sanctuary's ground was bought by a Wellington zoo keeper, and development began in 1978. There were 15 hectares of bush scrub and drained wetland which has been transformed into one of the region's most interesting wildlife reserves. One of the main attractions was the kiwi which lives in the nocturnal house, along with opossum, frogs, and crayfish. Nga Manu (which is Maori for "the bird") takes part in many endangered species breeding programmes.

Our next stop was the Southward Car Museum. The collection includes traction engines, motor cycles and a wide variety of stationary engines, working models, early motoring curios, and a model railway. Naomi's favourite was a 1924 Vauxhall car which she thought would clean well with a steel!

Sarah's favourite place for Monday was our next visit — Nyco Chocolate Factory. The chocolate made there is specialty chocolate. The factory is divided into two sections. The first part deals with and makes only chocolate while the second part deals with sugar, and makes lollipops, fudge and boiled sweets. In both places we were given pieces to try — which pleased everyone greatly.

Once everybody was finally dragged away from the chocolate factory we made our way to Paraparaumu Airport. Here we split into three groups and in turn went to the museum, control tower, (which was my favourite part), and the aero club where about 10 planes were on display or being stored. Paraparaumu Airport is about the sixth busiest airport in the country because they do pilot training there.

From the airport we went to Silverstream Park Christian Camp which was to be our base for the coming week.

**Day Two.** After a ridiculously early breakfast at 6:45am we headed into Wellington to spend our morning at the zoo. The zoo was started back in 1906 and was at the start only a garden nature walk with free wandering swans around. Then a travelling circus donated a lion, which was named King Dick after Richard Seddon who was Prime Minister at the time. From then the garden grew to what we know as the zoo

today. The zoo's main aim is to help restore numbers and protect endangered and vulnerable species. The second and third purposes of the zoo are to educate people about animals they may not otherwise see and for public pleasure. There are many varieties of animals from opossums to chimpanzees (which we saw getting fed), Malayan Sun Bears (which were Louise's favourite), to lions, tigers, zebras, giraffes and much more.

After lunch at the zoo we headed to the Parliament Buildings. Our visit here was very brief. The buildings themselves were beautiful. Some of the work that's gone into it is amazing. Parts of the buildings that were destroyed by fire in years gone by have been restored to their original splendour from when it was first built. The last part of the building we went to was the debating chamber. Here we heard the kindergarten debate being fought over. Quite a few of the younger members of the trip were horrified at the impatience, shouting and rudeness of our politicians!

Frank Kitts Park had a lighter air about it and was a nice place to eat our tea. Once tea was over we went to the Carter Observatory. Here we were shown the different star patterns, and learnt about other planets and comets, as well as how unrealistic evolution is. The last thing we did before we left was view the night sky through the planetarium. Then back to camp and eventually to bed.

**Day Three.** We got up on Wednesday morning and couldn't believe our trip was already half over! The Police Dog Training Centre was our first stop for the day. This is where Police dogs are trained up for their work, and it is the only place in New Zealand where this is done. Five dogs and their trainers went through a circuit performing for us and showing what had been learnt by both dog and trainer. These circuits had been worked at for a long time and drew big applause from everyone. After this we went on a tour around the grounds, seeing the dog food and kennels and anything else there was to be seen.

From there we moved on to the Botanical Gardens for lunch and we were then taken to the Educational Centre to do some learning. Much excitement was added by policemen running around the grounds looking for a car thief. We had passed the stolen car on our tour around the gardens. The Lady Norwood Rose Garden section was my favourite. There are 106 formal beds, all containing a different variety of rose!

Katherine Mansfield's birthplace was our next destination. Katherine Mansfield was a New Zealand born lady. She was born in 1888 and became well-known for her writing. The house has been meticulously restored and refurnished with antique furniture and replicas of wallpapers.

*(Continued on page 10)*

# Exciting Education Coach Tours

Educational coach tours specially organised by christian home schoolers, for home schoolers. Have fun and fellowship travelling and learning with other homeschoolers. Travel with friends, and make new friends.

## Ski School Ruapehu 1997

17th to 22nd August - some places still available, book now

24th to 29th August - sorry, fully booked already

7th to 12 th Sept - some places still available, book now

Ski Schools 1997 are \$377 per person, and includes travel from Auckland / Hamilton / Palmerston North or Wellington, Ski Lodge accommodation and all meals, transport to the snow, ski and boot hire, professional ski lessons, and hot pools. Rope tow and chairlift \$46 per week for students, aprox \$150 per week for adults.

Special price for CHomeS members - **Only \$340** for early booking. Save \$37.

**Special competition prize: \$50 cash** per Ski School for the person on the trip with the most innovative way that they raised funds to get to Ski School.

## Discover Wellington 1998 & Explore Auckland 1998

Following the success of Discover Wellington 1997, and by popular request, TWO tour destinations are being planned for 1998.

**Discover Wellington** for 5 days in March 1998, \$245 for adults and students ("early bird" bookings only \$215). Deposit \$75.

**Explore Auckland** for 6 days in April 1998, students \$340 ("early bird" bookings only \$295) and adults \$385 ("early bird" bookings only \$345). Deposit \$95. Auckland tour includes "free" over \$180 of entry fees and pickup & return from airport/bus/rail.

These are 5 day and 6 day action packed events that should not be missed. Price includes all entry and activity fees, study notes, accommodation, meals and transport. Book early to avoid disappointment. These tours are a combination of exciting learning and fantastic fun. Free pre-trip study information will be sent to participants, as well as participants preparing and publishing a free souvenir tour report book after the tour.

## Special Group Savings

Organise a group and **SAVE even more**. Organise and book over 10 people onto Discover Wellington 1998 or Explore Auckland 1998 and have the 11 th free! 5% discount for 5 to 9 people. Also group discount travel available from around New Zealand for early bookings.

Write **NOW** for full tour information and start fundraising. State schools do not have a fundraising monopoly, home-schoolers can also succeed & fundraise for "education trips".

