

# Keystone

The Journal of Christian Home Schoolers of New Zealand

Vol. II No. 1

January/February 1996

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

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## Training Children Requires Time

by Graham Lovelady

Have you ever had a conversation with another Christian that was going along just fine until the subject of home schooling came up? All of a sudden the person you are talking to gets very defensive and the conversation starts to break down. It is almost as if they feel you are accusing them of something even though you never had a critical word to say about them. What is it that causes this in our fellow Christians and what, if anything, should we do about it?

To start with, let me just say that there are many fine Christian parents who send their children to private schools and even (dare I say it?) public schools. These parents have a lot in common with home schoolers. They participate in activities with their children, observe their children, listen to their children, hold their children accountable, and most important, develop relationships with their children. All this takes a significant amount of time. However, it can be done even if a child is attending a public or private school.

Unfortunately, many in the Christian community have bought into the general attitudes of today's society which say that children should be seen, but not heard. It makes me cringe when others tell me that they have to send their kids to public school because they cannot stand to be around them. Their objective appears to be to spend as little time with their children as possible.

There are two problems with this philosophy.  
(Continued: see Page 28)

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All correspondence to:  
Craig S. Smith, Editor  
4 Tawa St.  
Palmerston North, 5301  
New Zealand  
ph./Fax: (06) 357-4399

CHomeS Trustees: Craig S. Smith  
Barbara E. Smith  
Sheryl Rogers.

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**Keystone** is intended to inform, challenge, encourage and inspire. The trustees of CHomeS believe that the Christian faith is being undervalued. Christianity is fully able to present a world view that is intelligent, coherent, consistent and complete. Committed to scholarship, the free exchange of ideas and the need to stimulate reasonable debate, **Keystone** may publish articles that will not necessarily reflect the views or beliefs of the Trustees. Original articles and letters are welcomed as are good quality material from other publications providing full acknowledgement is given and copyright respected.

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# Editorial



Welcome to 1996!

Our family did a lightning tour of the South Island, down the east coast and up the West. (Travelling time = 5 days!) We only stopped to visit a few home schoolers we have known for years, but wanted to see so many more of you. There is a lot of wide-open country in NZ, so much variety, such rich natural resources, and so clean and beautiful. Praise God for His Providence. May we be up to the task of helping to keep the social side of things as peaceful and clean through the way we train up our children.

The article on page 9 about tests or examinations really only introduces this whole area. Ultimately we have to ask ourselves, "Are we trying to please men or please God by chasing exam results?" There will be more articles on this in future issues.

The MOE wants to do some research on Home Schoolers, but what their ultimate purpose is has yet to be revealed. Why not write to them, politely asking, "Hey, man, what's the story?" See pages 14 & 15.

I wrote a long letter to Lockwood Smith arguing free access for home schoolers to the Correspondence School. His reply is reproduced on page 16.

I asked the two Christian political parties to make a statement about themselves for the benefit of Christian Home Schoolers. They certainly express their faith in two very different ways. See pages 17-21.

The Strategic Leadership Network sponsored a meeting of high-powered Christians to explore the idea of Christians getting involved in politics and proposing specifically Christian public policies. It seems that we Christians are going to have to become more educated in political matters and more vitally involved in the political process, in order to better fulfill our responsibility to be the salt and light of the earth. A report and comment on this meeting is on pages 22 & 23.

Note the draft timetable for the Christian Home Schoolers Conference on page 28.

# Letters



## Godly Education

Enclosed is a cheque for a two year subscription. Thank you for the encouragement it has been to know that there is a Journal available to encourage Christian Home Schoolers towards Godly education in their homes. I'm looking forward to receiving this publication.

Lynda Bearsley  
Hamilton

## The Millennium

Thankyou for the copy of Keystone which gives the results of the home school survey you undertook. There was much information to digest and it was pleasing that at last someone has gone and done one--well done! We also enjoyed your cover article giving encouragement to fathers.

Since we received our first copy of Keystone containing the survey questions we have been pondering over one of your articles--"Theologically Speaking", concerning the millennium. Kevin Inskip has since written to support your view so we felt prompted to respond. We felt that your article was insensitively provocative presenting a particularly narrow view of premillennialism and was full of unsupported generalisations which you said you would have loved to go into. It is a shame that you did not "go into" at least some as we are left unable to refute anything in particular. However we hope to assure you, and other interested readers, that not all premillennialists are simple minded, unable to plan ahead or give their children hope for the future, which seemed to be implied.

Putting aside so called "church fathers" and reformists, personally we find the Bible is adequate authoritative teaching in our Christian walk and prefer to trust in the guidance of the Holy Spirit rather than in doctrines of men.

In your article you described what you believe to be the aims of all home schoolers who "for the sake of our children's futures" are prepared to go to utmost lengths to secure this superior education. Yet the results of your very own

survey suggest that "oddly enough the children's job prospects, tertiary studies, probabilities and socialisation are total non-issues" with parents. Perhaps parents are really just concerned with their children's Christian daily walk and present character development than in producing a superior (albeit Christian) educational elite.

We were disappointed that this attitude was present in an otherwise excellent and stimulating Christian home schooling publication.

We were fortunate in viewing "Holmes" recently while on holiday (we have no TV at home). It was great to see the Christian standard of discipline presented. What a good example for NZ families to see a family of principle--again, well done!

Yours sincerely in the Lord's Service,  
Mark & Catherine Tasker  
Dunsandel

## The Time Is Right

A friend of mine has given me four of the five copies of *Keystone* to read. I have enjoyed them all, they were very stimulating and thought provoking. The time is certainly right for a magazine like this to bring Christian Home Schoolers together nationally and to keep us informed on developments both good and bad. As this ministry is a real encouragement to so many of us, my prayer is God will continue to use it and bless it abundantly.

Mike & Susan Hussey  
Christchurch

## Something to Help

I appreciated your time, information and inspirations! Enclosed is something to help pay the bill!

Margaret Wimmington  
Nelson

## Keep Us in Touch

Thanks very much for all your efforts with *Keystone* which we enjoy especially to keep us in touch with current events in NZ regarding homeschooling. It is also very encouraging as well as challenging to read of others and their situations in the Lord.

Robyn Thwaites  
Blenheim



# Home School Research

## Home Sweet School

(by Nancy Gibbs, *Time*, October 31, 1994)

When Bonnie Vautrot realized her daughter was dead bored in school, she decided to take on the system. She became the PTA president at the Williamsburg, Virginia, elementary school and challenged the teachers to challenge the kids. "I would go in and beg the teachers: 'What can I do?'" If you have a curriculum that says you're in third grade now, but your child is ready for fourth-grade material, you hit a brick wall." The response, she recalls, was, "Well, obviously you've got nothing better to do. Why don't you teach your kids at home?" So she did. Thus was born another home school.

Beverly and Brad Williams had similar reasons but different circumstances. They were not only unimpressed with their local schools, they were scared of them as well. The idea of sending their four children through the cross fire of South Central Los Angeles was too harrowing. With ruthless budgeting, they managed to pay for private schools for six years, but tuition was just too high, and they were not satisfied with what it bought. So the couple converted their basement into a classroom with three desks, bulletin boards and two computers. Now their children get dressed every morning as if headed to school and are required to report to the basement by 9am. Brad, who doesn't start work as a Federal Express delivery man until 3pm handles most of the teaching. They work until 1:30, then break for the day.

If the Williamses and Vautrots do not seem like traditional home schoolers, that may be because there's no such thing anymore. A movement once reserved largely for misanthropes, missionaries and religious fundamentalists (do you get the feeling this was written for a secular audience?—ed.) now embraces such a range of families that it has become a mainstream alternative to regular public or private education. In inner cities and rural farm towns all across the country, periodic tables hang on the dining-room walls, and multiplication tables are taped to the back of car seats for practice during field trips.

class ranks, no chance to edit the yearbook or captain the soccer team, home schooled students must have top test scores to win admission to the most selective schools. But many colleges are eager to welcome freshmen who bring different experiences of learning. "What it really boils down to is getting a sense of a student's intellectual drive," says Jon Reider, associate director of admissions at Stanford.

