

Keystone

The Journal of Christian Home Schoolers

of Australasia

Vol. III No. 4

July/August 1997

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

It Works So Well!

British Educationalist Raves.....pg. 6

Top Score in English

Home Schooler NZ's Best.....pg. 9

Sheltering From Reality

Who is Sheltering Whom?.....pg. 15

No Limits !

Give Your Children All You've Got.....pg. 19

Multi-Level Warnings

About Multi-Level Marketing.....pg. 23

Take Heed Lest You Fall.....pg. 21

Conviction vs. Preference

(Adapted from a lecture
by Attorney David C. Gibbs, Jr.)

Some say a man cannot hold beliefs if he cannot describe them. A belief is not a hunch. It is not a feeling, it is not "It seems to me". Ask someone sometime why they believe the way they do, ask if they can show you in the Word of God. They may say, "Well, I don't really know if it is in the Word of God, but it sort of seems to me....." The problem with this kind of answer is that it is based on feelings, and feelings change rapidly. Others won't think much of such beliefs. The person holding such beliefs probably doesn't think much of them either, and is likely to change them under pressure.

To truly hold a belief you must be able to articulate it, to break it down into manageable parts. You don't need to be eloquent, but at least to put it into words.

You also need to have knowledge of those beliefs. This is important as some people like to hide behind titles. Some say, "I am an evangelical fundamentalist," or "I am a born-again Christian." Those are certainly descriptive terms, but what do they mean? When the pressures of real-life situations come to bear on the ones claiming these titles, will their lives and behaviours match the titles they have claimed?

In 1972 the courts in the United States came down with a test of peoples' beliefs. A man who lived in the state of Wisconsin by the name of Yoder was an Amishman. He told the state of Wisconsin, "I am not going to send my children to your schools anymore." The state of Wisconsin said, in effect, "You can't do that. You have to send your children to our school." He said, "I don't

(Continued on page 25)

Contents

Editorial	pg. 3
Letters	pg. 3
Home School Research Why Does Home Schooling Work So Well? (Part I).....	pg. 6
Home Schoolers Did It Various Achievements.....	pg. 9
God's Creation The Dodoes and Hummingbirds.....	pg. 10
Learning Disabilities Unlocking Those Special Abilities.....	pg. 11
Bits of Books <i>Christian Courtship vs the Dating Game</i> by Jim West, Chapter 4.....	pg. 13
Tough Questions People Ask Why Are You Sheltering Those Kids?..	pg. 15
Puzzle	pg. 16
Keystroke Getting Started on the Net.....	pg. 17
Over a Cuppa No Limits.....	pg. 19
The Home Has It	pg. 20
A Matter for Prayer.....	pg. 21
No Substitute.....	pg. 21
Trading Post	pg. 22
CHomeS Roundup Multi-Level Warnings About Multi-Level Marketing.....	pg. 23
Action Station	pg. 28

NOTICE TO CHOMES MEMBERS

The free gift that was mentioned at the beginning of the year hasn't come together exactly as planned. In its place you will find enclosed a selection of "A Word in Season" stickers to say thanks for your generous support this year.

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.

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

E-mail: keystone.teach@xtra.co.nz

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 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.

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 acknowledgment 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.

Editorial



Michelle Benton & I go back a few years. She & husband Neil, my wife Barbara & I and others met monthly to pray & plan for a Christian school before our children turned five. I'm talking 1983/4. When it didn't happen, we started home schooling. Michelle has always been a deep thinker and has provided Barbara with the one year of relief she has had from the executive of the Manawatu Home Educators in the 12 years of its existence. And even though Neil & Michelle have moved to the wilds of Eketahuna to milk cows, Michelle recently came to our aid again. "This 'suggested donation' for Keystone and TEACH," she asked, "do you mean 'subscription'?" "Well, no, I mean donation. I know it's confusing, but the IRD told me it's OK. The idea was that if people didn't feel they could afford a \$35 subscription, if they realised it was a \$35 tax-deductible donation to Christian Home Schoolers, Inc., a charitable trust, they may find they could afford to give from their tithing budget. It was to increase peoples' options." "I see," said Michelle. "Were you aware that some people think it looks a bit dodgy, like you're trying to hide from paying tax or do something else, well, dishonest."

That comment will take its place among those rare others given to me by people who cared enough to risk damaging our friendship in order to tell me something I needed to hear. Thanks, Michelle.

So, because the awkward use of words like "suggested donation" have caused a perception of something dishonest, CHomeS has dropped them. However, donations of \$5 or more to CHomeS are receipted and are tax-deductible. Donations of \$60 or more are recognised by CHomeS membership privileges, as have been listed in earlier issues of Keystone.

From this date forward, Keystone will come out three times a year instead of six, in March, July and November. This is already the fourth issue this year, so the next one will be in March 1998. As editor, publisher, photocopier, colater, folder, stapler, envelope stuffer, advertising agent, national conference organiser, full-time student, husband, father of five-soon-to-be-six, Bible class leader, political correspondent and lobbyist, I simply cannot sustain the pace. TEACH Bulletin will continue as a monthly, so we will still have plenty of contact. Perhaps once I've finished my studies, Keystone can return to a bi-monthly. In the meantime, everybody's current subscriptions will be extended accordingly to receive the number of Keystones you were expecting. To sweeten this a bit, you will all continue to receive all the intervening TEACH Bulletins you *hadn't* counted on.....and for most of you that translates into at least one year's subscription to TEACH Bulletin for free. Please, if you find this unacceptable, let me know, and we will work something out.

Letters



More on Music

Ray Palmer's teaching tips for music were very good. I became acquainted with him during my time as a music shop manager in Whangarei, and I was impressed with his energy, innovation and inspiration as a music teacher to the district. I agree whole-heartedly with his comments about the need to do both - playing by ear, and by written music. I have been playing music, in all sorts of situations for about 30 years, guitar, piano, bass, even the recorder! But I play totally by ear, I am self-taught, and as far as written music is concerned, was totally handicapped until I taught myself a little of that. Written music is a means, not an end. I have met many musicians who cannot play without a piece of written music in front of them. That's like not being able to build sand castles without a plan - just play! I'd rather be like me than them. I can play!

So I wanted to bring a balance with a perspective in mind. What are we playing for? Who are we playing for? I disagree with Ray's comment that the guitar is hard to learn. It is easy, and fun, and is a great portable backing instrument. By backing I mean that it is able to produce chords and rhythm, and with practice, melody as well. It is ideal for leading worship, in small or large groups, which brings me to my point about perspective.