For full details of all tours contact Mr R. Belmont, 7 Onga Road, Hunterville, 5455, New Zealand. Phone (06) 322 8744.

(Continued from page 8)

The next place we went to was built in the 1800s also. Old St Pauls Cathedral. This beautiful building was made of totara, matai, rimu and kauri. What a beautiful building to praise our God in it is.

Wednesday finished off with a fun night out at the pool. We all had endless fun going on the zoom slide, river ride, and in the wave pool. By the time bed time came most of us were really tired out.

**Day Four.** Thursday morning was a very rushed one. We rushed through breakfast, made lunch, boarded the bus, had a quick head count and left. To our amazement and pleasure we were slightly early. So we started our day with the commuter train trip into Wellington. Upon reaching Wellington we broke into smaller groups and went shopping on Lambton Quay, which used to be the wharf before the big 1855 earthquake. While shopping we also had a ride on the cable cars. Much to our dismay the shopping time vanished and we weren't nearly finished so we had to rush around to the Maritime Museum. The Maritime Museum was established in 1972 to display and record New Zealand's maritime history. The museum's collection has grown to become one of the best of its kind in the southern hemisphere. The building which houses the museum was erected in 1891 and has been given a heritage classification by the New Zealand Historic Places Trust. My favourite exhibit was the one on the Wahine Disaster, which happened in 1968.

Another highlight of the trip for me was going to Somes Island. The weather was beautiful so our trip over was great. Somes Island used to be a quarantine station, for both humans and animals, and was also used as a prisoner of war camp during World War 2. The Department of Conservation has now bought the island and is working with the Forest and Bird Society in a restoration programme. Birds will do very well here as the island is predator free.

The night finished off back at camp with a camp concert. Nearly everyone participated and a good time was had by all. Thanks to Louise's birthday we were able to have birthday cake for supper as well. The last of us finally went to bed at about 1:30am.

**Day Five.** Friday was the busiest morning of all because we had to do all the normal jobs as well as get packed and clean up camp. We finally got everything done and left camp for the last time. Our first visit for the day was the Petone Settlers Museum. The aim of the museum was to highlight the summer recreational and leisure time pursuits of the Hutt and Wellington residents from 1900 to 1960. This was shown to us by photographs, assemblages, film transfers to video, part-wharf construction, moving pleasure boats and models.

The next stop was on Wainuiomata Hill lookout. The significance of the Wainuiomata Hill is that it is the only way into and out of Wainuiomata. And with a large earthquake being expected any day in Wellington results could prove to bring major travelling difficulties for the residents of Wainuiomata.

Our next stop was a lot more exciting for most of us. We went Ten Pin Bowling. Cathy Ann discovered she actually enjoys it, especially when you get a score!

Thanks to the wonderful weather we were able to have lunch outside at the gardens surrounding the Police Museum at Porirua, where we were to go after lunch. Once we were full (and the ducks were too), the museum was opened especially for us, and we went through it. The museum was opened by the Queen in 1986, but its origins go back to 1908 when the collection was started by Commissioner Walter Dinnie. The museum has collections and displays on all facets of law enforcement history since 1840. This was one of the places I enjoyed the most.

The second last stop for the trip was Lindale Farm where we had an ice cream, a quick look around and then left to go to the Llamas and Alpacas. Here we got to feed the Llamas and Alpacas, meet a third Sam (we already had two on the trip), and see some jerseys that were made from Alpaca and Llama wool. The jerseys were lovely and soft.

From here goodbye's were started, talks about the next trips started and thank-yous were said. The trip was a big success and the biggest thank you needs to go to the organizers and cooks, Robert and Leonie Belmont. Thanks guys!

## The Wellington Tour, 1997

by Zach Smith, age 15, Palmerston North, NZ

For some people the first day can be a nightmare. They climb into the bus and, after looking this way and that, realize they don't know anyone. Sliding into the nearest seat all kinds of thoughts run through their minds:

*"What did I let myself in for?"*

*"This is going to be the worst week of my life."*

*"I don't even know these people."*

*"I wish the bus would break down."*

Sound familiar? The driver and organizer, Mr Belmont, had other ideas. We had to answer three questions about each person on the bus. This was so we would meet everyone on the bus as soon as possible.

There is nothing I enjoy more than a good feed, and there was no shortage of tasty, well-prepared food. All credit to Mrs Belmont. Now from what I've heard, there will be another Wellington tour next year. So if you are reading this, try not to drool on the page, but just think earnestly about signing up for the next trip.

## **Sitting SC or UE in 1997 or 1998 ??**

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One or two weeks in September and October of intensive live-in block course practical experience, tuition and examination preparation for 5th and 6th form level in specialist science subjects concentrating on one subject per week.

Estimated cost will be about \$450 for the first week and \$350 for a second week. Cost includes accommodation, meals, laboratory, tuition, and group travel from Christchurch / Auckland / Hamilton / Palmerston North / Wellington.

* <b>Learning</b>	* <b>Exam Preparation</b>
* <b>Social activities</b>	* <b>Practical Labs</b>

**Special low rates of about \$150, including group travel, accommodation, and meals will be available for parents, of students attending, who are prepared to assist with student supervision. Parents will also be able to observe classes.**

**The success of this project will depend upon the early and prompt demonstration of sufficient interest by home schoolers.**

Please register your interest **immediately** to ensure that this project is successful. Initial registration of interest does not mean commitment to participate.

**To register initial interest and receive prospectus contact Robert Belmont, 7 Onga Road, Hunterville, 5455, New Zealand; Ph (06) 322 8744.**



# God's Creation



## "Lost World" Animals Found!

by Carl Wieland

Tantalising rumours of huge, unusual elephants, with features similar to extinct elephant types like the mammoth, have circulated for years in remote areas of western Nepal.