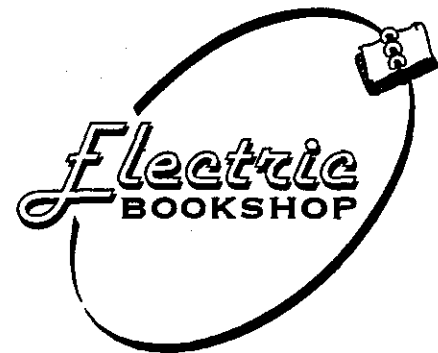
But critics are also concerned about lessons that can't be measured on exams. A home schooled child, they note, is not exposed to the diversity of beliefs and backgrounds that a child would encounter in many public schools and is deprived of an opportunity for "socialization". The after-school baseball leagues and Boy Scouts and dance classes don't make up the difference. "When you send them out to soccer and scouting, you're usually sending them out to a very select group of people who share, to a considerable extent, your own values," says Shannon. "That's a controlled group. The problem is, when they finally do get to working, they won't be in that controlled group."

Home school parents retort that the socialization children experience in schools is not necessarily healthy: it may be competitive, even intimidating and violent. "I do not think that gang membership is proper social development," says Donna Nichols-White, who has home schooled her three children after having to teach herself how to write. "Whenever people mention the problem of gang membership, I mention that the common factor amongst all gang members is that they attended school at

some time in their lives."

Do the children miss out on something essential? They don't seem to think so. "Sometimes I like playing school," confides Lydia Kiefer, 6. "I'll get up in the morning, get my backpack, put some books in it, come downstairs, and sit down at my little brown table and pretend I have a teacher and other kids next to me." She pauses to think. "But I'm not so sure it would be so fun in real life."

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# Home Schoolers Did It

The Central South Island Home Educators Support Group

By Michael Lamb-Miller

We started just over a year ago with a public notice in the local paper and word of mouth (our only source of new members as we do not advertise). As our name implies our 25 or so families are spread from Oamaru through to Ashburton and inland up to 200 kms. At present we meet regularly once a month. This always used to be an educational visit--factories, police, ambulance, etc.--but lately, to include fathers, we are alternating "social" outings on the weekend with the educational meetings.

Some of the outlying towns have formed mini-groups (Fairlie's group is actually older than the larger regional group) and meet regularly between themselves. This is something we are trying to establish in Timaru but surprisingly few members live in or near Timaru itself. At present we have no official structure, my wife and I produce the newsletter and group meetings are arranged by various members of the group. There is no membership fee although we do ask members to contribute to the cost of the newsletter. We have been looking at becoming incorporated but as there is little enthusiasm for the idea of more meetings, official reports, etc., etc., this idea looks like being shelved.

The reason we started the Group was to provide support and encouragement to other home schoolers as well as for ourselves. The outings are a great reply to the ever present socialisation question and give us the opportunity to visit places we would not otherwise see. As the group is so casual we have tried to establish a phone tree so that everybody can be notified of short notice events relatively inexpensively. This has taken a bit of ironing out due to a high turnover, but we are gradually getting to the point of having a core group of "permanent" home schoolers.

(Michael & Carolyn have four daughters: Alicia 6, Sara 4, Renata 2, Christiana 11mo. They are also occupied establishing a home business.)

# Tough Questions People Throw Your Way



**How are you assessing whether your home schooled children are doing as well as they should? Aren't you testing them regularly?**

This raises many more questions such as: How important are standardized tests and what do they really measure anyway? Must they be taken every year? Should they be taken at home or in a group setting?

A standardized test is a "normed-test" that compares the performance of a pupil with other pupils at the same level throughout the country. Standardized tests should reflect academic achievement. (1) They indicate the relative standing of a student in comparison with students of the same grade in the norm group who took the test at a comparable time. But besides measuring academic performance, (2) test scores may also reflect a child's skill at taking tests. There are many tricks in test-taking that can raise a score. Also, costly mistakes have been made on answer sheets--many right answers have been put in the wrong place. (3) A test also measures a child's physical and emotional condition on test day. Group testing can be particularly hard for individually-instructed, home schooled children. (4) A test also measures only the material on the test. Many home schooling parents are concerned that the content of the test does not reflect the focus of the family's curriculum. This fact alone can make the test results invalid. In recent years, testing has become less trustworthy because of an increased practice in the schools to "teach to the test". Teaching to the test distorts instruction and makes the test less reliable. (5) Tests reflect values. For example, some questions involve a humanistic response or a different understanding of the roles of the father and mother. (6) Tests can also reflect an attitude or emotional problem. A child may not care about the test or may be frightened by the test or the strange surroundings and not be able to think.

Even though there may be variables that affect the validity of the test, a parent teaching his own

child can use a standardized test as a tool for analysis. It can help determine any learning gaps in our teaching or it can assure us that we are headed in the right direction.

There is concern that too much reliance is being placed on the achievement test. Some parents lean too heavily on the test results, thinking that it will show them if they "did their job or not". Some states' home-school law relies totally on the outcome of the test alone in deciding the future of a child. IT IS IMPORTANT TO REMEMBER THAT THE TEST IS ONLY ONE INDICATOR AND MANY INDICATORS ARE NEEDED BEFORE IMPORTANT DECISIONS ARE MADE. There is a place for the tests, but a balance is needed in how much importance should be placed on the tests.

Test scores can be misused! Turning these scores into standards that must be met is a "misuse" of the scores. For example, several states (in the USA) require a child to score above a certain percentile or he must return to school. Fortunately New Zealand law does not require home educated children to be tested--let's keep it that way! WE MUST CONTINUALLY BE AWARE OF POSSIBLE LEGISLATION THAT WOULD ATTEMPT TO USE TESTS AS STANDARDS RATHER THAN TOOLS. Any standard that is based on norms causes the student to be rated on his achievement in relation to a group rather than his own performance. A student may be progressing well and still be in a low percentile. So, to have laws and regulations that use standardized tests to evaluate educational quality would be a misuse of the tests. Stay in touch with your national home schooling organisation directly or through your local support group to help ensure protection against unreasonable legislation. Also, undue reliance on test scores communicates the wrong message to legislators. No important educational decision should be made on the basis of one test. This is true in our public schools as well as home schools. Home educating parents know more about their student's academic abilities than the test scores can show. (From Idaho Home Educators, PO Box 4033, Boise, Idaho, USA.)

## Trading Post



Wanted: HBJ Mathematics 5, Teachers Resource Book. Robyn Thwaites, 70 Murphys Rd., Blenheim.

# Exploring God's Creation



## The Incredible Woodpecker

by David Juhasz

Woodpeckers have long elicited fascination and admiration from humans. Their winter visits to suet feeders in the northern hemisphere are anticipated and enjoyed by millions. They are usually seen as a flash of colour disappearing through trees. They live solitarily in woods and can be identified by their characteristic undulating flight: three or four rapid wingbeats carrying them up, followed by a downward glide. They are more likely to be identified by their harsh or ringing calls, such as the loud laugh of the green woodpecker, or by their drumming a rapid tattoo as they drill nest holes with their bills in dead branches and occasionally metal roofs.

There are about 200 species of true woodpeckers, spread over the wooded parts of the world, except Madagascar, Australia, Papua New Guinea, and surrounding islands. Woodpecker species vary in size from about 15 to 53 centimetres (6 to 21 inches).