Ray said that playing by ear is a quick way to nowhere. This comment may be true in the context of his experience, teaching with a view to playing in jazz, big-band or orchestra. May I suggest though that it is absolutely necessary to play by ear in what we call ""free" praise and worship in church. It is also part of what we know as the prophetic element of worship leading - being led by the Spirit of God in worship. It is great for "jamming" which is heaps of fun and highly addictive (ask my wife!)

So it depends on what you want to do, what your goal is. I strongly recommend Ray's suggestion to learn recorder initially, and at ten/eleven years old (when eye and finger co-ordination is better), progress to another instrument. Learn to read music, and to play by ear. But don't throw out the guitar - keep it for fun or as a personal worship tool. (Ray may also be inundated with high-school guitarist clones of Jimi Hendrix! So he's forgiven.) Regards to all you muso home-schoolers.

Steve Jaunay (ax-man from way back!)
Whangarei

Superb

Many thanks for your superb magazine, the Keystone. We appreciate your work and time and look forward to receiving the new TEACH Bulletin as well. It's a great informative and needful update. May God bless you all, and we pray you are encouraged to keep going.

Bill & Teresa Dever

“Safe Environment”

I've read *TEACH* and I'm alarmed about that "safe environment for children" business because of the smacking of children issue. In the schools, as you know, it's illegal to have corporal punishment now, and I wonder if they want to bring that in for home schoolers as well, in line with their UN responsibilities. Maybe I'm alarmist here but that aspect of it does bother me: "safe environment". That is SO arbitrary. To me they should be looking at educational standards and achievements only, and unless stringent guidelines are laid down so that we all know what they will be asking, and it is restricted to educational content only, I think we should be very wary of this. After all, they could well say that an environment where children were smacked (read "physically abused") is "unsafe" for children. Just what do they want? Glad you're fighting for us. Hang in there!

Carol Munroe
Auckland

In last issue's *Keystone*, Philip Lancaster's article *Fathers come home...* from *Patriarch* magazine upheld some important points that we Christian fathers need to be reminded of often. Although there is a family renaissance involving fathers seeking ways to be at home through home business etc., the important point is however, not whether our hearts are turned to the home, but whether they are turned to the children. The last words of the Old Testament echoed for over four hundred "silent" years, from the lips of a "minor" prophet Malachi, "And I will turn the hearts of the fathers to the children and the hearts of the children to the Fathers, lest I come and smite the earth with a curse." Heavy stuff! But look around Western society and see the beginnings of that curse. Directionless people. From the cradle to the grave, fathers and mothers have abdicated their responsibility. (I won't get into how the church encourages this, in this letter.) Notice also that it is God who turns the heart. The things that He does last forever, so an abiding and

growing heart toward our children must come from the Father Himself - by revelation. We are not all equipped to be home-businessmen — in all work there is nobility. The blue collar worker contented in God, returning home to nourish and be nourished in his family is a noble thing. What spurs me to write this, is that this morning I read that David (and/or God) "...fed them (Israel) with the integrity of his heart, and led them with the skilfulness of his hands." (Ps.78:72) Here is the two-pronged character of a leader - integrity, and skill. Integrity is an inward thing, skill is outward. If you have one without the other, you have problems. Often leaders are appointed on skill alone, (like politicians!!) Or they can be appointed on integrity alone, like novice "elders" in the church. Both aspects need to be fully developed. We take the role of leadership in the church for instance, far too lightly. This is why the Biblical criteria for eldership is to be evidenced in the home. There was also a two-pronged focus mentioned in the article; the heart toward God, with priority toward the home, inward, and a responsibility to the community, outward.

So by integrity and skill, fathers feed and lead, both in the home and in the church and community. But the proving ground is in the home. The world's measuring stick is totally upside down. What letters are after our name, the car we drive, the position we hold (even in church!), the fancy house... The list goes on, but a blind eye is turned toward the home. Separation, adultery, and divorce are part of the royal family. Teenage drug abuse, abortion and suicide, are part of many leaders' lives... because the proving ground has not been the home. The home, the marriage, the father heart, these are what God looks at.

Regards and best wishes from the Jaunay family, for the marvellous job you are doing. The Lord bless you.

Steve Jaunay
Whangarei

KEYSTONE Subscription Form

One Year (3 issues).....\$28.00 \$ _____
Two Years (6 issues).....\$52.00 \$ _____

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 over \$5 are 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

Wellington Tour

Having just come back from a truly inspiring Home Educators trip to Palmerston North and Wellington, I thought I would let other Home Education parents and children out there, know just what they missed. The trip I'm referring to is the Sunshine Tours for homeschoolers, run by Homeschoolers Robert and Leonie Belmont.

This trip commenced in Palmerston North on Monday morning of April 28th and was to take 5 days of many and varied educational visits, from Palmerston North down the Kapiti coast, in and around Wellington and back up the Kapiti coast to be delivered safe and sound at our respective billets. There were 25 adults and children including our bus driver, tour guide and teacher namely Robert Belmont. Yes he managed to do all that and still stay sane at the end of the week.

From the outset I felt the trip was going to be a great success. As the last family were picked up and settled on the bus, Robert handed out getting to know you sheets. The idea was to go around each person on the bus and conduct an interview, finding out name and similarities and differences. By the time the bus pulled up at our first visit on the program the adults and children were chatting like old friends. A wonderful way to break the ice. SUCCESS NO 1: Socialization going well. It was great to watch how these kids intermingled and related to our youngest on the trip, 3-yr-old Ben up to those 40 plus, with care, respect and confidence. Children came from as far north as Whangarei and as far south as Riverton. One of my aims for taking my 13-yr-old daughter Jessica on this trip was to broaden her outlook on the homeschooling movement. It has certainly done that for her, as she now has friends all over the NI which we hope she will see each year on these trips.

SUCCESS NO 2: Was the way in which our bus driver tour guide-turned teacher, was able to stimulate and get the children (and parents) thinking about the places we were to visit. He had, previous to the trip, sent each child information and projects to complete before the trip commenced, on every place. Then before we went into each one he gave us certain things to consider and think about as we went around which helped the children to ask lots of questions (and make a really good impression on our guide at each venue). The neat thing for me was, we weren't just visiting places at random but there was a theme or should I say 3 themes even 4 now I come to think of it. We visited 3 conservation places. The Nga Manu Bird Sanctuary, Wellington zoo, complete with zoo school lessons, and Somes Island. The challenge put to us was, think about the 3 very different types of conservation programs these places had to offer, how were they different? how were they similar? Did we think they were achieving what their aims were? How would we improve these places if we could?