In a time when it seems as if there is not much left to be discovered, Colonel John Blashford-Snell is an explorer whose very name evokes some of the romance of past colonial-era expeditions.

His discovery of two of these elephants has confirmed the rumours and sent a buzz through the scientific community. The two bulls, named Raja Gaj and Kanji, are huge — Raja Gaj stands 3.7 metres tall, taller than the biggest Asian elephant on record, and weighs around seven tonnes.

### Mammoth Discovery

Their features happen to be remarkably like those shown in cave drawings of the mammoths, for example in southwest France, which are dated by evolutionists to as much as 30,000 years (and never less than 10,000 years) ago.<sup>1</sup> These distinctive characteristics include unusually sloping backs, "reptilian" appearance of the tail, a swept-up forehead interrupted by a deep depression and a large dome-shaped hump on the top of their heads.

Media speculation about the Nepalese giants has canvassed not only mammoths, but species believed to be extinct for millions of years, such as the *Stegodon*, and *Elephas hysudricus*. Fossil bones of the latter, as well as of mammoths, have been found in Nepal.<sup>2,3</sup>

Obtaining DNA samples to compare with the DNA of mammoths (of which there are some samples) involves some difficulty. Also, neither mammoth nor modern elephants' DNA has been properly sequenced yet. Nevertheless, using dung believed to be from these creatures, preliminary DNA testing is said to show that they are more similar to the Asian elephant than to the mammoth. Some speculate that these unique giants might represent some sort of "throwback" due to unusual inbreeding.

Those who blithely accept evolutionary dating have a problem: what are features found in mammoths which supposedly vanished more than 10,000 years ago doing in animals today?<sup>4</sup> These features are presumably caused by the same genes which produced them in the

"extinct" mammoths. It is most unlikely that even the most ardent evolutionist would think that the same distinctive features evolved twice in creatures that happened to be similar in many other ways as well.

### A Horse, of Course

Not long after the elephant discovery, another team of explorers has found a previously unknown breed of horse, grazing in a remote valley in Tibet, which looks exactly like those in "Stone Age" cave paintings. Known as the Riwoche (pronounced Ree-woe-chay) horse, it has the same wedge-shaped head (zebras have this too), the same black stripe on its back, and black lines on its lower legs.

Discoveries like this, of animals (or features) which are supposed to be "extinct" long ago, in spite of the discomfort they may cause to evolutionary thinking, seem to always generate headlines laced with evolutionary assumptions. Statements such as "prehistoric survivors" or "creatures from millions of years ago that time forgot" are routine, and serve to further indoctrinate the public into an evolutionary, antibiblical worldview, when the evidence contradicts this view.

When we look at these same facts through a different set of glasses, as it were, we can see that they fit much more neatly into what the Bible teaches is the true history of the world.

### A Biblical Understanding

Most creationists would suggest that there was probably only one "elephant kind" on the Ark, which would have been the ancestor of all living elephants, such as the Asian and the Indian, as well as those which have died out since that time, such as the mammoth, the mastodon, and the stegodon.<sup>5</sup> Similarly, one "kind" was likely ancestral to the various types of horses, zebras and asses.

The cave paintings which show features just like the living Nepalese elephants and the Riwoche horse would have been made in the early centuries after the Flood, following the dispersion at Babel, when many rapidly migrating groups would have needed to shelter in caves and use stone tools. This is so, not only because of the fact that small groups leaving a culture do not necessarily carry all its technological "know-how", but because of the harsh climatic conditions of that inevitable consequence of the Biblical Flood, the Ice Age.<sup>6</sup>

Since the time when these paintings were made is obviously much, much more recent than evolutionists claim, the fact that the same animals are still alive is nowhere near as surprising for the Bible-believer as it is for the evolutionist, who has to believe that they survived unchanged for tens of thousands of years, with no other record of their existence in the intervening period.

It is not surprising to find that the Riwoche horse has a zebra-like head, being descended from the same gene pool. For the same reason, it is not surprising to find that genes giving rise to characteristics similar to those in vanished types are still in some elephant populations today.

The Riwoche horse was described in news reports as "primitive" or as looking "archaic".<sup>7</sup> It is obvious that there is nothing "primitive" about this real, modern horse living normally in the same world as the rest of us. Such terms merely demonstrate a belief system being forced onto the facts. It is easier for believers in evolution to label these present-day elephants and horses as "archaic", than to face the uncomfortable alternative proposition; namely, that finding them in the modern world means that the culture which drew the same creatures was far less "archaic", and far closer to modern times, than evolutionary belief requires.

Once Christians learn, and train their children, how to read news of such discoveries discerningly, it will be seen that even stories full of evolutionary terms usually turn out to reinforce Biblical creation, the true history of the world.

#### Notes:

1. "Elephants take mammoth step out of an ancient past", *The Sunday Mail* (Brisbane), December 17, 1995, p. 57.
2. *Ibid.*
3. "The elephant that time forgot", *The Mail on Sunday* (Adelaide), May 23, 1993.
4. See "Are mammoths still alive?" *Creation* magazine, Vol. 15 No. 4, p. 23 referencing *Nature* and *The Age* (Melbourne). This dealt with C14 dating of mammoth remains at 4,000 years (supposedly extinct 6,000 years earlier), and well-preserved mammoth skins kept by the Siberian Evenk tribe who said they still hunted mammoths at the turn of the century.
5. This is not evolution, which would require new genetic information to be added through time. It is instead a "downhill" process which actually involves a thinning out of genetic information into more depleted, but more specialised sub-groups. In modern times, a genetically rich "mongrel" dog population was "sorted out" into more specialised (hence gene-depleted) sub-groups — the various breeds of modern dog — by artificial selection. The enormous natural selection pressures after the Flood, with many empty ecological niches, would constitute plausible mechanism to see many different elephant types arise from one stock, without any new genetic information.
6. See *Life in the Great Ice Age*, by meteorologist Michael Oard and Beverly Oard.
7. "Stone Age horse found in a lost world of Tibet", *Sydney Morning Herald*, November 15, 1995, p. 16.  
(From *Creation* magazine Vol. 19 No. 1, Dec 96-Feb 97, pp. 11-13. PO Box 39005, Howick, Auckland, NZ.)