The woodpecker is very specially constructed, exhibiting design and purpose. So unique is the woodpecker that it is difficult to accept that it is the product of purposeless evolutionary forces. In fact, study the woodpecker carefully and you find evidence that points to its being wonderfully designed by God the Creator.

Woodpeckers spend most of their time spiralling up tree trunks searching for insects. When a woodpecker has searched one tree it flies to the base of the next and repeats the operation. Its ability to climb vertical trunks and to maintain its position while pecking the tree is because it has been designed with two backward-facing toes and an associated arrangement of tendons and leg muscles, sharp claws, and stiff tail feathers tipped with spines are used as a prop while climbing. It also has exceptionally strong flight.

Because of the energy they expend, woodpeckers are very hungry birds. A black woodpecker, a native of North America, for example, can eat 900 beetle larvae or 1,000 ants at a single sitting;

a green woodpecker may eat up to 2,000 ants in one day. This seemingly insatiable appetite has a purpose, for woodpeckers are valuable in the control of insects, even helping to limit the spread of tree diseases, such as Dutch elm disease, by destroying insect carriers. This plays great importance in preserving many of the world's forests.

To find its food, a woodpecker hammers wood at the rate of 15 to 16 times a second—a "rate of fire" nearly twice as fast as a submachine gun. The bird's head is travelling at more than twice the speed of a bullet.

The forces involved in the woodpecker's hammering away at trees are incredible, for the suddenness with which the head is brought to a halt during each peck results in a stress equivalent to 1,000 times the force of gravity. This is more than 250 times the force to which an astronaut is subjected in a rocket during liftoff!

How is the woodpecker able to withstand such forces? What prevents woodpeckers from beating out their brains?

### **Designed to Survive**

The woodpecker survives this head-bashing and these exceptional forces because God in His wisdom has designed the head, beak, and neck in a special way.

For starters, the Creator has greatly reinforced the woodpecker's skull with bone. This is necessary if the head is not going to break into pieces. He has given the woodpecker a stronger bill than most birds. It must be strong enough to dig into a tree without folding up like an accordion. The bill is chisel-tipped, and when the woodpecker is chiselling away there is a lot of sawdust. Normally in birds, the sawdust would enter the nostrils, but the woodpecker has been designed with slit-like nostrils covered by fine wiry feathers to prevent the sawdust from entering.

Also, the beak and brain itself have been cushioned against impact. In most birds, the bones of the beak are joined to the bones of the cranium—the part of the skull that surrounds the brain. But in the woodpecker the cranium and beak are separated by a sponge-like tissue that takes the shock each time the bird strikes its beak

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against a tree. The woodpecker's shock-absorber is so good that scientists say it is far better than any that humans have invented.

For added protection to its brain, the woodpecker has special muscles which pull its brain-case away from its beak every time it strikes a blow. But this is only part of the story. If the woodpecker's head were to twist even slightly while hammering the tree, the rotation of its head, combined with the force of pecking, would tear away the bird's brain. But God, the ultimate Designer, has created the woodpecker with superbly co-ordinated neck muscles to keep its head perfectly straight. Thus the bird can withstand the enormous shock it inflicts on itself year in, year out, many thousands of times a day.

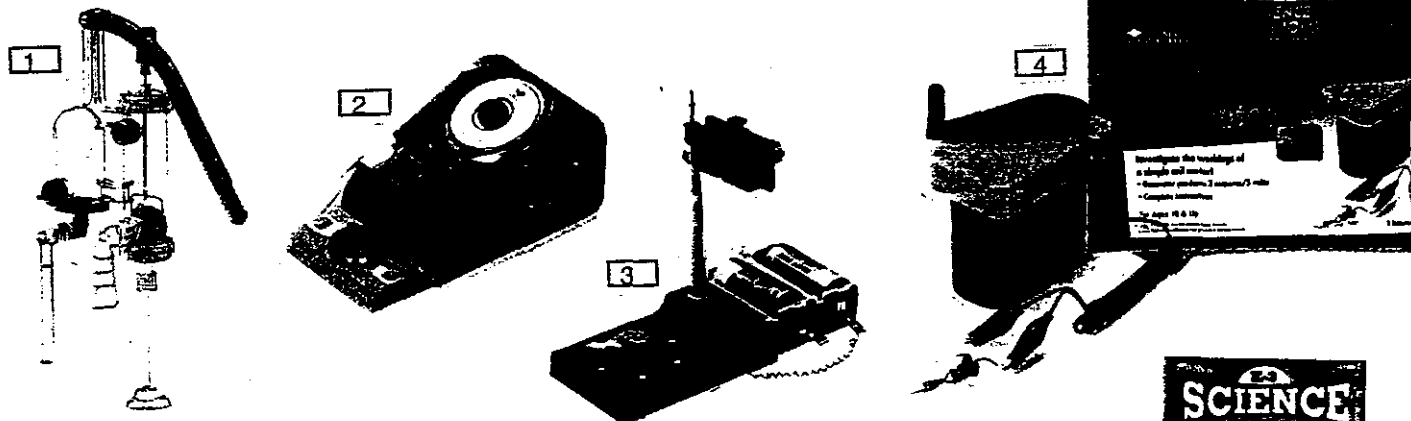
Added to the uniquely designed neck muscles, shock-absorbers, head, and the other amazing aspects of the woodpecker, there is the unique tongue. The typical woodpecker, after flaking off bark and drilling a hole in wood to expose insect tunnels, uses its long tongue to reach deep into the tree to retrieve insects and larvae. Without the long tongue, there is no way the woodpecker could retrieve the insects.



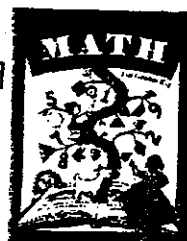
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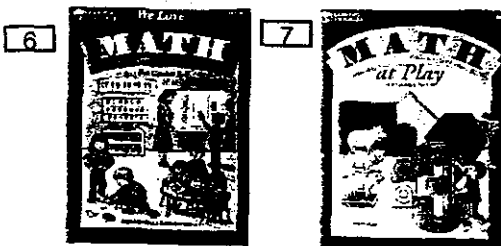
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- 3 Traffic Light Kit** Great for investigating closed circuitry! After assembly the light functions as a model of a standard traffic light. "D" batteries not included. Four experiments come with this set. Another excellent activity for ages 10 and up. \$25.95
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To help capture the insects, the long tongue has been specially designed with glands that secrete a sticky substance. The insects and worms stick to this long tongue like flies to fly-paper.

How does the woodpecker know it has caught the insects? The Creator has given it a tongue with a hard spearhead with bristles pointing rearward, which is attached by tiny fibres of the protein collagen. As the tongue probes a tunnel, the impact of the spearhead on any object jams the head back along the shaft. Nerve endings are precisely located in the fluid-filled spaces between the collagen fibres. They provide the brain with information about the type of material contacted; thus, the woodpecker knows whether it has secured an insect or hit the hard wood of a tree. Once the insects stick to its tongue, the woodpecker pulls them from the tree, then pulls in its long tongue and scrapes the insects off into its mouth.

Where does the woodpecker hold such a long tongue when it is not in use? It cannot just roll it up and store it in its beak, for there isn't room. The Creator has provided a unique solution to this problem. The tongue of an ordinary bird is anchored in the back of its beak, but this will not work for the woodpecker, because its tongue is too long. Therefore, the tongue of the woodpecker is anchored in the right nostril. After it emerges from the right nostril, it splits into two halves. Each half passes over one side of the skull underneath the beak, and enters through a hole in the beak. Here the two halves combine. Thus, when the woodpecker is not using his long tongue, he rolls it up and stores it in the right nostril.

Evolutionists would like us to believe that the woodpecker's uniquely designed toes, stiff tail, strong flight, head, beak, neck muscles, shock-absorbers and tongue are the result of its evolving slowly over many millions of years. Instead, the design of the woodpecker presents a great problem to those who believe in evolution.