Another theme was transport - we experienced air travel, Rail travel, bus, tram and ferry travel and a walk back in time at Southward Car Museum. Only those of us from Southland experienced flying, but we did visit the Paraparaumu airport and control tower and learnt some very interesting info on our NZ hero Richard Pearse.

Earthquake damage, faultlines, land fill and liquefaction were topics that cropped up almost every day giving us lots to think about as we toured around Wellington. I really enjoyed seeing (for the first time) what I have heard and read about over the years and learnt heaps more about this time bomb WELLINGTON!! Both Robert and Leonie were very well informed and able to communicate well their knowledge to us all. I'm sure the children will have a greater appreciation and understanding of the devastating effect an Earthquake will have on Wellington. They were able to see first hand the work that's been done to help offset the inevitable damage a large earthquake will have.

Our 4th theme that I'd almost forgotten was fun. We were able to visit a leisure centre for an evening to relax in the whirlpool, ride the zoom slide, experience the thrill of a river current, and the wave pool. Ten pin bowling was another really popular venue. And our Thursday night Camp concert was a hoot. The kids loved the chance to entertain us, they even seemed to enjoy the punishments dished out to them in our Mock Kangaroo Court run by Ken, one of the parents. This trip even catered for the shopaholics with a couple of hours allocated for those who wanted to.

I would have to say SUCCESS NO 3: Was the weather. God really blessed us; the whole week was beautiful and sunny everyday (no wind!). The campsite we stayed in was also excellent, very well suited to a school group or any other group like ours.

There were many other places we visited that I have not commented on. These were equally educational and most enjoyable. Having had a taste I will most certainly be taking my family back to Wellington to go to these places again and drink in some more. What it's done for me is wet my appetite to go and discover more of Wellington and more of NZ. I chaperoned 4 girls from Southland and each one of them said they will be keen to go on next year's trip. They all came home as inspired as I was, so it was well worth the hard work and effort their mothers and I put in to fundraise for this to happen.

SUCCESS NO 4: Would be the growth that has taken place in each of these girls and I guess all the children on the trip. The neat thing is it doesn't end with us saying goodbye to each other, as part of the deal will be a "Wellington Trip" Book written and produced by the kids themselves. Each child and parent has been asked to submit some form of work about the trip, be it poem, song, stories, reports, photos, etc., to Robert to be published into a bound book and we will each receive a copy. Another bonus for me is all the wonderful resource material we now have to do further study. Nice timing in view of the fact that social studies and science are our two areas requiring reports. Next year there will be 2 tours, one to Wellington and one to Auckland, so for those of you who are keen to take part in this great opportunity offered to us at a very good price, start fund-raising now and make it happen. I can thoroughly recommend them to you. Your sister in Christ,

Lorraine Harrison
Riverton, NZ

Reading Lessons

If a mother came to me saying, "I want to teach my child to read but I've no idea how to go about it," I would refer her to experienced home schoolers in our area. They would tell her how they have successfully used a book, "Teach Your Child to Read in 100 Easy Lessons", and which costs \$40. It is written by Siefried Engelmann, a professor of education at the University of Oregon. The daily lessons given by the parent take about 20 minutes and every step is carefully shown. What makes this program different from others is the fact that it has been trialled by the university with 10,000 children. So I would say to this mother, "You can expect your child to be reading in about two-thirds of a year if you use this book."

Alan Curnow
Learning Consultant
200 Hill St.
Richmond, Nelson

Home Schoolers Did It



Home Schooler Wins International Award

Annie Byar, home educated for six years, won a Fourth Grand Award in the 45th International Science and Engineering Fair which was held in Birmingham, Alabama this May (1994). She was competing against 65 ninth through twelfth graders in the Botany category. A total of 916 teenagers from 30 countries and 47 states of the United States had come to present their research projects.

Annie's project considered the differences in growth of carrot roots and leaf stems. The title is "The Clone Zone: A Comparison of Root and Petiole Explant Growth in *D. carota* Tissue Culture." To win a position as a finalist in the International Fair, Annie placed first in her category of Botany in three other fairs starting with her county's home school fair, moving up to the Thomas Edison Science Fair (a four-county regional fair), and then was awarded a Silver Medal at the Delaware Valley Science Fair in Philadelphia. The Delaware Valley Fair pulls winners from South Jersey, Eastern Philadelphia and Delaware.

Henry Disston, director of the Delaware Valley Fair, was excited to have home educators participate and paved the way for Tri-County Home Educators group children to take part in the local feeder fairs. He also travelled with the group of students and teachers to Alabama where he worked with the children to eliminate problems with paperwork. There was a maze of meetings and approvals to be overcome before the judging day.

During judging, Annie was interviewed by eight judges who questioned her about her work and listened to her presentation and viewed her "boards". The evening after judging, there was a mixer for the students where they could relax and swap pins and share with other kids from around the world. Annie really enjoyed the kids from Puerto Rico, Ireland and New Zealand.

At the Grand Awards Banquet, Annie was thrilled to hear her name, town, and state announced for a Fourth Grand Award. There were two other home schoolers from different states participating in the fair, and both also won awards.

(From *E.N.O.C.H. of New Jersey* newsletter [Education Network of Christian Home-schoolers of NJ], July/August 1994.)

The Eldershaws of Upper Hutt, NZ

by Marty Eldershaw

What do readers want to know about a family that has finished home schooling? Finished because the youngest is 18 and it is all over.

I can assure you that you will miss it terribly when you stop teaching. The days were so productively busy. I had a real sense of participating in Kingdom service. So make the most of this hectic but rewarding time.

How did the home schoolers fare in the workforce? Our eldest son completed a carpentry apprenticeship. Block courses are part of apprentice training and he topped his class at polytech and was awarded the Master Builders Association trophy. He is now running his own carpentry business in Auckland.

Our second son also finished his education at Form 5 and became a builder's labourer. He has a reputation for reliability and hard work. Now he has begun an apprenticeship and he did well at his first block course.

Our youngest son is different. His home schooling continued to Form 6. He did two Correspondence School subjects and went to high school part-time to take art. He then went full-time to school for Form 7 when he took only art subjects. He is now at polytech doing a Fine Arts course.

From my experience I would suggest the following options for home schooling at secondary level — the Open Polytechnic for study by correspondence; the Correspondence School especially for Forms 6 and 7 when the student is over school leaving age; evening classes at high schools to gain national exam passes; and part-time study at high schools. I found it easy to get my son accepted at school for one subject and know of others who have done this. This option is important when specialist input is necessary.

So be encouraged. You can continue teaching until school leaving age and your children will not be disadvantaged.