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# Teaching Tips



## Music

by Ray Palmer,  
L.T.C.L., A.I.R.M.T.

I am a music teacher in the Dargaville (Northland, N.Z.) district. I teach all instruments and take theory and do all the marking for 600 kids a week. Their ages range from 7 - 17.

Recently a few parents from the home school situation have been in contact with me about their children learning music. They are worried about having some music in their schooling, and seek advice. I thought I would write you this article to try and give you the benefit of my 25 years teaching experience and allay some of your fears.

First of all, learning to play an instrument: I have found that children who cannot play a recorder cannot play any other instrument either. It is the eye scanning ability and finger mobility. As they stumble on the recorder, they stumble on their chosen instrument.

After the recorder, the easiest instrument to learn is the clarinet. There is a finger for every note. The clarinet leads easily into the saxophone, and is a cheaper option to start. If you have learnt the clarinet, you can play the saxophone in a few minutes.

The flute is not as easy as it first seems, as the blowing is not easy. The trumpet and the trombone need the ability to distinguish between the same fingering getting three notes (low, middle and high) — not easy for someone who doesn't have a good ear. Remember that if your child is going to wear braces, the claws on the front teeth will hurt too much to play a brass instrument. Braces don't worry other instruments.

Usually girls are much quicker at playing an instrument than boys. Boys require more en-

couragement. Girls will play any instrument. Boys tend not to want to play a flute. Drums/Bass/Guitar are not easy to play. There is only one of you in a group, therefore you **must be right** when playing with others. This requires considerable experience. I now only get piano players to play drums and bass. Guitar is a little different, but remember a guitar can degenerate into a lot of "finger patterns", you don't actually learn music.

Learning the piano is entirely different from learning the above instruments. Playing the piano is excellent grounding for learning music in all its forms but it is a slow process, and can be a very lonely thing. (Continued page 21).

## Puzzle



Here are the answers to last issue's puzzles:

ZYXWVTNM — straight-stroke letters, going backward from Z.

1,2,3,5,7,11,13 — Prime numbers.

0,1,4,9,20,41 — Each number is found by adding to the previous number the next largest odd number.

SMTWTFSS — First letters of the days of the week.

1,8,27,64,125,216 — The cubes of 1,2,3,4,5,6.

55,54,52,49,45,40 — Subtract 1 from the 1st, 2 from the 2nd, 3 from the 3rd, etc.

28,23,21,16,14,9,7 — Subtract 5, then 2, then 5 then 2 etc.

ACFJOU — skip one letter, then 2, then 3, 4, etc.

0,2,6,12,20,30,42 — Add 2 then 4 then 6, 8, 10, etc.

9,15,23,33,45 — Add 6 then 8 then 10, 12.

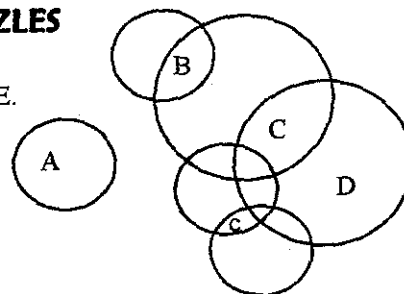
○ — The line moves 45° counterclockwise each time, the ball one position clockwise.

□ — The line rotates 90° each time, ball alternates with square at same relative position on the line.

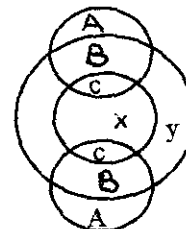
○ □ — Two sequences, each square-triangle-circle, but out of step.

## NEW PUZZLES

1. Find space E.



2. A, B and C mark three types of enclosed area. Which of these types is like x and which like y?



(Solutions in next issue of Keystone.)



# Tear Fund

Christian action in a world of need

## QUESTION:

*What do Christian Home Schoolers of New Zealand and TEAR Fund Child Sponsorship have in common?*

## ANSWER:

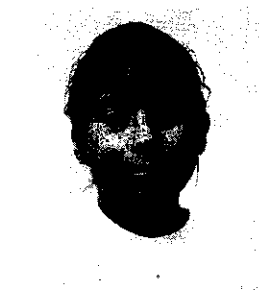
*A desire to see children become all that God intended them to be through Christ-centred education:*

**that is what you as a TEAR Fund child sponsor can help provide for a needy child for only \$35 per month  
Together with TEAR Fund you can help reach into some of the world's poorest communities and invest in children through the love of Christ**

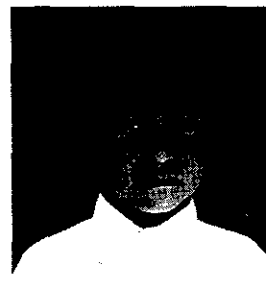
TEAR Fund's child sponsorship programme is a Christian educational programme which is implemented by local churches overseas and reaches out to the poorest children in the communities. Jesus taught that *"Life is more than food, the body more than clothing"*. That's why TEAR Fund believes in a developmental programme that addresses not only material resources and well-being but spiritual needs including a personal faith in Christ. The children, however, are not required to be Christians in order to be sponsored. In fact they come from a variety of backgrounds.