First, how could the woodpecker have evolved its special shock-absorbers? If it had started without them, then all the woodpeckers that were alive would have beaten out their brains long ago. Therefore, there should be no woodpeckers left. And if there had ever been a time when woodpeckers did not drill holes in trees they would not have needed the shock-absorbers anyway.

Second, how could the unique arrangement for the woodpecker's tongue have evolved, if, in the beginning, its tongue was anchored in the back of the beak, as it is in ordinary birds? How did the tongue manage to move into the right nostril? If the anchor suddenly hopped from the back of the beak up into the right nostril, the tongue would be too short. And during all the intermediate stages, would the tongue have been long enough to reach the insects and worms inside a tree so the woodpecker could eat and survive?

To look at it from another angle, suppose a bird developed a long tongue anchored in the right nostril, but he did not develop a strong beak, or powerful neck muscles, the shock-absorbers, and so on. What possible use could such a bird make of the long tongue without the other apparatus employed by the woodpecker? On the other hand, suppose a bird developed all that special apparatus needed to drill a hole in a tree, but not the long tongue. He would drill a hole in a tree in anticipation of a meal of insects, but would not be able to reach the insects. Nothing works here until everything works.

Design is evident in the woodpecker, but the fossil record is another problem for those who believe woodpeckers have evolved. Fossil woodpeckers are virtually unknown, so the alleged gradual development of lower bird life into the more complex woodpecker over many millions of years cannot be traced in the fossil record. Many fossils claimed long ago as early woodpeckers have now been rejected or called into question.

The woodpecker must have had all its special designs right from the start to survive all that head-bashing. And this means it must have been created intact, as the Book of Genesis says birds were. It could not have come into existence by the slow and cruel process of evolution. The woodpecker simply did not, and could not, have evolved. It is truly an incredibly designed bird, and strong evidence of God's creation.

(David Juhasz has a Bachelor of Arts degree from Deakin University majoring in philosophy and religious studies with an average mark of Distinction. David is presently studying full-time for his Honours degree in religious studies.)

(From Creation magazine, Vol 18, No 1, Dec 95, PO Box 6302, Acacia Ridge DC, Qld 4110, Australia. Used with permission.)

# Correspondence with Politicians & Educationalists



MINISTRY OF EDUCATION



Te Tāhuhu o te Mātauranga

20 November 1995

Craig Smith  
Christian Homeschoolers of New Zealand  
4 Tawa Street  
PALMERSTON NORTH

Dear Craig

## Homeschooling Survey

The number of students being homeschooled has increased markedly over recent years. When the Ministry of Education came into being at 1 October 1989 there were 1471 students with a current certificate of exemption. At 1 July 1995, the Ministry's database recorded 4882 exempted students.

Despite this growth, in New Zealand little attention has been given to building up a picture of the home schooling scene.

Quite naturally homeschoolers themselves, through their participation in local and national groupings, could describe the homeschooling environment. But the only information held by the Ministry is of a statistical nature eg ages of homeschooled children, geographical location of homeschooling families. Other information (eg about reasons for homeschooling, assessment, which resources are popular) is largely anecdotal. Therefore, the Research Section of the Ministry of Education is about to carry out a survey of families who are homeschooling or who have homeschooled their children.

The purpose of this survey is to obtain feedback from parents or caregivers on their children's homeschooling experiences. We are also keen to receive feedback to help us to build up a picture of the homeschooling environment.

### The survey:

A 20% random sample of parents/caregivers who are homeschooling their children and a 30% random sample of parents/caregivers whose children used to be homeschooled will be receiving questionnaires.

### Confidentiality:

All questionnaires are confidential to the researchers. The report will be based on group information and individual people will not be able to be identified.

### Enquiries:

If you have any queries about the survey, please contact Ngairie Bennie of the Research Section on (04) 4714469.

A report will be published in 1996, and we will send you a copy of this report.

Yours sincerely

Kathy Phillips  
Senior Manager  
National Operations

Hans Wagemaker PhD  
Senior Manager  
Research Section  
National Office,

45-47 Pipitea Street, Thorndon, Private Box 1666, Wellington, New Zealand  
TELEPHONE: (04) 473-5544, FACSIMILE: (04) 499-1327

HE TAONGA TE REO  
1995 A CELEBRATION OF MAORI LANGUAGE

National Director:  
Craig S. Smith  
4 Tawa St.  
Palmerston North  
New Zealand



Phone/Fax:  
(06) 357-4399  
International Phone/Fax:  
+ 64 6 357-4399

14 December 1995

Kathy Phillips  
Senior Manager  
National Operation  
Ministry of Education  
Private Box 1666  
Wellington

Dear Kathy,

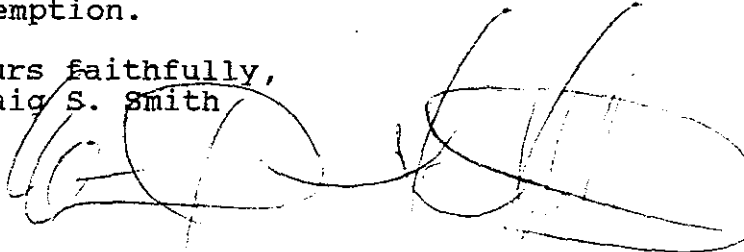
Thanks for your letter of 20 November describing the proposed Home Schooling survey. Enclosed is a copy of the survey results I obtained earlier this year. This of course was from a highly self-selected sample, so not very representative of the whole NZ picture.

The survey you propose sounds very interesting. Already the statistical information the MOE holds such as ages, numbers and geographical locations is extremely interesting to home schoolers. The information you propose to collect would also be of great interest.

However, I am sure you are aware of some rather strong opposition. The NZ Home Schooling Association, which has recently changed its name to the Homeschooling Federation of NZ (though for the life of me I do not know with whom they could have formed this federation...I believe it is just a name they have adopted), the HFNZ is circulating a very strong statement against any research of any kind that might find its way to the Ministry of Education or any other branch of the civil government.

I have to say that I also have some reservations. The Education Act does not require parents who are (or who are wanting to start) educating their children at home to have or to express any particular reasons for wanting to home school. It does not state that they need to assess their children's progress. Nor does it mandate the use of any resources whatsoever. Therefore, when the Ministry expresses a desire to do their own research into these things, home schoolers immediately ask, "Why?" Taking into account the recommendations of the recent Education & Science Select Committee's report on Children at Risk due to Truancy and Behavioural Problems, home schoolers I believe can be forgiven for suspecting that a fact gathering exercise is being undertaken for the purpose of justifying changes to the Education Act in respect to the issuing of certificates of exemption.

Yours faithfully,  
Craig S. Smith



*The fear of the LORD is the beginning of wisdom, a good*

*Office of*  
**THE MINISTER OF EDUCATION**  
*Wellington, New Zealand*

29 November 1995

Craig Smith  
National Director  
Christian Home Schoolers of New Zealand  
4 Tawa Street  
PALMERSTON NORTH

Dear Craig Smith

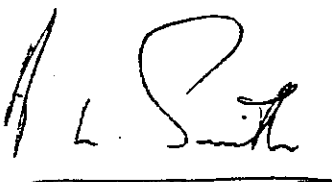
Thank you for your letter of 25 October 1995 concerning the possibility of Correspondence School lessons being available to home schoolers free of charge.

The principal function of the Correspondence School is to provide education for those students who, for one reason or another, cannot attend any other school. The Correspondence School is not an alternative school for those who have other options.

Students enrolled at the Correspondence School do not need an exemption. However, those that do not meet enrolment criteria but who purchase Correspondence School programmes to support their home schooling, would still need an exemption from enrolment.

