

Keystone

The Journal of Christian Home Schoolers

of New Zealand

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



Featured Family
Roy & Catherine Sandbrook
Gary (8), Bruce (9), Steven (9),
Fiona (4), Wayne (5), Maree (7), Clare (11).

KEYSTONE

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*The fear of the LORD is the
beginning of wisdom,
a good understanding have all those
who do His commandments.
— Psalm 111:10*

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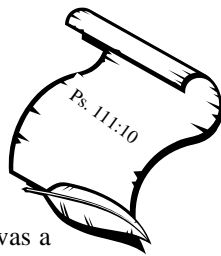
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It was Henry R. Van Til, in The Calvinistic Concept of Culture (1959) who stated that "culture" is religion externalised. Look at the expressions of our culture today: hatred, violence, murder, infanticide, anti-Christianity, immorality, drugs and other crimes. The religion, the faith which our popular culture externalises is demonic.

Oh, Lord, please give us the wisdom and vision to home educate our children for Your Glory. May they not only live and work honourably as Christ-like role models in the midst of this crooked and perverse generation but also fearlessly, tirelessly, lovingly offer them Your Words of eternal life.

Editorial



Barbara travelled all over New Zealand during August and part of September with a team of speakers from Above Rubies. It was a time full of blessing and also heartache. She was blessed by the extended time with the Above Rubies folks, hearing over and over the explanation of their vision for the women of New Zealand. It is a vision to make a woman roll up her sleeves and take hold of her various tasks with a new determination, a new excitement and anticipation. Her divinely assigned tasks *need* to be done: not just because Almighty God has commanded it (although none should need more reason than this), not just because the Name of our Lord Jesus Christ is awaiting the adornment which the fulfillment of these tasks brings, not just because our families are crying out for her skills and contributions, but also because other women (and men, too) throughout our country are desperate to be shown the way, to see how mothers and fathers, husbands and wives can happily and lovingly and purposfully relate to one another. A growing number of New Zealanders aren't even sure what constitutes a family anymore and haven't got a clue about keeping the family together, rearing the children or determining what is worth pursuing in life. But they do know, from very bitter experience, that the breakups and violence and drugs and unfaithfulness are total killers. And these were the heartaches Barbara met: women messed up by CYPS, victimised by ex-husbands, deceived into marriage by sham "conversions" to Christianity.

Home educators were singled out by the Above Rubies team as the people who would most often grasp their vision, understand the long-term commitment and see the very positive implications for their own families, the community and eventually the nation. Most of us have noticed the difference in the way we think now than when we were in "school" mode. It is this ability to see the bigger picture, the many exciting options that exist, the wide-open spaces of opportunity just waiting there for those with initiative to explore...it is this ability we want to see multiplied across this nation. And as we combine what home education can do for individual families (and through them the community and the nation) with the Great Commission of Matthew 28:18-20, surely more Christians will begin to see the effectiveness of a method of evangelism which encompasses all of life, every area of life, as we have found our home education does. Parachurch groups seem to fall short: groups like the Navigators are great at making disciples of Christ, but don't know what to do with children or families; Child Evangelism groups see little ones make decisions, but don't know what to do with the parents; Mens groups and Womens groups keep losing their children by sending them to the state schools to be trained by pagans. But home education has the potential to completely revolutionise this country and turn it back to its rightful King, Jesus Christ.

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**We are supposed to teach
"as regularly and well as in
a registered school". If
that's all we achieve, I'll
consider ourselves failures.**

-- Craig Mortimer, Moerewa

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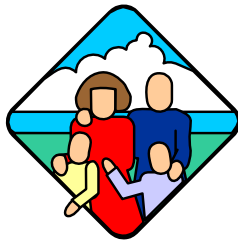
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Feature Family

Roy & Catherine
Sandbrook
of Stokes Valley



The day I first met Roy, he was leaning out the window of a battered blue Bedford haytruck looking cheeky and scruffy. Fifteen years of marriage hasn't changed him much. He is still the only person I know who doesn't think of changing out of his overalls to see the Bank Manager, and he still usually looks like he's coming out of mischief or going into it.