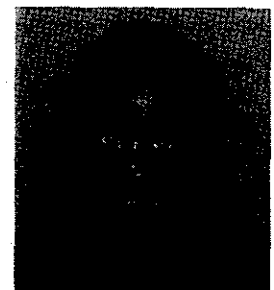
Hector Galvez  
5 yrs, Boy, Peru



Karen Bernal  
7 yrs, Girl, Bolivia



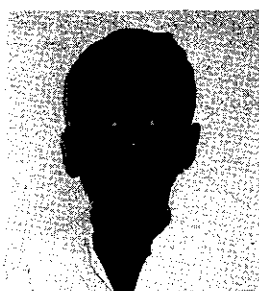
Jose Quishpe  
7 yrs, Boy, Ecaudor



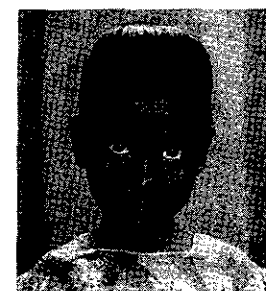
Getu Shijeraw  
6 yrs, Girl, Ethiopia



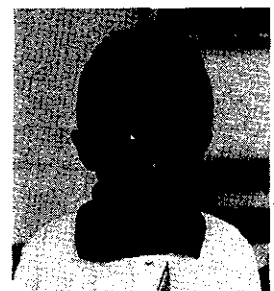
Yeny Lara  
4 yrs, Girl, Mexico



Fransisco Castilla  
5 yrs, Boy, Colombia



V. Sowmiya  
5 yrs, Girl, India



Joel Alvarez  
6 yrs, Boy, Guatemala

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## Three Highly Recommended Books!

JoAnne Moore has written some invaluable books for the home schooler.

**Reading With Results** (125 pages, \$30.80)  
 An excellent manual to assist parents in teaching reading from ages 5 through 12. It emphasises not only reading for accuracy but also comprehension. Reading check-lists are presented for each grade level, answering the often asked questions: "How do I know if I've covered everything?" or, "Is my child at the level he should be?"

The book also contains a very useful section called "Questions to Use with Students", not only to gauge the level of a child's comprehension, but also to extend his thinking. Other sections included are the strengths and weaknesses of readers, a sample reading unit, and a suggested reading list for grades 1 through 6. A very useful tool.

**Writing With Results**  
 (315 pages, \$49.40)

Writing is an often neglected area among home schoolers simply because there are few writing programmes that can be consistently worked through (unlike maths), and many parents are left floundering. How do I teach writing? Where do I begin? How do I improve a child's writing? This book answers all these questions and more. It has detailed chapters on writing reports, newspapers, essays, poetry, journals, and story writing. As a woman in Auckland said, "There's just so much in this book!"

If you're struggling with writing, uncertain as to what to cover and how to motivate children to write, this book will be invaluable. A lady in Levin commented, "This book has answered a lot of questions."

**Smart Start in Language Arts** (438 pages, \$76.70)

The long awaited, compre-

hensive language arts programme is now available. This programme teaches reading alongside comprehension and writing and grammar. The "whole language approach" (but phonics-based) means that children read for meaning as well as accuracy and write accurately from the beginning.

This book would contain at least two years of language work. It is ideal for somebody with children coming up to school age, wanting a high-quality reading and language programme which is clearly set out, covers the basics and yet also extends children. Spelling and grammar rules are presented, and also a list of books suitable for reading aloud to children.

✂

To Christian Education Services, 55 Richards Ave, Forrest Hill, Auckland, NZ.

<input checked="" type="checkbox"/> Please send me:		Name: _____
<input type="checkbox"/> Reading With Results	NZ\$30.80	Address: _____
<input type="checkbox"/> Writing With Results	NZ\$49.40	_____
<input type="checkbox"/> Smart Start In Language Arts	NZ\$76.70	Phone: _____
<input type="checkbox"/> 1997 CES Catalogue	*NZ\$4.00	

For postage to Australia, please add 10%.

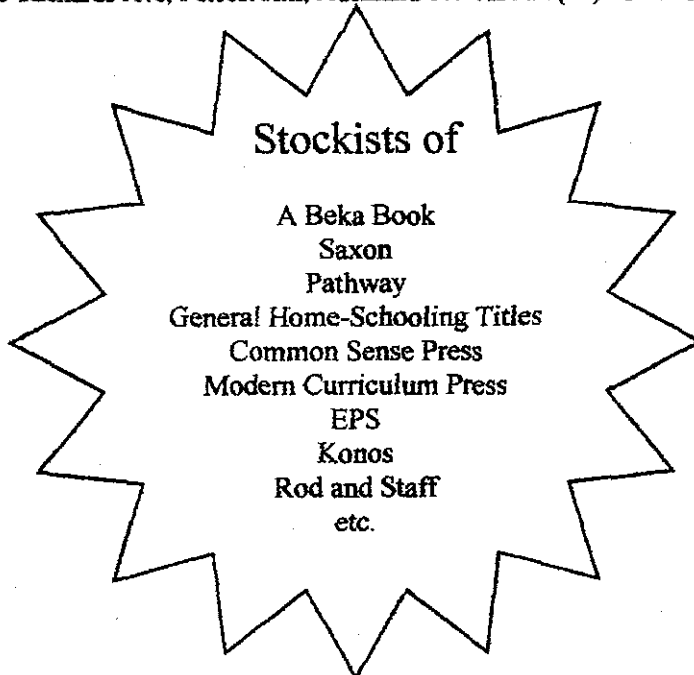
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(Continued from page 18)

Playing a violin/cello can be a very long winded process, but they do have the advantage of coming in various sizes. It takes a long time to get the correct tuning, and "effort in" for "effort out" is very poor.

**Theory:** Playing an instrument is one thing, understanding it is another. Writing down the names of notes, etc., reinforces what you are looking at on the page while you are playing.

**Playing by ear:** We all do it, but it is a quick way to nowhere. It is the difference between a written language and an aural language. It takes too long to remember, you only remember what you want to remember, and you rarely learn anything new. It is good to be able to do both. Always encourage your children to read the music right from the start.

I find that children who start learning an instrument at high school (13), have left it too late. Most of them give up because they have not learnt how to practise. Children who learn later, have to go through the problems of children who learn at seven, and they don't always like it. A seven-year-old while not making much melodic or rhythmic sense, doesn't know any better. A 13-year-old does, and doesn't want to go through all that!