Thank you for presenting your arguments to me. I am sorry that your suggestions are not feasible at the current time.

Yours sincerely



Lockwood Smith PhD  
Minister of Education

# Christian Democrats and Home Schoolers

With the coming of MMP voting, Christians have an unprecedented opportunity to influence the political decisions that affect New Zealanders every day.

This was one of the driving motives behind the formation of the Christian Democrat party in the middle of 1995.

It came about when former National Party Minister Graeme Lee saw the opportunity to create a new style of political party. He felt strongly that to be accountable and effective, the nation's leadership needs to be guided by clear principles.

He called together a group of influential Christian and men and women of like mind, who were concerned about the spiritual and morals vacuum in the nation - men and women concerned that children are growing up without the security of a family, the compassion of community, or any education relating to the values which promote mutual respect and personal responsibility.

They drew up a set of 15 principles and a vision statement for the new party.

The vision of Christian Democrats is to seek social stability and economic prosperity in which:

- Every person is recognised as unique and created by God.
- Every person is given the opportunity for individual development and achievement, recognising the consequence of personal choice.
- The family, supported by the community, is the primary environment in which individuals are cared for and encouraged, and in which their values are formed.
- Communities work for the common good in an environment of trust and social harmony, and care compassionately for the weak and those at risk.
- The Government's role is to serve its citizens through principled leadership and by positive direction.

Christian Democrats have a motto, "Families First". We believe that families provide the best environment to nurture individuals who love and respect each other, and are committed to the community. The family is the foundation stone for a stable society in which people act with integrity, and take responsibility for themselves and others. The thrust of our core policies is to restore the status of the family and provide a secure economic and political environment in which it can function effectively.

From this it can be seen that the objectives of Christian Democrats and Home Schoolers are very similar. Christian Home Schoolers believe that the family has the primary responsibility to educate its children, and Christian Democrats would endorse that principle. Not all parents wish to exercise that prerogative to the degree that Home Schoolers do, but Christian Democrats believe that those who do should not only have the right, but also receive adequate support. In fact, as part of its education policy, Christian Democrats is investigating a credit system which will give parents greater flexibility in choosing how their children are educated.

Among other policies:

### **The Family**

Christian Democrats will promote a Ministry of Family Affairs, and a Family Responsibility Bill. This Bill - with a new vision of the family - will confirm the value of marriage, the value of mothers, the value of fathers, and the value of grandparents. There will be a commitment to the right to life from conception through to natural death, including the handicapped, the aged and the infirm.

Married couples should not suffer financially compared with singles who live together, and that will be addressed. We want parenting skills to be taught in schools, and to take strong action on influences that threaten the family, such as drug and alcohol abuse, pornography and sexual abuse.

### **Criminal Justice**

To be effective, our criminal justice system needs to be orientated towards the victim, make offenders fully accountable, and persuade offenders to change their behaviour. Crimes, particularly violence, have increased dramatically, and people no longer feel secure in their own homes, let alone on the streets. Christian Democrats' policies are based on the accountability and restoration of offenders. Victims will be supported to a greater extent, and full restitution will be required from offenders to compensate for victims' losses. Offenders must learn they cannot profit from crime. We believe the public should be more involved, through such means as community policing and by giving community agencies greater support in their involvement with victims and offenders. Increased violence and pornography in the media desensitises and undermines society. We would therefore promote character training and civic responsibility in schools, coupled with a tightening of censorship.

### **Health**

The physical, mental and spiritual well-being of all people is fundamental to the health of a nation. As families are the prime unit of society, we will encourage development of initiatives which enhance their ability to stay healthy.

Christian Democrats are committed to public ownership of hospital services, but we will encourage greater private involvement in purchasing services. This requires a complete review of the role of the Regional Health Authorities.

A wide-based public review is needed to establish what minimum health services all New Zealanders can expect. Groups which provide effective community health services need to be involved more, especially those which support families.

### **Economic Responsibility**

The following principles guide Christian Democrats' approach to economic policy:

- The free market is the most efficient method to move goods and services between producers and consumers.

- Individuals, families and communities should take principal responsibility to provide for themselves. We will encourage savings, and in particular savings for retirement.
- Substantial tax credits will enable people to support charities that provide community services.

We support the economic reforms of the last 10 years, and oppose interventions that create distortions in the economy, but believe that support agencies need better funding to help people cope with changes.

## **Social Responsibility**

### ***Helping the needy***

Current policies are costing billions of dollars, without eliminating poverty. The government is requiring more of community agencies, but reducing the funds they need to take up the slack. Christian Democrats will foster care and compassion for the weak, respect for the elderly, and encourage individual, family and community responsibility. We will promote policies that help people break out of the state dependency trap. We want to stop making it unattractive for beneficiaries to take up part-time work, and we aim to reduce or remove the surtax on pensioners.

### ***Toward mutual respect***

Maori people are expressing frustration because claims before the Waitangi Tribunal are not being dealt with speedily enough. Minority movements are openly talking about separatism and sovereignty, which is raising new barriers of antagonism.

Pacific Island people also feel their voice is not being heard, and we will meet this challenge and respond to the issues of concern.

Christian Democrats believe the contributions of all races enrich New Zealand. We stand strongly for harmony, while recognising the right of individual cultures to retain their identity. We reject separatist movements that try to use resolution of Treaty claims for their own agenda, and believe the Tribunal should be further empowered by additional research facilities. This would allow the Tribunal to conclude legitimate claims, bringing healing of the past and unity of purpose for the future.



# CHRISTIAN HOME SCHOOLERS OF NEW ZEALAND

## CHRISTIAN HERITAGE AND HOMESCHOOLING

*by Rev Graham Capill*

Most Christians are concerned about the decline in moral standards over the past two decades:

- \* the breakdown of the traditional family unit
- \* the rise in the number of abortions
- \* the liberalisation of laws relating to homosexuality
- \* the increase of pornography
- \* the prevalence of the "my rights" ideology

Christian Heritage believes that the only way to deal effectively with all these issues is first to recognise that they have come about because people have replaced the Christianity which used to be at the foundation of their thinking, with a man-centred form of thinking. This new faith, humanism, abandons God and seeks to turn to the philosophies and ideas of men for possible solutions rather than turning to the Scriptures, as in fact the Scriptures warn us about in Colossians 2:4 and 8. To merely deal with each of the issues listed above without addressing the central question of which viewpoint will be foundational, Biblical Christianity or humanism, is to play with the symptoms and fail to deal with the disease.

Christian Heritage seeks to call New Zealand back to God and His standards, recognising that "*Blessed is the nation whose God is the Lord*" (Psalm 33:12). We seek to be a real alternative to humanism. Christian Heritage wants to:

- \* be an overtly Christian voice in Parliament
- \* offer professional and credible expertise to the functions of government
- \* provide quality leadership that is marked by honesty and integrity, and accountability to the Lord.

This shift from Christianity to Humanism is nowhere more clear than in education. The state has seen fit to take over the role of parents, ignoring the Biblical principle that parents are to be responsible for the raising of their children, not the State. Not only that, but the State has failed to even define what a family is, never alone state clearly what its role is in education. Christian Heritage believes that the God-ordained family unit should consist of one man and one woman married in the sight of God and the law, and their children by birth or adoption. It is in this context that God requires parents to train and educate their children.

The Christian Heritage Party's manifesto, which has policies on most portfolios of government, states clearly what the Christian Heritage Party believes when it comes to education:

It is the parents' duty, privilege, responsibility and right to provide an education of their choice for their children. A sound education for all the children of New Zealand is essential for the development of responsible citizens. Education begins in the home. Loving parents and good role models are equally as important as the formal schooling each child will receive. Christian Heritage is therefore committed to the promotion of the family and of true values as an integral part of its education programme.