I should have known his children would be tarred with the same brush: fun-loving, talkative, zeroed-in on some scheme or project, comfortable in working clothes because that's what's best for action. I think Wellington living is eroding our hillbilly ways a little. Our neighbours may not agree. We are living in what has been described as a barn or a hayshed or an aeroplane hangar. Roy's design. But I'll come back to that later.

First, a bit of background: Roy and I both grew up in Takapau, Hawkes Bay, on farms a mile apart; Roy's parents sheep farming and mine dairying. We went to the same primary school on the same school bus. By high school Roy's family had moved to Dannevirke and Roy worked hard towards having his own dairy farm. I had followed my interests in literature, history and music to do a degree in music education, and was high school teaching in Napier. I happened to be helping with the hay-making on a friend's farm when the blue Bedford haytruck drove up. Roy and I struck up a great friendship with only one hiccup — I was a Christian, but Roy wasn't. But, as a friend advised, "Never restrict the Lord in the way He works." Roy became a Christian and this premise became a building block in our lives.

We spent our first married years dairy farming. Then Roy's interest in engineering and mechanics took us off the farm into the engineering trade, firstly in Dannevirke, then in Feilding. For a while Roy was manufacturing a seed drill that his brother Don had designed and was exporting. Roy really enjoyed the challenge of developing and making an innovative machine.

We had always hoped for a handful of kids and that's certainly what we got: 7 kids in 7 years!! Home schooling was a natural progression when Roy and I were keen on a lifestyle focussed on family and on teaching the children a lot ourselves. The Biblical mandate for parents to teach and instruct their children was also to be taken seriously. I began home schooling Clare when she turned five with some trepidation, mostly because of the handful of pre-schoolers in the background. But we had a lot of help and

encouragement from Duncan Lennox, headmaster of the Hastings Christian School. We have started all the children off on the Hasting Christian School reading and maths programme, which has produced good readers at an early level regardless of ability. It was also great to have the moral support of other home schoolers, especially Craig and Barbara Smith. By the time we were teaching five children, organising the lessons was a lot of work, so we decided to use Bob Jones curriculum.

When we moved to Stokes Valley, Wellington, two years ago, we were excited at the prospect of setting up our ideal home situation. We bought an acre of land set against Reserve Bush on which to build a large workshop/garage for Roy's engineering hobbies and the '61 EK Holden he's restoring (l-o-n-g term project), then a house with enough space to diffuse the energy and muffle the sound of seven children. We had planned to live in a tent for six weeks over summer while we built the garage with a flat, but we had not planned on starting up our own business. This came as a surprise and so did living for a year in a tent in Stokes Valley. It was a seven-metre tent, and we were extremely well organised Roy-style on town water with all amenities and most luxuries — just not central heating. It was actually the healthiest year we've ever had as a family. The kids of course loved it and didn't want Dad to build a house.

Roy's business thrived. He was servicing garage equipment, especially hoists, and the opening in Wellington was a gift. We struggled to keep up with the work pouring in. Our house-building/business-building venture set against a tent-living/home-schooling backdrop stretched our resources of time and energy and money radically and also our faith. But we can echo David's words in Psalm 37:25:

I have been young and now am old; yet I have not seen the righteous forsaken nor his descendants begging bread. His descendants are blessed.

With stepping outside our comfort zone, there have been many lessons. The last two years have shown us how much our children are involved with us and how they learn from our responses to situations. Living in a tent has been good learning for us all in patience and in working-in together closely. The kids were very excited to discover they were living II Corinthians 5:1, the concept of being in an "earthly house", a tent, while we wait for an eternal home. Tent living also made me realise how little you need to live comfortably. As a hoarder myself and with a family of junk collectors, we all liked the idea of taking the container storing our household goods and dropping it in the sea. Living simply certainly appealed to the kids.