So where does this leave you as a "Home Schooler"?

Well, first of all, as you can see from the above, learning the recorder is not as bad as first thought. They are cheap, and a lot of progress can be made. If you do not have any music teachers near you, why don't you and your children learn the recorder together?

Playing music is a skill. All you need is perseverance to succeed. Seven is a good time to start. You can do some playing, and do some theory. Ten/eleven is a good time to progress to an instrument. If the recorder has already been learnt, the transition is swift. Remember that the naming of notes, and how long you hold them, is the most important thing you can teach your children about music. This is part of music theory.

Yes, I suppose if you know nothing about music you could teach your children wrong, but I have never seen it happen in all my years of teaching. Now and then you may use a different fingering, but that can easily be rectified; it is not the end of the world. Yes, what I have stated above are generalisations, and we all know people who are

exceptions, but don't let that influence you unduly.

There are plenty of good books for learning to play the recorder. Any of the music shops should be of assistance. Theory might be a bit more difficult, as the work needs to be marked. This is where I might be able to help.

I have a series of plain worksheets that are available (four worksheets and a test) that you could purchase at \$5.00 (incl GST) per set. I will send you the whole set at once, and you can return it when all done (one sheet a week). I will mark it and return the result to you.

The first sets are naming notes and are easily followed. Later advancing to writing scales, intervals, chords, etc. The sheets are based on Trinity College London grades, and if you get good you can sit one of their exams (grade 1 - 8). It's your choice. Trinity's worksheets are a little more expensive (\$5.00 for three).

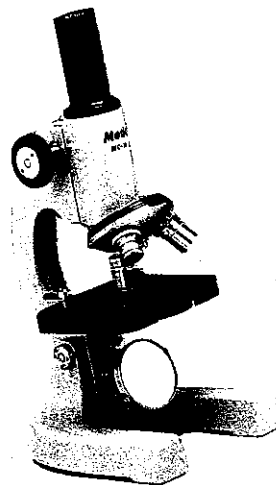
I already mark a large number of sheets per week, a few more won't make much difference. You will be dealing with someone who is at the cutting edge of teaching music in both playing and written work, and I am willing to answer queries at any time on music. I can be reached at:

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 A Beka "Pre Algebra" (Basic Mathematics II)  
**Contact:** HJ Vlaanderen, 20 George Herring Pl., Glen Eden, Auckland, ph. (09) 818-4456.

## For Sale:

Konos Curriculum, Vol 1, \$200  
 Konos Compass, \$35  
 Queensland Signpost Maths  
 Teachers Resource Book (all grades), \$30  
 Grade 2 students workbook, \$10  
 The Phonics Handbook by Jolly Learning, a complete programme for teaching phonics, reading, writing, spelling with 100 photocopy masters, \$40  
 A Beka, Discovering God's World, Grade 1, Teachers Edition, has student's book in the back of it, \$20  
 Family Maths, \$30  
 Beans & Cookbook, maths resource, \$50  
 Slidey Thing & manual (teaches subtraction & addition), \$50  
 Golden Step Ahead Series, Preschool Activity Cards  
 Alphabet, \$4  
 Getting Ready for School, \$4  
 Shapes & Colours, \$4  
 Before Alpha, a book with preschool activities to develop the skills a child needs in preparation for formal learning, \$25  
**Contact:** Shelley, ph. (06) 354-8700, Palmerston North, NZ.

## For Sale:

(On behalf of solo home schooling mum whose house burned down):  
 Volcanoes & Earthquakes, 32pages, \$4  
 One Nation, Many Cultures, NZ Social Studies, 24pages, \$4  
 Physical Health, 1, (the body), 53pages, \$8  
 Physical Health, 2, (food, diseases, chemicals), 59pages, \$8  
 Modular Science, Level 1, Properties of Matter, instruction, quizzes, experiments, answers, 40pages, \$10  
 ABCs of Creative Writing, definitions and examples of 95 different writing styles, from Autobiography and Ballad through Gothic writing, Haiku and Hymn to Satire, Sermon, Synopsis and Yarns, 153pages, \$20  
 Home Economics 2, secondary level, food, fabrics, consumer awareness and more, 96pages, \$15  
 Science Now, Book 1, instruction, experiments, quizzes, answers (secondary level), 218 pages, \$20  
 (Will accept reasonable offers on any/all of the above.)  
**Contact:** Craig Smith, 4 Tawa St., Palmerston North, NZ, ph/fax (06) 357-4399, e-mail craig.barbara.smith@xtra.co.nz

## For Sale:

BJU Science Home Teacher's Manuals Grades 3, 4, 6...\$15 each  
 BJU Science Texts, Grades 3 & 6...\$15 each  
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 "The Door in the Wall" & "Junarje"....\$6 each  
 "The Door in the Wall" (pback)....\$6  
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 "The Wheel on the School"....\$8  
 "The Wheel on the School" (pback)....\$10  
 The NZ Oxford Schoolmate Dictionary...\$6  
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## *From the Heart of a Home Schooling Mother*

by Delwyn McAlister

### **THE IMPORTANCE OF BEING A GOOD EXAMPLE TO OUR CHILDREN**

After a young man had repented of his sins and had accepted Jesus Christ as Lord and Saviour of his life, the minister asked him what part of his message had made him want to live a Christian life. The young man replied, "Nothing that you said, but the way my mother lived in our home."

What an awesome responsibility we have as mothers to be examples to our children. What sort of an example are you to your children?

One home schooling mother once said: "It's not what I was teaching that our children will become — it's what I was."

The Bible says:

**AS IS THE MOTHER, SO IS THE DAUGHTER.**  
 (Ezekiel 16:44)

A mother in west Florida tells the story of how she went into her garden to work one day. When she looked around she noticed her daughter taking long steps around the garden. "What are you doing, Nell?" asked the mother. The little girl replied, "I am stepping in your footprints, mother, and I know that if I step in your footprints, I won't get any prickles in my feet". This mother then prayed that God would help her to be a true Christian so that her boys and girls could follow her to heaven.