The present education system, and in particular the curriculum, require radical improvement. Where parents are given more control over what their children are taught, then the emphasis of education will move away from social engineering and toward a focus on the basic skills which will equip children to succeed in society. Under a Christian Heritage government, the state will exercise a less dominant role as parents are encouraged to exercise their choice to take up their responsibilities of having their children educated at schools of their choosing including Christian schools and home schooling.

When parents opt for private education for their children, this shall be facilitated by tax relief. We believe it is unjust that parents should be obliged to pay twice for their child's education: once by taxation and again through fees to private schools in order to secure the standard of education which they feel is best.

As a father of eight children, six of whom we homeschool, I am committed to promoting this form of education. Children need to have information and an understanding about the world in which they live, imparted in the context of learning about how to live in the world as responsible citizens. This is best done by the living example of their parents. This education is far broader and comprehensive than that which is possible in the state education system.

If you are concerned about the direction that New Zealand is heading, then we would urge you to help us call our country back to God and His ways. We believe God in His providence, has given us a unique opportunity to have a truly Christian voice in Parliament. Please join Christian Heritage and give us your party vote so that we can have at least six Members of Parliament to raise up Godly standards in our nation. Whether in education or in other areas of government, our only hope is to return to God and the principles of life He has given us.

For more information, please write to P O Box 4480, Christchurch or phone (03) 374 9502.

### **AN IDEA FOR SUMMER**

Last spring I remember crying out to God to help the children and me make the adjustment from "school to summer." The result was a plan that saved our summer from being haphazard and disorganized. It began with the decision not to "sleep in" even if it was summer vacation. We continued with our same early morning "school" schedule. This meant meeting at the dining room table at 8:30 as usual. (This is after Family Worship, breakfast, farewells to Dad, and morning chores.) We then had our Bible reading, prayer and singing time, just like we did during the school year. Then each child was given a small slip of paper and asked to write what he/she wanted to accomplish that day. I usually added a few work projects or chores. Then I numbered each list according to priority. My husband has taught me to "inspect what you expect" so at lunch time we did just that. We reviewed who did what and what was left to do. No, we didn't always meet our goals, but our summer was a lot more productive and peaceful than ever before. There wasn't any transitional stage from "school" to "summer" either. We've used this idea on "off days" and, without a doubt, plan to implement it again this summer. If in any way this idea helps your family, thank our Wonderful Father in Heaven! (submitted by Almeda Yoder)

From Christian Homeschool Association of Pennsylvania, PO Box 3603, York, PA, USA.

# A Christian Perspective on Public Policy

by Craig S. Smith

On Thursday 14 December I was able to attend a 1/2 day seminar on "What is a Christian Perspective on Public Policy?" which was held in the Beehive in Wellington and sponsored by the Strategic Leadership Network under the directorship of **Lindsay Armishaw**. The seminar was divided into two parts each chaired by a different person. Apart from the two chairmen, there were an additional 11 speakers plus questions and comments from the audience. It was a most encouraging time.

**John Jamieson**, CBE, and past Commissioner of Police chaired the first session. **Dr Simon Smelt**, economist, demonstrated the need for a Biblical framework in government, the church and the community

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along side a free market, even though all these systems have failings since they are composed of sinful men. **Bruce Logan**, writer and educator, traced the moral foundations of public policy and how the secularisation of society has destroyed these foundations. Current beliefs such as "One's personal beliefs should not influence one's public decisions" are not only nonsense, but also show that we have, in the public arena, separated morality from society's problems and their solutions. By trying to deal with solutions without recognising the morality of the situation, NZ has experienced growing crime and violence.

**Bonnie Robinson**, Presbyterian Minister, related social justice to public policy by explaining how we go wrong by putting a dollar value on everything. Because NZ as a society is more concerned for the welfare of the majority of NZers rather than for the overall commonwealth of the country, a minority can be sacrificed for the majority good. Therefore the government needed to be proactive in redistributing wealth. She was a lone voice with these ideas!

**Kim Workman**, Deputy Director General of Maori Health within the Ministry of Health, spoke encouragingly about the growth of Christianity among Maori. He spoke of how God celebrates diversity and also spiritual unity, which is not the "we are one people" stuff which he said is blatantly untrue. Kim encouraged us to remember that God is a God of Righteousness, Justice and Reconciliation...and so in the public arena we must all be willing to sit down and talk with other people in an effort to understand them.

**John Sax**, Chief Executive of Southpark Corporation, spoke on the relation between public policy and wealth creation. My, was he forthright in his declaration of the need to see actions motivated by love at the personal, rather than the institutional, level. (Every other speaker thereafter referred to John's comments as being opposite to Bonnie Robinson's, and so they were!) John said that we do not pay taxes out of love nor does the welfare recipient see the giver as one who respects them. The state agencies in the middle have wrecked the relationship between giver and receiver. To look at my needy neighbour and think, "It's the government's job", is not Biblical.

**Dennis Peacocke**, founder and president of Strategic Christian Services, Inc., in

California was the main speaker. He was very challenging. Demonstrating that most of us have been programmed by secular education to think like humanists, Dennis showed how we use Biblical texts to defend our escapism and to restrict the Lordship of Christ to personal and spiritual matters. If, as the Bible says, the church is the pillar and bulwark of the truth, why are we Christians so apologetic about proclaiming the truth in the face of our secular culture which cannot have a concept of ultimate truth since the fear of the Lord is the beginning of wisdom? We must be reflecting and modelling the standards we proclaim if we are to have any credibility. We need to reprogramme our thinking so that it is consistently and thoroughly Biblical...not an overnight task.

Dennis spent time defining the idea of government. It can be summarised like this: "Government is first of all the self-government of the Christian man. This is the basic government. Second, the family is the basic governmental institution under God and according to His Word. Third, the church is a government, as is also, fourth, the school. Fifth, our vocations govern us. Sixth, our society, with its rules and expectations, also governs us. Seventh, one form of government among many, civil government, exercises rule over us, but it cannot rightly be THE government." As Christians we must be involved in taking certain areas of government away from the state, which has been allowed to acquire too many areas of government to itself. With this power the state does what the Lord says Gentiles do: it lords it over us, whereas the Biblical use of power is as an opportunity to serve others.

**Dr Peter Lineham**, history professor, warned us not to buy into power on secular terms and to recognise that as a small and weak minority we must acknowledge and debate issues raised by the non-Christians.

**Peter McKenzie**, former Chairman of the Securities Commission, chaired the second half of the seminar. **Robin Corner** of the CHP reminded us of how bad society will get if we do nothing by describing items from the current photo exhibition in Wellington's art gallery.

**Monte Ohia**, Strategic Manager, Whanau, NZQA, clearly spoke to the fact that Scripture has only one set of standards and values, and that we Christians are going to have to do a lot of

home work to ensure that Biblical ethics are part of the policy analyst's skills.

**Marilyn Pryor**, JP and former National President of SPUC, warned that the drive for personal freedom is dangerous as it is divorced from and has no interest in the truth. We should aim not so much for a Christian Parliament but for a Parliament permeated by Biblical values.

**David Major**, long serving Salvation Army officer and National Party candidate, echoed everyone's sentiments when he said, "Let's do this again!" The ideas expressed were too deep and broad for such a short seminar. Aside from the idea to establish a Christian caucus within Parliament, it was suggested that the Strategic Leadership Network get similar meetings going at a grass roots level throughout New Zealand. Volunteers would be needed as contacts. But certainly all present agreed that Christians need to be more involved in public issues simply to preserve the democratic process, and not let highly vocal special interest minority groups hijack the system as they seem to have done lately.