Tamsin Beats the Best

Fifteen exams in 41 days have paid off for Feilding teenager Tamsin Knight, who gained the top mark in the country in English and won a \$500 scholarship in the NZ Education and Scholarship Trust's Exams. She fitted five NZEST exams between her Feilding Agricultural High School (accelerated programme) and bursary exams. Very happy with her win over 460 other students, Tamsin also came 9th out of 74 in History of Art and 40th out of 205 in History. She is now a student at Massey University. Tamsin was home schooled for many years by her mum and dad in Palmerston North. (*Evening Standard*, 4 Dec 1996.)

The Need To Adopt These Principles

It may be thought: "If I as a parent adopt these ideas, then my children will be out of touch with their friends. It will be difficult, if not impossible, to find a husband or wife."

This concern has impact only after other considerations are pushed aside. They are: (1) The way of godliness is always the way of maximum blessing. If a young man who is godly takes interest in a young woman who is also godly, why wouldn't that young man then agree to the positions specified in this booklet? Has the godly father asked his daughter or the young man to commit a sin? Surely, there should be the recognition that these principles, far from impeding a romantic relationship, actually keep the relationship within godly parameters. The really godly suitor will understand that the woman's father is simply carrying out a responsibility that is Scripturally mandated. The ungodly suitor will regard it as annoying interference and anti-romanticism.

Second, the principles espoused in this booklet need adoption not only by individuals, but by individual churches. If a church or group of churches (denomination) accepts the thesis of this booklet, then the children will not feel alienated from their culture. If their culture is a Biblical culture (which is what every church culture should be), then what is the problem? It will be explicitly understood that one-on-one relationships, apart from a view to marriage, are not in conformity with the Word of God. It will also be granted that the father does have the responsibility to monitor his children's spiritual and romantic interests. What is needed then? Both churches and schools need to adopt, formally, the principles of this booklet. This does not mean that churches may lord it over their membership so that those who do not fully understand what Biblical

courtship is all about will come under church discipline. What it means is that the leadership of such churches must say, "This is our position; this is what the Bible teaches about Biblical courtship." Leaders must teach the congregation patiently.

Third, why does the church have to imbibe the dating ideas of the world? Does the world set the agenda for the church? Does not the church have the responsibility to salt the world with its matrimonial laws? And does not this obligation rest upon churches and schools to influence other churches and schools which may have unwittingly accepted a worldly ideology?

Tough Questions People Throw Your Way



Why do you home schoolers insist on sheltering your kids from reality, from mixing in the real world?

Parents who teach their children at home are often accused of not giving their children a "fair chance", of causing them to miss out on a "normal" education, of sheltering them from the real world. But Christian home schoolers often level these exact same accusations at the state school educational authorities.....and with far greater accuracy. It is the state-run public schools which, having tossed out the Bible as its infallible point of reference, is now engaged in wholesale deception and deprivation of the nation's children.

Let us not be timid about this first point. NONE of the students in the state schools is getting a "fair chance". The Bible clearly states why: "The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is insight." (Prov. 9:10.) Children in state schools are being grossly deprived of a sound education and the ability to acquire wisdom. Legally the state curriculum cannot and does not inculcate the fear of the Lord as the beginning, the starting point, the necessary benchmark for gaining wisdom. Having rejected the only sure foundation for wisdom, upon what are our state education authorities building their educational edifice? Section 77 of the Education Act says that the instruction in state primary classrooms shall be entirely of a secular character. According to a past Minister of Education, David Lange, "secular" means "without any religious instruction or observance." That is, the teaching shall be from a point of view which assumes that God doesn't exist. Now, Psalm 14:1 warns us that the FOOL says in his heart that there is no God, but here we have the Education Act saying it out loud, boldly, in black and white print! So what are we left to conclude about that which state educators can offer our children?

Besides, Godly education does not give a student a "chance", but a choice. The Lord lays before each of us only two options: "See, I have set before you this day life and good, death and evil. If you obey the commandments of the Lord your God which I command you this day, by loving the Lord your God, by walking in His ways, and by keeping His commandments and His statutes and His ordinances, then you shall live and multiply, and the Lord your God will bless you....But if your heart turns away, and you will not hear, but are drawn away to worship other gods

and serve them, I declare to you this day, that you shall perish.” (Deut. 30:15-18.) God promises (which is not the same as offering a chance) life and success in His terms to those who love and obey Him. He promises death and destruction to those who never learn to do so. State schools are legally required to teach children from a frame of reference (the secular clause from the Education Act) which tends to draw students toward the second option. Just as the state offers New Zealanders a “chance” in the Lotto games or with Bonus Bonds, so also the state seems to at best only offer our children a “chance” in the public schools.


It is the children in state schools that are missing out on normal education. The reason this is not so immediately apparent is that since most of us have already been through this education system ourselves, we still tend to unconsciously regard it as the norm for no other reason than that it was our own personal experience. Turning to the Scriptures for our norms, we get a totally different picture. First of all, education is the responsibility of the family, not the state. (Deut. 6:4-9.) Education is to be thoroughly Christian in nature, not secular. (Eph 6:4.) It is becoming obvious that because of the compulsory attendance law, most students have been snatched away from their parents’ care at too early an age. Children have been deprived in many ways as the state schools can only provide a bare shadow of the love, attention, understanding, empathy, guidance, role-modelling, encouragement, correction, discipline and tailor-made johnny-on-the-spot education and training that most Christian parents are more than capable of providing. Parents’ God-given responsibility to train up their own children has been largely usurped by the state. We must never allow ourselves to consider this state of affairs as normal.

Because the state school classroom is off-limits to consistently teaching the Lordship of Jesus Christ and the truth, relevance and necessity of His Word, the Bible, in every area of human thought and endeavour, it is the children in these state institutions who are being sheltered from the real world. Instead of being taught in a context of a universe created and sustained every moment by Almighty God, they are fed on the false, fruitless and futile philosophies of fallen men who legally cannot present the truth, Christianity, as even a viable option (not that many would want to do even that.) The Bible being off-limits, the mind of man is now put forward as the only “infallible” point of reference to which the public school student may legally be referred. Even well-meaning Christian education groups are propagating this deception because of a lack of understanding the issues involved. There are those who want to see Christianity taught in secondary schools as a viable, philosophical or religious alternative world view. That makes it merely one of many in the market place today. This is just a secular view of Christianity, and not real Christianity at all. Real Christianity is and claims to be the ONLY viable world view. (Why do we quibble and go weak-kneed at this point? Out of fear, that’s why. I know. Only today I missed a rare opportunity. My education

professor at Massy asked me on this first day of the new semester in front of the whole class of 40 others what is the whole purpose of education. I merely said it was to properly take dominion over the whole earth. Why didn’t I say, “To enable us to take dominion under God over the whole earth and to make disciples of Jesus Christ of every nation”? Because, to my shame, I choked — me, a 46-year-old father of three teenagers, veteran of newspaper interviews, radio interviews, rabidly hostile talk-back hosts and even the Holmes show — I choked in front of 40, 19-year-old first year students.)