Many years ago when I was a child, autograph books were all the rage. I asked all my friends and family members to write something in my autograph book. My older sister wrote something that I have never forgotten. "*YOUR WHOLE LIFE LIES BEFORE YOU LIKE A PATH OF UNTRIPPED SNOW; BE CAREFUL HOW YOU TREAD IT, FOR EVERY MARK WILL SHOW.*"

# Over a Cuppa



## Faithfulness

by Alex Marini

It has been said that a teacher never knows how far his influence may go. As home school teachers most of us sometimes feel like our feeble efforts may not have a great impact on our children, much less the world, especially when we realise our own limitations. But though we may not be as qualified as others, as skilled as others, or as important as others, God is able to do much with the efforts of one dedicated soul who faithfully perseveres with the seemingly unimportant duties that God has placed before him. Here's a little story that should help us to take courage in being faithful with such small duties, in spite of our own shortcomings.

John Egglan had never preached a sermon in his life.

NEVER.

Wasn't that he didn't want to, just never needed to. But then one morning he did. The snow left his town of Colchester, England, buried in white. When he awoke on that January Sunday in 1850, he thought of staying home. Who would go to church in such weather?

But he reconsidered. He was, after all, a deacon. And if the deacons didn't go, who would? So he put on his boots, hat, and coat and walked the six miles to the Methodist Church.

He wasn't the only member who considered staying home. In fact, he was one of the few who came. Only thirteen people were present. Twelve members and one visitor. Even the minister was snowed in. Someone suggested they go home. Egglan would hear none of that. They'd come this far; they would have a service. Besides, they had a visitor. A thirteen-year-old boy.

But who would preach? Egglan was the only deacon. It fell to him.

And so he did. His sermon lasted only ten minutes. It drifted and wandered and made no point in an effort to make several. But at the end, an uncharacteristic courage settled upon the man. He lifted up his eyes and looked straight at the boy and challenged: "Young man, look to Jesus. Look! Look! Look!"

Did the challenge make a difference? Let the boy, now a man, answer. "I did look, and then and there the cloud on my heart lifted, the darkness rolled away, and

at that moment I saw the sun."

The boy's name? Charles Haddon Spurgeon. England's prince of preachers.

— Max Lucado

## Archaeological Finds Bind Science & Religion

by David Briggs

Amnon Ben-Tor is an archaeologist who doubts anything he can't dig up. He takes nothing in the Bible on faith. Yet, standing in a trench on a hot, barren mountainside, he stares at the fire-blackened stone and sees an army destroying the Canaanite city of Hazor 3,200 years ago. Just as it says in the Book of Joshua.

"Hazor was destroyed by fire," when the invading Israelites claimed their Promised Land, Ben-Tor says. "Nobody can prove to me the story in Joshua is entirely fiction."

From the Northern Hills of Israel to the desert of Yemen, a string of recent archaeological discoveries has provided the first hard evidence for a number of Biblical figures and events, many of which had been widely dismissed as myths and moral tales. Individually, the discoveries are important. Together, they are shaking the field of Biblical archaeology and buttressing words believers have taken on faith.

They also have political implications in a region where Jewish and Palestinian claims to the land rest in part on events dating to the time of Abraham. In this volatile mix of archaeology, religion and politics, the most important of the new discoveries is evidence for the existence of King David. The Bible says the child David slayed the Philistine giant Goliath and went on to found Jerusalem, which this year (1996) is celebrating its 3,000th anniversary as the City of David.

David's is an exciting tale of murder, adultery, political deceit, extraordinary faith and courage. The story is so fantastic, many Biblical scholars have long thought, that even David himself must have been made up. Then came what Seymour Gitin of The W.F. Albright Institute of Archaeological Research in East Jerusalem calls "one of the greatest finds of the 20th century." In 1993, Israeli archaeologists digging in Tel Dan in the Golan Heights unearthed a piece of stone from an ancient monument, or stele. Inscribed upon it, in ancient Aramaic, were the words "King of Israel" and "House of David".

The story so shook some scholars that they insisted the find was phoney or the inscription incorrectly translated. A year later, however, archaeologists found more fragments of the stele with additional inscriptions refer-



arrive here burning with fervour to prove the truth of The Word. Or they seek to earn an academic badge of honour by proving the Bible false. They hope to find an ancient inscription that will prove the Jews' ancient claim to The Promised Land, or a priceless relic that will make them famous like the fictional Indiana Jones. Some seek only the truth — a truth found not in Scripture but in scraps of pottery and stone.

Camille Killam, a graduate student from Southeastern Baptist University working at a dig at Tel Hazor, smiles under her straw hat. "You know," she says, "this is not as scientific as you might think." For much of its history, Biblical archaeology involved more faith than science. It was the province of seminary professors and treasure hunters who used the Bible as their guide, scouring it for clues about where to dig and what to dig for.

Gradually, they gave way to sceptical scholars who distrusted the Bible and dared ask questions their predecessors would never have posed: Was there really ever an Exodus from Egypt? Was the Promised Land really conquered by the Israelites, or was it gradually settled over centuries by different ethnic groups who eventually became the people of Israel? By the 1960s, says Fred Winter, supervisor of the Caesarea expeditions, this "pure" scientific approach had become so strident that the Bible was seen as nearly irrelevant.

Today the pendulum is swinging back because of discoveries providing the first hard evidence for some Old Testament figures and events. Today's archaeologists are still not likely to take the Bible on faith, but it is no longer fashionable to dismiss it outright.

(From *The Fresno Bee*, Fresno, Calif., 28 December 1996, p. B6.)

## A Teacher's Discovery

by Alan Curnow

Teresa Savage applied one day for relieving teaching at an elementary school associated with a university that specialised in teacher education. The children were for the most part the children of the university's faculty, and she found the class exceptionally bright and resourceful.