Schooling carried on the same, only more streamlined and making more use of situations around us for learning: becoming familiar with native trees, laying concrete, etc., and keeping a picture diary of our empire building. But I found using a curriculum with detailed lesson plans for six children for each subject

overwhelming, until we were excited to discover the Waring's unit study methods and style of home schooling. The hands-on aspect suits our family so well, looking at people in the past is so interesting and music so much fun. Currently we are looking at New Zealand in the 1800s through NZ folk music — the songs of the whales, the gumdiggers, the goldminers, etc., as we read through some of our own family history (1842 settlers). Looking at events around their lives, we've read the Treaty of Waitangi and learned of the amazing influence of missionaries like Henry Williams. Such colourful characters and events! Bruce has made a replica of Hone Heke and Kawiti's stronghold pa (which we've studied through song-stories, eye-witness accounts and pictures); Steven has sent us tracking down the last of the Morioris; Maree keeps getting us back to the story when we side-track onto yet another interesting topic to research: Cobb & Co coaches, McKenzie and his dog, bushrangers, etc., etc. Learning sure can be fun.

For our kids our acre section here is fun waiting to happen. There's enough bush to make tracks through, and it's great for chasing games. The kids live in the creek all summer and half the winter — barefoot! A creek means dams, floating boats and building docks, catching crayfish (named and returned), feeding the eel and the fish (which solves the case of the mysterious disappearing mince), making bridges, paddling and exploring and making moss or fern gardens. The building materials around are great for endless treehuts

and swings and cart contraptions, and would you believe, a flying fox. The kids have even built their own playground, complete with swings, see-saw, slide and maze. Every now and again Dad reads the riot act about his nails and the cost of timber, but he's the first to admire how good his offspring are with a hammer.

For the kids, being able to help Dad or go with Dad is a highlight. If Dad calls out for a hand there are seven eager replies. (It doesn't work quite the same with Mum calling out for a hand with the dishes!) We all love the opportunity to work on one of Roy's jobs together. And Roy has so many good skills to pass on to his lads in the engineering-mechanical-physics (pew) world.

At present we are living in our upstairs flat in the garage with its distinctive rounded roof-line.

To complete the picture, here's a glimpse of the characters who we've been privileged to have living with us.

Clare, 11, is tall, slim and always on the go. She has a natural independence and initiative and is quite happy talking or singing in front of people. She has a sweet voice and chores are always accompanied with song. She also learns the piano. Clare has an artistic streak: she loves her artwork, does exquisite handwriting, has an eye for colour and loves pastel shades. She can transform the most basic surroundings with her treasures and artistic sense. Sewing is a favourite pastime, and she has her own sewing machine. A great organiser, Clare has plenty of practise keeping her four younger brothers and two sisters in order. She's also Mum's right-hand girl.

Steven and Bruce, 10, are twins. They both look like each other, like collecting junk, like going with Dad or giving him a hand, like living barefoot and like the outdoors.

Steven is a natural helper. He's great to have alongside for a hand and will ask to help a neighbour if he sees him doing a job. He loves gym, biking, running and arguing with Bruce. Dr Seuss would be proud of his crazy mobiles and structures. He has a sense of humour that loves the absurd and has his own style of cartoon drawing. He enjoys Gary Larson. He is also a great reader.

Bruce is always absorbed in some project. He creates things out of discarded junk: a plane, a crane, a cart, another cart, a helicopter rotor for his bike (Great!) Roy is constantly amazed at the pitch on the helicopter blade, the technical gizmo for the boom on the crane, the steering system on the cart, etc., etc. Apparently Bruce is no slug. Bruce can draw in meticulous detail with everything technically accurate and in proportion. But he also wants to found Tree Hut City in Stokes Valley, sponsored by Dad. He likes gym, bikes, carts, reading, helping

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Dad and arguing with Steven. (Sometimes I think they sound like they are arguing with themselves.)