And space would fail if we were to launch into comparisons between the contrived and artificial environment of an age-segregated classroom with the grass-roots reality of a typical home environment which quickly and easily expands via almost daily field trips into the real-life environment of the community, the workplace and the marketplace. But these are secular arguments, which any intelligent person can readily see if they are willing to see them. They may add some reinforcement, but our basic argument, upon which we stand as Christians and realise we can do nothing different, is that we have had our marching orders from the King of kings Himself regarding the education of our children, and we MUST obey God rather than men.

Puzzle



What words can be written in the brackets to mean the same as the word on the left in one sense and the same as the word on the right in another sense? The dashes represent the number of letters.

1. recline (_ _ _) falsehood
2. pale (_ _ _) just
3. retinue (_ _ _ _) educate
4. skin (_ _ _) conceal
5. canine (_ _ _ _) persecute
6. join (_ _ _ _) corruption
7. huge (_ _ _ _) vulgar
8. cease (_ _ _) lame
9. obvious (_ _ _ _) unadorned
10. acquiring (_ _ _ _ _ _) attractive
11. ingress (_ _ _ _ _) enrapture
12. enthusiastic (_ _ _) sharp
13. comprehend (_ _ _ _) seize
14. plot (_ _ _ _ _) fascinate
15. enclose (_ _ _ _) fight

Answers to the previous puzzles:

1. A is enclosed by one arc. B is enclosed by two arcs. C by three and D by four. So E must be enclosed by five, and is that space between B and C.
2. X corresponds to B and Y to A, because A & Y are area involving only once circle each, while B & X each involve two.

Keystroke



Home Schoolers Starting on the Net

by Phil Astley, Lower Hutt, NZ
phil@astley.gen.nz

The Net has taken off in a big way. This article is an attempt to help beginners avoid potential problems. Note that "addresses" on the Net are almost always lower case - we have not just been careless with our typing and editing.

Requirements

Assuming you have a computer, you need a modem plugged into your phone line. Many computers come with internal modems, but I prefer an external modem so I can use the lights to monitor activity. I can also switch it off when I can't disconnect any other way.

External modems usually cost a few dollars extra (modems start at about \$200), and require a free serial port with a UART16550 chip. Without this chip, serial ports cannot handle the high speeds of today's modems.

Speaking of speed, you can get away with a 14,400 baud modem for E-mail (until someone sends you some pictures) - but for anything more you really need a 28,800 or 33,600 baud modem. These are still slow - but faster methods are expensive.

When you are downloading files, the modem may be the bottleneck. At other times, one of the connections between your computer and the host gets overloaded. Then it crawls along at well under the speed of your modem while you make yourself a drink.

Once your modem is connected to both your computer and your phone support, you've finished with the physical stuff. What you need now is some software and an Internet account. Most Internet service providers (ISP's) will provide the necessary software, but you can easily change this at any time.

Software

Installing and configuring Internet software used to require degrees in psychology, parapsychology, and computer science. Now it is simpler, and there are more people around who can help. I knew nothing about it a year ago, and I have connected my OS/2 system to three different ISP's who also knew little about OS/2.

Internet software is not one package. I use one program to connect me to the Net. Then I choose what to do next. I can collect, read and reply to my mail. I can read and post messages in various news groups. I can download some files using "FTP" (File Transfer Protocol). I can "chat" typing online with other people typing messages back interactively. I can talk (i.e. use the Internet as a very cheap way of actually talking with

people all around the world). I can browse ("surf") the World Wide Web (the part with pictures and sound). Each of these different functions requires different programs.


The good news is that Netscape Navigator, which has between 70 and 80 percent of the market, and it's main competitor, Microsoft Internet Explorer, include the major functions (mail, Web and newsgroups) in one package. The bad news is that the mail and newsgroups functions are sometimes not as useful as some alternative specialist packages. More good news - changing software is fairly simple.

Internet Service Providers (ISP's)

The key decision, which you REALLY don't want to change, is which ISP to use. The choices most people consider include traditional ISP's, IHUG, IBM, Voyager, CompuServe, and most recently the phone companies.

A key issue is access - you don't want to pay toll calls to use the Net. Each ISP offers different approaches. Please note that the following is based on talking with users (ever notice that the word "users" only seems to apply to drugs and computers?!), published reviews, and visits to ISP's sites. Internet information changes quickly, and may be out of date by the time you read this. Check before you join. Also note my personal bias: I use both Clear and CompuServe.

Since I first wrote this article, a new service has been



**CHRISTIAN
MUSICIANS
HANDBOOK**

**A BEGINNERS
GUIDE**

**\$19.95
R.R.P.**

*** FOR SINGERS**

*** SOUND TECHNICIANS**

*** INSTRUMENTALISTS**

**A BEGINNERS' GUIDE
FOR SINGERS
& INSTRUMENTALISTS**

by MARY NEWLAND

HIGHLY RECOMMENDED

Available from your nearest
ChristianBookstore

Or Write to; P.O. Box 27038,
Mt. Roskill, AK.4.
ph 025 752 777

An Invaluable source for Soloists,
Pastors and Ministers.
**PRIVATE TUITION AVAILABLE: VOICE,
THEORY & KEYBOARD**

introduced by Consumer to help people compare the costs of ISP's. It does not consider other issues like the range and quality of services offered, access when travelling, and ethical matters like large players operating at a loss to gain a dominant market position. You have to be able to access the Internet to get to it - but it is well worth while getting onto the Net from a nearby friend's system - or even asking a distant friend to use this service and send you a printout of the results. For example, I tested it for the Wairarapa, and found a local ISP there which seemed to offer an admirable service.

This service is found off the Consumer home page (<http://www.consumer.org.nz>). Its specific address is http://www.consumer.org.nz/cgi-bin/net/isp_menu. Here you can choose your free calling area (if it is not listed, choose Other - this displays the more expensive but toll-free options) and choose whether you are a light, medium or heavy user (basically 10, 25 or 50 hours per month). We are usually near the light category - but it is worthwhile running all three options to see what happens to an ISP's costs relative to the others if your usage changes.