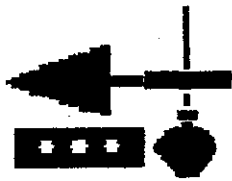
### **CHomeS Comment.**

From this meeting it was clear that Christians from a wide range of denominations and involvement are concerned to accurately define and implement a Christian influence into public policy at all levels. For Christian Home Schoolers this is also important since the Ministry of Education, possibly under pressure from teachers' and principals' unions, is implementing many changes in their policy toward home schoolers.

By God's grace and through His leading we must all become politically aware and politically active in order to

- 1) preserve our right to home educate our children,
- 2) accurately represent our personal vision and philosophy of home education to the MOE, as there certainly is no one agreed-upon definition that could be communicated by a national organisation such as CHomeS,
- 3) prevent the MOE bureaucrats from fulfilling their tendency to dictate policy to us for their administrative convenience rather than for the educational benefit of our children, and
- 4) improve our access to educational resources and the tax money already paid by us but not used by us.

# In Line with Scripture



"Then He spoke many things to them in parables, saying: 'Behold, a sower went out to sow....'"

--Matthew 13:3-8



The parable of the sower can be likened to child training. Most Christian parents provide their children with some form of Biblical teaching from a young age. A child's heart is like freshly cultivated soil--so receptive to the Word of God.

How can we sow to ensure a hundred fold harvest? Let's take a serious look at this passage of Scripture and how it can be applied to our role as parents.

Jesus said that the seed is the Word of God. Are we providing plenty of opportunities for our children to learn God's precious Word?

The seed that fell by the wayside became trodden upon and then the birds came and devoured them. Jesus explained that there are people who hear the Word, but soon after, the devil comes and takes the Word that was sown in their hearts.



It is good, dear parent, if you sow plenty of good seed into the hearts of your children, but are you oblivious to the way that Satan so easily removes that seed? Your child may hear the Word of God on Sunday, but is then exposed to five days in a worldly institution, mixing with children with unrighteous standards. The more exposure your child has to the world, the more likely that Satan is replacing the seed of the Word with his lies. Dear parent, consider these things very carefully.

We have chosen to home school our children and we supervise most of their play. We feel a strong responsibility to guard and shelter our children from the world and its influences. In the home, we begin each day with a "Bible time" and quite often we have opportunity to discuss what we've learnt throughout the day. Since I am always with my children I am able to nip in the bud any foothold that the enemy tries to get in the lives of my offspring. God's Word is

precious. I choose to obey Deuteronomy 6 and teach God's Word diligently when we sit in the house and when we go out. Both my husband and I believe that it is the parents responsibility to ensure that the fowls do not remove the seed from the hearts of our children.

The second problem that occurred was that some of the seed fell on stony ground. It began to grow, but because it didn't have much soil, and it wasn't receiving enough moisture, it withered up and died. Jesus' explanation of this situation was that the person had received the Word with joy but because he had no root, he fell away at the time of temptation. What form of foundation are you establishing in the lives of your children? Will they also fall away and give in to peer pressure and the devil's enticements?



As parents we must lead by example and also provide our children with the "tools" of how to resist the devil. We must also teach our children the fear of God and warn them of the dangers of eternity in hell.

The next lot of seeds had been planted amongst

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the thorns, which choked the plant so that it yielded no fruit. The thorns represent the cares of this world, the deceitfulness of riches, pleasures of life, and the lust of other things.

How can we guard our children from becoming caught up with these things? I believe that we should provide an environment which is free from these temptations. Do you allow your children limited access to the television? What sort of books and magazines are your children reading? What sort of friends do you allow them to associate with? Does your family stand out like a light in the midst of a wicked and perverse generation? Are you upholding Godly standards or have you bowed to the pressures of this world? These are serious questions to ponder upon. While your child is young, it is your duty, dear parent, to not only sow the Word into the hearts of each of your children, but to also water the seed and tenderly watch over it until each child reaches a place of maturity.



At the time of writing this, I have yet to see the fruit of my labour. My children are still quite young, but by the grace of God, my husband and I are doing our best to train up our children in the way that they should go. God's Word is the most vital resource in our home schooling curriculum.

As I prepared this study, I was reminded of the foundation that my parents provided for me. Although I went through a rebellious time, I never strayed far away and gave my whole life to Jesus at the age of sixteen. I am living proof of the importance of having a Godly upbringing. My dear parents carefully nurtured the seed that was sown in my life,

and my husband and I intend to do likewise with our precious children.

(Brent & Delwyn McAlister have three daughters: Marguerite 8, Rosanne 5, and Gloria 14 months. Brent works as a Town Planning & Regulations Director for Tokoroa. Delwyn has written a book on home schooling in NZ and also co-ordinates the KEEPERS AT HOME magazine. These are available by writing to B & D McAlister, PO Box 225, Tokoroa.)

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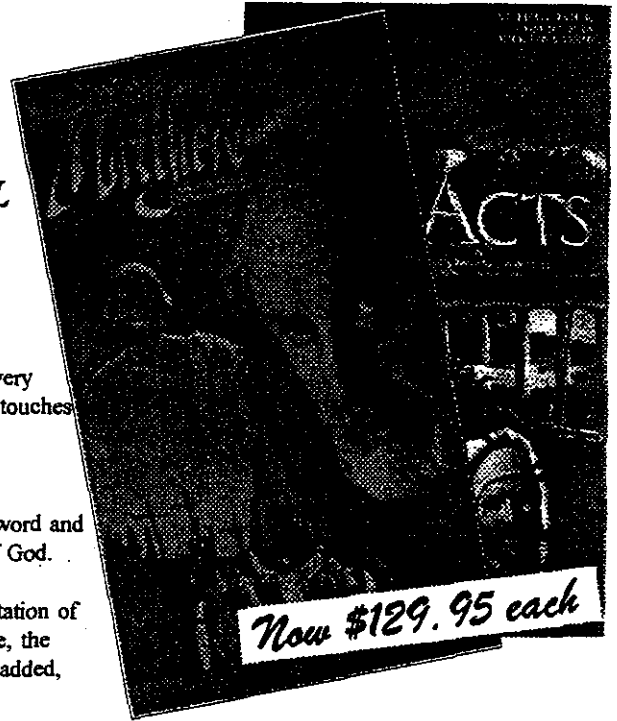
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# Over a Cuppa



## CHILDREN'S BOOKS

About half of the books I have on my shelf have come from the Red Cross Book Fair, the public library or garage sales. I try to read the blurb written about the book before I purchase them. Sometimes a book when seen properly at home will be found inappropriate and I just burn them.

Books I stay well clear of are ones that are about magic, Santa, Easter Bunny, dating, romance, dragons, witches and the occult. I find it annoying that Christian writers in trying to make a Bible Story sound interesting and fascinating will introduce a character that magically appears in another times frame or has special magical powers. What ever happened to the power of God! I have never found my children or myself bored with the Bible. Perhaps it was the story teller or perhaps the child has been exposed to a lot or sensuous material or other worldly rubbish that has caused them to be dull.

Bible Story books I do get for my children must not have extras added in. This includes extra family members not written about in the Bible. Unless it is written down and confirmed as correct I do not want to teach lies as truth.

I like books that have good moral standards upheld. I also like useful books. I have included a book-list of some of those I have at home that I would recommend.

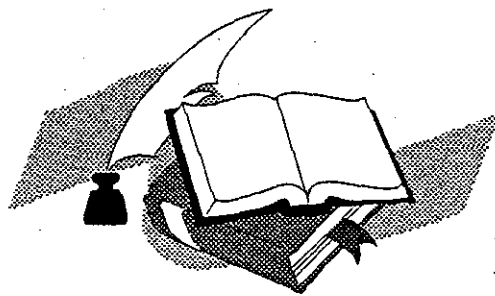
When I was little I went to the Salvation Army Sunday School. Here I can remember reading from the Bible with others in my class. When I tried at 8 years to find a book that would interest me in the school library I found that nothing compared to the Bible and I lost interest and gave up reading. I unfortunately thought that there was only fiction books available. By the way I started reading again at the age of 20 when I gave my heart to the Lord. What a shock it was to me to find that I was almost illiterate.