Gary, 8, is constant smiles and constant chattering. Everything is straight-forward to Gary: maths is not a problem — what you don't get today, you get tomorrow. If I ask him to do a job, I turn around and he's there, but the job's already done. Gary loves fixing things and has his own toolbox completely intact. He is neat and tidy and amazingly careful with his belongings.

Gary is a popular playmate and has always had a special giggling friendship with Fiona (4). He loves helping Dad and has good mechanical aptitude. He's also very musical: a good voice and a good ear (and a good mimic). Very light on his feet, he loves gym.

Maree, 7, is a more gentle nature, a rose among four energetic brothers. She has always loved costumes and dressing-up and little dramas which she and Clare have enjoyed together. She has a bright, enquiring mind, is becoming a good reader, and has always shown an interest in things medical and health. Maree loves swimming and gym, is learning to play the piano and also has a sweet voice. She is creative with words and music, making up her own tunes. Sometimes she's easy to overlook among her energetic, outgoing siblings. (Do you ever wish that each one of your children was your only child so you could lavish attention on them?)

Wayne, 5, has interests in guns, knives, missiles and bombs, the Armed Offenders Squad, rockets, jets, motorbikes and engines. He loves his bike. Asked once to put two holes in a plastic container (for a science experiment), he grabbed the knife off the bench and attacked the container with lightening speed and all the natural ferocity of a Viking. I said, "Thanks, Wayne, that'll be fine." I keep reminding myself that God has given Wayne his talents and interests. He has a future for him — just not the Bomb Disposal Unit, p-l-e-a-s-e!

Fiona, 4, happily keeps pace with the others. She's cheerful, always busy and likes to help. She loves "her friends": her soft toys and dolls and is kept very busy looking after them. A natural organiser, she bosses us all around. Fiona loves giggling nonsense with Gary, looking at books, doing homework, playing girl games with Clare and Maree.

What a team! Home schooling or family learning suits us as a family so well. So much to do together, so much to pass on. I can't imagine it any other way. And, would you believe it, Steven's already decided that one day he wants to restore an old Bedford truck.

The Faith of Us Fathers



Reasons for Exhorting Young Men

by J. C. Ryle, (1816-1900)

(Men, we need constantly to pay particular attention to our sons. They are to be the heads of households, the Husbands, Fathers and community and business leaders in the next generation. We know how difficult it is today, amongst our own generation, to be consistent and effective witnesses for our Lord Jesus Christ.....I sincerely doubt it will be any easier when our sons are carrying the torch. One of our tasks is to exhort them, encourage them to catch the vision and train them to bear the responsibilities for which they will be held accountable by our Lord. Here are excerpts from *Thoughts for Young Men* by J. C. Ryle to guide our own thinking in this area. — Ed.)

What are the general reasons why young men need specific exhortation? I will mention several of them in order.

(1) For one thing, there is the painful fact that there are few young men anywhere who seem to be Christians.

I speak without respect of persons; I say it of all. Rich or poor, gentle or rough, educated or uneducated, in the city or in the country--it makes no difference. I shudder to think how few young men are led by the Spirit, how few are on that narrow road which leads to life, how few are setting their affections on things above, how few are taking up the cross, and following Christ. I say all this with sorrow, but I believe, in God's sight, that I am saying nothing more than the truth.

Young men, you form a large and most important class in the population of this country; but where, and in what condition, are your souls? Regardless of where we turn for an answer, the report will be one and the same! Let us ask any faithful minister of the gospel, and note what he will tell us. How many unmarried young people can he remember who come to the Lord's Supper? Who are the most backward about the doctrines of salvation, the most irregular about Sunday services, the most difficult to draw to weekly Bible studies and prayer meetings, the most inattentive to whatever is being preached? Which part of his congregation fills him with the most anxiety? Who are the Reubens for whom he has the deepest "searchings of heart"? Who in his flock are the hardest to manage, who require the most frequent warnings and rebukes, who cause him the greatest uneasiness and sorrow, who keep him most constantly in fear for their souls, and seem the most hopeless? Depend on it, his answer will

always be, "The Young Men."