Traditional ISP's

These are the original ISP's who serviced the techies who used the Net in the early days (i.e. before 1996). They still offer esoteric services not available through larger firms. As the Net expanded, larger firms stepped in and offered lower rates. This has left traditional full-service ISP's with their support structures, struggling to maintain their position.

Most ISP's charge a joining fee, a monthly or annual sub, and fees based on data downloading or a combination of data and time. There are too many traditional ISP's to cover - but you can usually find one near you. (This is one of the key benefits of the Consumer site.)

IHUG

IHUG is unusual in offering unlimited usage for a fixed fee. This may not be as good a deal as it appears. Unless you spend a lot of time on the Net, the fixed fee (\$40 per month) is more than you will spend with some other options. (We usually spend just over half that.) It depends on the relative values of your time and your money. Also, because users stay on for long periods of time, getting through can be difficult, and once on, the speed (according to some - but not all users) can be slower than many other ISP's.

At last check, they had connections at Whangarei, Auckland, Hamilton, Wellington and Christchurch.

IBM

IBM runs their own global network, and reputedly provides one of the the fastest and cheapest Net connections in New Zealand. Costs are much dearer for services such as domain names and home pages, as these are aimed at the corporate market.

As well as Auckland, Wellington and Christchurch, you can connect to IBM from over 550 cities world wide.

This can be useful if you travel.

Voyager

This company was the first to offer an 0800 connection - so is popular nationwide. 0800 connections are charged at higher hourly rates than local connections, but they do have nodes at Auckland, Hamilton, Tauranga, Rotorua, Taupo, Napier, New Plymouth, Palmerston North, Wellington, Blenheim, Christchurch, Ashburton, Timaru and Dunedin.

CompuServe

CompuServe is an on-line information provider. They provided similar functions before the Internet took off. The CompuServe system itself is much easier to use than the Internet. It is privately controlled, and structured into areas of like interest. It makes little use of graphics, so is relatively fast. This does not come cheap - it can be the dearest to use. Cheaper Internet access is costing them many users, but it is still a valuable and special place. (I especially enjoy talking with international home schoolers there.)

CompuServe provides access to the Internet as well as their own system, although their mail system is not yet compatible with Internet E-mail. Messages can go between the two - but not files. They have nodes in Auckland, Hamilton, Wellington, Christchurch and Dunedin, as well as around the world.

Xtra

This is Telecom's controversial entry into the market. They have had more than their share of problems, largely due to their rapid growth. They are now the largest ISP in the country. Problems have included security, system failures, service, customised software, and charges of anti-competitive predatory pricing. Many of these issues have settled down for now.

As well as nodes in Whangarei, Auckland, Hamilton, Tauranga, Rotorua, Gisborne, Napier, New Plymouth, Wanganui, Palmerston North, Wellington, Nelson, Christchurch, and Dunedin, they also offer a more expensive nationwide 0800 service.

Clear

Telecom's main competitor launched its service late last year. They offer a very similar service to Telecom's - although some charges are slightly dearer. They claim to compete by offering superior service. A drawback is that they offer new users Microsoft Internet Explorer instead of Netscape Navigator. This meant they didn't have software for OS/2 or MacIntosh when I joined. Mac software should be available now, and my standard OS/2 software works fine.

As well as an 0800 service, they offer nodes in Whangarei, Auckland, Hamilton, Tauranga, Rotorua, Gisborne, Napier, New Plymouth, Wanganui, Palmerston North, Wellington, Nelson, Christchurch, Dunedin, and Invercargill. They plan more nodes, and may have done so since this list was compiled.

Addresses

Choose carefully. Your "address" on the Internet includes your ISP's address. For example, I am ast/phil@clear.net.nz Previously I was phila@globe.co.nz. Fortunately I have my own domain name, so no one ever has to use these addresses. Instead I am and was phil@astley.gen.nz. I used this address at both ISP's, I did not have to advise anyone when I changed ISP's, and no-one had to change their records. I am also astley@compuserve.com - but that is another story. Clear allows up to five user names, so my family now have their own addresses - e.g. lynette@astley.gen.nz.

I suggest that if you start to exchange E-mail with more than say 40 or 50 users, you might want to talk with your ISP about getting your own domain. Or, if you meticulously add all E-mail addresses to your mail address book, it is simple to E-mail the change of "address" to all of the names in that list - and hope they change their system.

Once you're on the Net, there are a number of home school sites worth visiting. Many of these are listed on our NZ home schooling site - others are places which have links from these sites, so you can get to most home school sites on the Net in only two or three jumps. Of course, by the time anything about the Net makes it to print, it is out of date, so if you have Internet access skip the rest of this article and see for yourself - and don't waste your money on books on the Internet.

Where to next?

Start at <http://ourworld/compuserve.com/homepages/astley/.homeeduc.htm>, and go to the page listing other sites. While you're on this site, why not get your name listed on the NZ home schoolers online page. If you are part of a support group, get your group listed. These listings are free, and we aim to provide a list of home school support groups so that newcomers can more easily get in touch with local home schoolers.

We also offer a page for businesses catering for home schoolers (e.g. offering discounts) and another for businesses not related to home schooling but run by past or present home schoolers. You'll also find some book reviews there.

Future articles should offer some suggestions on other areas that may be of interest - but I suspect your main problem in your first month or two will probably be controlling your usage. The Net can be addictive as you jump from one discovery to another - and costs are much cheaper today than they used to be. However, conversely, your time is probably more valuable than it has ever been.

Over a Cuppa



No Limits

There is a very successful businessman in Palmerston North from whose life I reckon we can get two good illustrations.

When Steve Lange turned 15, the headmaster at his school in Cambridge wished him well and showed him the gate. Now, 23 years later, that reluctant school boy owns a chain of nine highly successful retail tyre shops, Tony's Tyre Service, all located in the lower North Island, turning over more than \$12 million annually. "The school system and I didn't see eye to eye," Steve says.

Steve obviously learned the basics, but he certainly used his own flair and personal ideas to get his business going. His business experience was apparently gained by being in business, not studying business theory in a classroom. Once again we see that the real world of the community, the family and the marketplace is where real education takes place.

Steve then instituted something into his business that has really caused it to attract a loyal clientele. It is a thing called service. "When it comes to a customer there is no limit, no dollar limit whatsoever, on what any one of my people can do to satisfy a customer's complaint. It's written into their contract that they'll never get reprimanded for satisfying a customer's complaint." He cites the case of an employee who accidentally transposed a number during the etching of the car's registration number on the vehicle's windows. The \$10 job cost the company \$1850 plus gst to remedy, as all the car's windows had to be replaced. The employee is still with the company as second-in-charge of a depot.