An afternoon topic was discussion on the family. As the discussion progressed from the textbook to real life situations, student after student attributed his or her educational gains to having been taught reading and maths by a parent before attending school. Many of the students said that their parents were still actively teaching them school subjects after school hours and some students felt this one-on-one instruction was the most meaningful fun they had ever known.

She writes, "What a revelation! I had gone to school to

teach the lesson and I was the one who had learned! Imagine, many of the college professors who determine the teacher education curriculum, and who publicly advise parents to leave teaching to the school, privately teach their children at home — and apparently with great success."

She determined to give her son the same educational advantage and began teaching him to read. Achieving success, she decided to write a book about her experience and her reading programme. She called it, "Chalkboard in the Kitchen."

## What Can Be Done

(The following may be a home schooled child, I'm not sure, but do notice what the parents were able to do by being themselves creative in finding things for their son and by being "pushy" with officials: young Daniel could attend night classes at local high schools, work at his own pace, and enter university at age 13. So don't be put off when various education officials tell you, "Oh, you can't do that." And don't listen when you are tempted to say to yourself, "Oh, I can't do that.")

Most 13-year-olds will be starting secondary school next week. Daniel Witte is off to university.

Too young to have a cheque book, hold a driver's licence or vote, Daniel has enrolled at Canterbury University to study electrical engineering, after achieving an A bursary at the age of 12.

Less than a model student at primary school, Daniel got into trouble often till his parents managed to find outlets for his scientific bent. At the age of four he built his first electronic circuit board. When he was nine he hacked into his father's office computer.

Daniel attended night classes at Hagley Community College and Papanui High School, and then last year his parents persuaded Papanui to enrol him full-time. He took six bursary subjects and also studied sixth-form English at Hagley. He received Papanui's physics prize in December.

Parents Stephen and Chrystal Witte said they had not pressured Daniel, and that he was not a genius, just passionate. They said many children would do better at school if allowed to progress at their own pace.

Mr and Mrs Witte said they had spent the past four years fighting an education system that did not know what to do with their son.

"If he had gone on in the system as he was, he'd probably be diagnosed as having attention deficit disorder or something like that," Mr Witte said.

(From *Wellington Dominion*, 24 January 1996.)

# Action Station



- 1) See about attending the seminar in Auckland for all comers in June. Information in enclosed TEACH Bulletin.
- 2) Mark the dates 5 - 7 February 1998 as the next bi-annual National Christian Home Schoolers Conference in Palmerston North. The 5th will be the annual National TEACH Leadership Conference.
- 3) Investigate the possibility of attending the proposed Science, Physics, Chemistry, Biology live-in school. This is something completely new, just for Christian Home Schoolers. See page 15.
- 4) Note the change of dates for the National Home Schoolers Awareness Week, now 13 - 18 October 1997. If interested, write to CHomeS for free ideas & information pack, 4 Tawa St., Palmerston North, 5301.
- 5) Would you like to help lobby for home schoolers to receive the NZ Correspondence School lessons free of charge? Please write to the Editor, and if possible include the arguments you would use to convince the Minister of Education.

increase the opportunities for discipleship of his children, but it is one of the best ways. Those who remain in callings that take them away from the family for large portions of time will have more of a challenge discipling their families, but if they are where God has placed them for now He will give the grace and wisdom to help them minimise the hindrances.

## The Perfect Father-Son Relationship

Fathers need to meditate on the truth of John 5:19-20: "I tell you the truth, the Son can do nothing by Himself; He can do only what He sees His Father doing, because whatever the Father does the Son also does. For the Father loves the Son and shows Him all He does." Here is revealed the perfect father-son relationship. It is characterised by an intimate association between the two, a loving relationship in which the Father models and the Son imitates. It is the original discipleship relationship. Jesus recapitulated this relationship with His disciples: He spent time with them, loved them, and provided a model for them in His life and teaching.

Fathers are responsible to disciple their sons (and daughters). How can they do this when they are not even around the home? How can they develop intimacy and express love when they are away most of the time? How can they provide a model for their children when

they are not with their children? Fatherhood is so much more than putting meat on the table. It is a heart to heart relationship through which to teach children and prepare them for life. How is this happening when Dad is off at his job all day? Many men have answered that question by getting back home vocationally, as much as possible. The more a father is with his children the more effectively he can fulfil his fatherly discipleship duties. (This is especially so with sons, and it is increasingly so the older the children are.)

Methods are not neutral. They make a difference. It makes a difference whether your children are educated at a public school or at a private Christian school or at home. Likewise, it matters whether children are raised with no exposure to their fathers or a little exposure or a lot of exposure. The same logic that suggests home education as the best alternative for raising godly children also suggests that the more a father can be present to disciple his children, the better the process will go.

So, can a father go too far in his coming home? No. He might wrongly neglect his wider calling, but he can never overdo his relationship with his family. Was God the Father too close to the Son? The more the family can be with a father to share his days, the better. A home-centred father is just trying to be like his heavenly Father.

In raising children to be disciples of the Lord Jesus Christ there is no substitute for the father-child relationship. In developing the father-child relationship there is no substitute for time with the child. The trend toward home-centred fathering is a promising one because it is one of the most potent forces for spreading the gospel and the kingdom of Jesus.

Real men come home — as much as possible — in order that they can be truly effective in their world-shaping mission. Real men aim for a relationship with their children that reflects that of God the Father with His Son. They come home so that they can more carefully fashion the arrows in their quiver to strike a blow against the enemy and increase the dominion of the King of kings.

Come home.....and change the world!

(From *Patriarch Magazine*, PO Box 725, Rolla, MO, 65402, USA. Available in NZ from Alan and Donna Peary, PO Box 162, Katikati.)

## Teenagers and Evolution

I have written an article about teenagers who may be faced with the problem of evolution as it is taught at college or university. The cost of the article is \$3.50.

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