Each of my children have been given a Bible for their 7th birthday. As we read from the Bible each morning the children take turns to read from their Bible. I would encourage you all to give your child the opportunity to read the Bible both silently and out loud.

*Linda Procter*

## BOOKS FOR READING

*Teddy Brown Finds a Home - Pat Ashe*  
*Teddy Brown is Rescued - Pat Ashe*  
*Teddy Brown's Secret- Pat Ashe*  
*Teddy Brown and the Battle - Pat Ashe*  
*Haffertee Hamster - Janet and John Perkins*  
*Haffertee's New House - Janet and John Perkins*  
*Haffertee Goes Exploring- Janet and John Perkins*  
*Haffertee's First Christmas - Janet and John Perkins*  
*Haffertee Goes to School - Janet and John Perkins*  
*Haffertee's First Easter- Janet and John Perkins*  
*Hi, I'm Katie Hooper - Jane Sorenson*  
*Home Sweet Haunted Home - Jane Sorenson*  
*Happy Birth Day - Jane Sorenson*  
*Honor Roll - Jane Sorenson*  
*Usbourne, How to Draw Maps and Charts - Pam Beasant and Alastair Smith*  
*Usbourne Superpuzzles, Codes and Ciphers - Mark Fowler and Radhi Parekh*  
*Usbourne, Paperplay - R Gibson and J Tyler*  
*Susanna Wesley - Charles Ludwig*  
*What's Inside Boats? - Alexandra Parsons*  
*What's Inside Insects?- Angela Royston Marty Finds a Treasure - Dorothy Fay Richards*  
*The Sound of the Bell - Penny Anderson*  
*The Big Storm - Penny Anderson*  
*Terry's Turn-around - Bruce Wannamaker*  
*Fixing Fences - Bruce Wannamaker*  
*The Kindness Weapon - Bruce Wannamaker*  
*It Happened at MacKey's Point- Jane Belk Moncure*  
*A Matter of Choice - Angela R Carl*  
*Skunk for Rent - Grace Fox Anderson*  
*The Duck who had Goosebumps - Grace Fox Anderson*  
*The Fantastic Flying Journey - Gerald Durrel*  
*The Tale of Timothy Mallard - Stephen Lawhead*  
*Chinese Flower Painting Techniques - Stephen Cassettari*  
*Bobby Brewster Detective - H E Todd*  
*From Anna - Jean Little*  
*In Grandma's Attic - Arleta Richardson*  
*Children on the Oregon Trail - A Rulgers Van Der Loeff*  
*Kites for Kiwis - Colin McGeorge*  
*The Return - Sonia Levitin*  
*Gillian and the Garden - Elisabeth Batt*  
*The California Iceberg - Harry Harrison*  
*Everyday Life Through the Ages - Readers Digest*  
*Sewing and Knitting - Readers Digest*  
*Rangiotu School Cook Book - Rangiotu School*  
*Susie and Johnny Series 3, Coals of Fire- J C Brumfield*  
*Susie and Johnny Series 4, The Hand of God - J C Brumfield*  
*Susie and Johnny Series 6, Mystery at Midnight - J C Brumfield*  
*Susie and Johnny Series 10, The Other Boy - J C Brumfield*  
*Elizabeth Allen - Enid Blyton*  
*Seven Little Australians - Ethel Turner*  
*Yasman Meets a Yak - Olive L Groom*  
*Jerry of St Winifreds - Peggie C Moody*  
*Challenge to Bee - Ralph Anne*  
*The Silent Storm - Brown and Crone*  
*By Secret Railway - Meadowcroft*  
*Hidden Riches - Marian Fellows*





# ACTION STATION



- 1) Read about the proposed survey by the Min. of Education on pages 14 & 15 and write if you feel concerned.
- 2) Christians are discussing how to develop a Christian perspective on public policy, pages 22 & 23. Contact the Strategic Leadership Network, Kia Ora House, 1 Parliament St., Thorndon, Wellington, ph. (04) 472-0400, Fax (04) 473-6020 to be kept up to date and/or involved in these developments.
- 3) Register for the CHomeS National Conference (see draft timetable below right.)

(Continued from Page 1)

The first is that their children lack the discipline to behave (even home educators suffer from this one occasionally) and the second, more serious problem, is that they do not want to spend the time with their children that it will take to change the situation.

There are a number of valid reasons that parents might want to send their child to a public or private school. They might feel that their child is mature enough to have a positive impact upon the school. They might feel that their child will get a better education in science, math, music, auto shop or some other subject. They might even want their child to participate in sports or an early college entry program.

However, the one reason we should never send our children to school is because we want to escape from them. This is what causes some of our Christian friends to become defensive when the subject of home education comes up. They feel guilty because they know that they should be spending more time with their children.

Even the most generous studies show that average parents spend less than five minutes a day with their children, even in Christian homes. There is no way that parents can compete with the pressures and temptations that our society offers on five minutes a day. As Christians, we need to spend significant amounts of time with our children if we are going to influence them.

The consequences of escaping our children can be enormous. Imagine the typical scenario in our society. Both parents work, and as soon as

the child is six weeks old, it is off to day care, preschool, kindergarten, grade school, middle school and finally high school. Meanwhile, since both parents are working, they come home with barely enough energy to complete household chores, let alone spend time with the children. The children are nurtured by friends, television, and popular music.

Should it really surprise us in this type of situation that as the child becomes a teenager, he or she loses respect for the values and morals of the parents? So many children are lost because parents do not take the time to develop a relationship with them.

Home schooling is not a goal we are trying to achieve, it is a tool which helps us achieve our goals. Our goals are to raise caring and obedient children who love God and their parents. This can be done in many ways. Home schooling just seems to make it easier.

(From *Homestyle News*, Utah Christian Home Schoolers, PO Box 3942, Salt Lake City, Utah, May 1995.)

## Christian Home Schoolers of NZ

National Conference

Central Baptist Church, Church St., Palmerston North, Saturday 3 February 1996

9:00 - 9:30 -> Hymns  
9:30 - 10:30 -> Electives

Getting Started: What do I do? Craig Smith	The Importance of Creation Science Part I Renton Macleachlan	Chemistry & Physics Experiments Graeme Stewart	Carey College Correspondence Secondary Michael Drake
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10:30 - 11:00 -> AM Tea  
11:00 - 12:00 -> Electives

Guidelines in Choosing Your Own Curriculum Materials Carol Munroe	NZ Christian Academy (ACE) Primary David Worboys	Advanced Training Institute Part I Kerry Brown	Christian Qualifications Trust vs NZQA Michael Drake
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12:00 - 1:30 -> Cut Lunch Provided  
1:30 - 2:30 -> Electives

Advanced Training Institute Part II Kerry Brown	The Importance of Creation Science Part II Renton Macleachlan	How Computers Can Benefit Your Home Education Part I David & Mei Updell	Assessments RPL Getting Into Tertiary M. Drake, C. Smith
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2:30 - 3:00 -> PM Tea  
3:00 - 4:00 -> Electives

Teaching Reading by Phonics Carol Munroe	NZ Christian Academy (ACE) Secondary David Worboys	How Computers Can Benefit Your Home Education Part II David & Mei Updell	Carey College Correspondence Primary Michael Drake
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4:00 - 6:00 -> View Resources  
6:00 - 7:30 -> Bar B (Q) Tea Provided  
7:30 - 8:00 -> Hymns  
8:00 - 9:00 -> "Dad's Role in the Home" Graham Capill, leader of Christian Heritage Party  
9:00 -> Supper