Here is a real challenge. Do we tell ourselves that there is no limit on what we will do to advance the Godly education of our children? Now the beauty here is that the best investment we can make is one of TIME rather than money. Pouring our LIVES into our children is going to be far more profitable to them than to pour money and resources into their laps and hope that somehow knowledge will get into their heads. Perhaps it will. But the WISDOM we really want our children to have will only come, by God's grace, as we impart to them in word and deed and example the wisdom God has built into us up to this point. Give your children time. Not only quality time, but quantity time as welllots of it.....no limits.

The Home Has It

There is something about today's society which seems to force us all to be ever-more busy, ever-more running around and yet accomplishing a lot less. I can't quite figure it out, but everybody I know is feeling the effects.

As a full-time student at Massey doing a BA in Education, I am becoming MORE thoroughly convinced (if that is possible) that home schooling is the way to go. The philosophical foundations of ALL the social sciences are totally humanistic which by definition means they are radically anti-Christian. And Christian presuppositions don't get a look-in, they don't get acknowledgement, they don't get a mention. I mentioned this to my Philosophy of Education lecturer and he agreed! At the same time, he is one of the worst, since he quite happily quotes Scripture to suit his purposes. They all see religious views as just another view people hold...and everyone has a right to hold whatever view they like. None are any better than any other... except theirs, of course. It is amazing how they hold onto that obvious contradiction.

But the school system is falling apart at the seams. The qualifications system is in even worse shape, and all our current teenagers and the ones coming up are guinea pigs. The Framework certificates and unit standards have no meaning here or overseas, and it is anybody's guess whether they ever will. The Universities are

fighting this framework business as vigorously as they can.

In addition, the garbage that goes on in schools, the "socialisation" process is totally unacceptable to Christians. Now, there are some schools better than others, and some (like Boy's High here in Palm Nth), still ignore the framework, offer the old School Cert. and all the rest and don't stand for any discipline problems. A strong Christian teen can probably withstand the pressures of such a place if they really want whatever certificates are offered. But most courses in Polytechs and Universities really don't require any such thing. A chat to the admissions officer is usually all that is required to be accepted as a provisional student for the first year. I just discovered that a 16-year-old can get the Correspondence School lessons at the same

Christian Education Services

55 Richards Ave, Forrest Hill, Auckland 10. Ph/Fax (09) 410-3933

Stockists of

A Beka Book
Saxon
Pathway
General Home-Schooling Titles
Common Sense Press
Modern Curriculum Press
EPS
Konos
Rod and Staff
etc.

Send \$4.00 for a catalogue — refundable on first order.

Please send a catalogue to the following address.

Name: _____

Address: _____

I enclose \$4.00

cheap rates as an adult while still collecting the supervisory allowance. So there is the opportunity to get the state qualifications while still at home.

A Matter for Prayer and Sober Reflection

I received the following letter from a NZ parent on 16 July 1997.

Thank you for sending another reminder so that I can continue receiving Keystone. I do wish to continue as I appreciate being kept in touch with relevant issues and feeling less isolated.

I particularly wanted to thank you for the warm and friendly reminder. Yes, I had overlooked it in what has been a trying year. We home school our children and have a pre-schooler too. Last year we put our eldest into the local college so that she could take a 5th Form year and relevant exams. Now, a year later, she walks far from the Lord. I don't blame just the school, but I think until we are faced squarely with the realm in which our children must walk within a state system, we don't realize the impact it can have.

Among other things our daughter learnt were how and where to receive free contraception including morning-after pills and abortion. There was no worry about discovery by parents as the rights of a child (she was under 16) are protected by the Privacy Act. Incredibly this applies even to receiving an abortion! Our daughter made use of one or two of these things as well as "counselling". When we discovered it she thought to influence us by "attempting suicide" and as a result almost died and has been left with kidney problems.

Once our daughter turned 16 she put more "education" to use and left home receiving a benefit from Social Services. She has found board with a Christian family who are not so "hard-nosed" about her sexual relationship with her boyfriend.

However, we are not without hope — God is good and He is teaching us and helping us to grow. There is no doubt that Jesus is Lord and nothing can change that!! I thank God for all the little encouragements He has sent us through the months. And one of them was your very understanding reminder. Thank you so much. God bless you in this work.

"Home Schoolers for the Duration"

No Substitute

Bill Gates, founder of computer software giant Microsoft, extols the virtues of the written word: "People cannot become truly knowledgeable without being excellent readers. While multimedia systems can use video and sound to deliver information in

compelling ways, text is still one of the best ways to convey details.

"I try to make time for reading each night. In addition to the usual newspapers and magazines, I make it a priority to read at least one newsweekly from cover to cover. If I were to read only what intrigues me I would finish the magazine the same person I was when I started. So I read it all." (From *The Guardian*.)

(The King of Computer Whiz himself promotes the reading of magazines! There must be something to this reading. I remember doing exactly what Bill says he does: get a copy of Time or Newsweek magazine, and read it cover to cover each week. I read BOTH those magazines religiously cover to cover each week for about six years. I found the business and economic stuff incomprehensible, and much of the rest a bit dull at times. But I began to learn who were the leading lights, the names that appeared again and again. I became aware of the vast array of human issues being played out in every corner of the globe. I began to understand what the media meant when it referred to "left-wing" or "right-wing" or "conservative" or "liberal", and also noticed how biased one magazine was in particular and how it took every opportunity, no matter how far it had to stretch, to say something promoting the evolutionary world-view. Just knowing those names and a wee bit of the context enables me to this day to talk to anyone about almost any topic, AND TO ASK INTELLIGENT QUESTIONS. This HAS to be the quickest, easiest and most interesting way to learn anything! None of us needs to know everything, nor do our children. But we should all learn enough about as many topics as we can in order to ask intelligent questions, probing how this topic relates to another, what its relevance is to everyday life, etc., in order that we may learn from every person with whom we come into contact. At the same time it is one of the best ways to make friends and leave a very positive impression with others: you were the one who was interested in what that other person was involved in, and actually asked questions to draw them out and actually listened intently as if you were eager

Trading Post



Wanted:

A set of McGuffey Readers.

Contact: Andrea Shepherd, ph.
(09) 423-7214 (Wellsford).

Wanted:

Family Math Book

Contact: Hazel Wyatt, 10 Heron Pl., Pakuranga,
Auckland, (09) 576-1085.

Wanted:

Zondervan Book of Life

Contact: Raewyn Shand (see next column)

For Sale:

Bob Jones Reading worktext Gr4 - \$8.00
Bob Jones Reading Teachers Manual Gr4 - \$10.00
Bob Jones Literature Gr 7 Teachers manual - \$30.00
Bob Jones Gr7 activity sheets - 5.00
Bob Jones Gr 7 Reading Book - 27.00
Success in Spelling (written by Weaver Curriculum)
Level 1 - 10.00
Level 2 - 15.00
Level 3 - 20.00
Level 4 - 22.00
Level 5 - 30.00
Level 6 - 35.00

Back home in Japan text - 4.00
" " " " studyguide - 2.00
Teach Me Japanese book & cassette - 10.00
" " " teachers book - 5.00
Olympics Unit Study - 18.00
The Soteria Homeschool Lesson Planner - 35.00
Gregg Harris Homeschool Organiser 40.00
Time on your Hands - 2.00
People & Politics - 2.00
Preparing for Adolescence James Dobson - 2.00
" " " Group study guide - 5.00
Creative Writing Module - 8.00
My First Bible Fun Book - 10.00
Alphabet Fun & Games - 10.00
Time for the Family - 5.00
Getting Your Priorities Straight - 5.00
A Journey Through Grammerland - 18.00
Key To Algebra Test Book - 25.00
Key To Algebra books 1>10 @ 3.30 each
" " " answer books 3 @ 3.75 each
" " Decimals books 1>4 @ 3.30 each
" " " answer book - 3.75
" " Fractions books 1>4 @ 3.30 each
Key to Fractions answer book - 3.75
Writing Rainbow GrK - 40.00
" " Gr1 - 40.00 Activity Packet Gr 1 - 10.00
" " "2 - 40.00 " " " 2 - 10.00
" " "3 - 40.00 " " " 3 - 10.00
God's Plan workbook & cards Gr1 - 14.00
God's Promises book & cards Gr2 - 14.00
Calling of God's Tribe Gr3 - 14.00

Record of God's Nation Gr4 - 14.00
Witnesses to the Gospel - Gr5 - 14.00
The House of Israel Gr6 workbook - 11.00
student text - 18.00
The Day of the Lord Gr 7 workbook - 11.00
student text - 18.00
A light to the Gentiles Gr8 workbook - 11.00
student text - 18.00
Miquon Lab sheet Annotations - 10.00
Large ACE Phonic Alphabet wallcards - 25.00
Contact: Raewyn Shand, ph. (03) 576-5238, Port
Ligar, Pvt Bag, Havelock, Marlborough,
Email: Shand@Nelson.PlaNet.org.nz

For Sale:

Saxon Maths 3, Excellent Condition. (Retail = \$220).
For \$150.
Contact: Karen Cross, (03) 615-6016 (Temuka).

For Sale:

Grade 6 textbooks used by Calvert School.
Contact: Dianne Gray, Ph (09) 238- 7415.

For Sale:

English GCSE Examination Maths, Basic.....\$30
English GCSE Examination Maths, General.....\$30
English GCSE Examination Chemistry.....\$30
English GCSE Examination Biology.....\$30
English GCSE Examination Physics.....\$30
Contact: Craig & Barbara Smith, 4 Tawa St.,
Palmerston North, ph. (06) 357-4399.

Action Station



- 1) If your support group would like to do something during "National Home Education Awareness Week", 13-19 October 1997, send for a free info-pak to: NHEAW, c/- Barbara Smith, 4 Tawa St., Palmerston North 5301.
- 2) Mark your diary for a second Home Educators' Information Workshop on Auckland's North Shore 22 November 1997.
- 3) Mark your diary for three biggies in Palmerston North, being held back-to-back:
 - a - TEACH National Leadership Forum, 5 Feb 98.
 - b - CHomeS National Conference, 5-7 Feb 98.
 - c - A First: National Home Schoolers Athletics, Swimming, and Sports Competitions, 6-7 Feb 98.
- 4) Consider writing to Hon Brian Donnelly, Assistant Minister of Education and Minister in charge of ERO, c/ The Beehive, Wellington (no stamp required) regarding his stated intention of reviewing the safety aspects of our home school environments: ie, our homes! See enclosed TEACH Bulletin, No 7.

Christian education?"

"Yes, I do."

"Well, Pastor, do you hold that as a conviction of your faith?"

"Yes, I do."

"Well, Pastor, have you ever told your people that not to give a child a Christian education is sin?"

"Well, no, I haven't done that."

"Why haven't you done that, Pastor?"

"I just haven't gotten around to it."

"How long have you been in getting around to it?"

"Oh, a couple of years."

Then they will say:

"Pastor isn't it true the reasons you have never said that is because you were afraid of the effects it would have?"

You were afraid the public school teachers in your church would leave. You were afraid the people who don't believe in Christian education in your congregation but are good givers might be offended. Aren't those the reasons why you have never gotten around to it?"

The court has said one's lifestyle must be reasonably consistent, not perfect. So to see if your life matches your lip they may ask if you believe pornography is sin, or swearing, or obscenity, or exalting unrighteous themes, or debasing righteous themes. Yes, all these things are evil.

"Do you own a television?"

"Yes, I do."

"Where do you keep it?"

"In the living room."

"Why do you keep it there?"

"So that the most number of people can see it."

"Isn't it true that if you don't plug it in and turn it on, that it is inoperable? That it cannot do anything until you do something to it? For it to reach you, you have to make it reach you? Isn't that true?"

"Yes, that's all true."

"Do you ever hear obscenity on the television?"

"Yeah."

"Is there any nudity or pornographic things?"

"Yeah."

"Do you ever see unrighteous themes exalted?"

"All the time."

"Do you ever see righteous themes debased?"

"Yes, quite regularly."

"And you have no problem

- watching those
- and having it in your house
- on an instrument that you pay hundreds of dollars to get
- that you put right in the most travelled portion of your house
- and that you have to make it do it to you before it can do it to you?"

What happened to your convictions? We have just shown the court through our lifestyles that the conviction we mouth is not consistently practised.

There is a judge in heaven keenly observing all we do and say right now. "For the time has come for judgement to begin at the house of God." (I Peter 4:17). We must study to know what we believe, to know it well, and to know whether it is one of those non-negotiable items or not, and then to determine to stand on those items that are non-negotiable. James warns, "My brethren, let not many of you become teachers, knowing that we shall receive a stricter judgement." (James 3:1) We cannot escape being the teachers, no parents can, we home schoolers least of all. In addition our children are watching us, imitating us, adopting our attitudes, values and beliefs. Are they picking up real convictions, or merely preferences?