Let us ask the parents in any county throughout this land and see what they will generally say. Who in their families give them the most pain and trouble? Who need the most watchfulness, and most often provoke and disappoint them? Who are the first to be led away from what is right, and the last to remember cautions and good advice? Who are the most difficult to keep in order and limits? Who most frequently break out into open sin, disgrace the name they bear, make their friends unhappy, embitter the older relatives, and cause them to die with sorrow in their hearts? Depend on it, the answer will generally be, "The Young Men."

Let us ask the judges and police officers and note what they will reply. Who goes to the night clubs and bars the most? Who make up street gangs? Who are most often arrested for drunkenness, disturbing the peace, fighting, stealing, assaults, and the like? Who fill the jails, and penitentiaries, and detention homes? Who are the class which requires the most incessant watching and looking after? Depend on it, they will at once point to the same group, they will say, "The Young Men."

Let us turn to the upper classes, [the privileged, private school types] and note the report we will get from them. [Sons are] forming wrong connections, gambling, getting into debt, associating with bad companions, keeping their friends in a constant fever of anxiety. Note that rank, and title, and wealth, and education, do not prevent these things! Anxious fathers and heart-broken mothers and sorrowing sisters could tell sad stories about them, if the truth were known. There is seldom a rich family which hasn't got some thorn in its side, some blot in its page of happiness, some constant source of pain and anxiety; and often, far too often--the true cause is, "The Young Men"?

What shall we say to these things? These are facts, plain facts, facts which meet us on every side, facts which cannot be denied. How dreadful this is!

(2) Death and judgment are waiting for young men, even as it waits for others, and they nearly all seem to forget it.

Young men, it is appointed for you to die; and no matter how strong and healthy you may be now, the day of your death is perhaps very near. I see young people sick as well as the elderly. I bury youthful corpses as well as aged. I read the names of persons no older than yourselves in every graveyard. I learn from books that, excepting infancy and old age, more die between thirteen and twenty-three than at any other period of life. And yet you live as if you were sure that presently you will never die.

Are you thinking you will pay attention to these things tomorrow? Remember the words of Solomon, "Do not boast about tomorrow, for you do not know what a day may bring forth" (Proverbs 27:1). "I will worry about serious things tomorrow," said an unsaved person, to one who warned him of coming danger; but his

tomorrow never came. Tomorrow is the devil's day, but today is God's. Satan does not care how spiritual your intentions are, or how holy your resolutions, if only they are determined to be done tomorrow. Oh, give no place to the devil in this matter! All men don't live to be elderly fathers, like Isaac and Jacob. Many children die before their fathers. David had to mourn the death of his two finest sons; Job lost all of his ten children in one day. Your lot may be like one of theirs, and when death comes, it will be vain to talk of tomorrow, you must go at once.

Do you think that you will have a more convenient time to think about these things? So thought Felix and the Athenians to whom Paul preached to; but it never came. The road to hell is paved with such ideas. Better make sure to work while you can. Leave nothing unsettled that is eternal. Run no risk when your soul is at stake. Believe me, the salvation of a soul is no easy matter. Every one needs a "Great salvation," whether young or old; all need to be born again--all need to be washed in Christ's blood--all need to be sanctified by the Spirit. Happy is that man who does not leave these things uncertain, but never rests until he has the witness of the Spirit within him, testifying to him that he is a child of God.

Young men, your time is short. Your days are but a brief shadow, a mist that appears for a little while and then vanishes, a story that is soon told. Your bodies are not made of brass. "Even the young men," says Isaiah, "stumble and fall" (Isaiah 40:30). Your health may be taken from you in a moment: it only needs an accident, a fever, an inflammation, a broken blood-vessel, and the worm would soon feed upon you in the grave. There is but a step between any one of you and death. This night your soul might be required of you. You are fast going the way of all the earth, you will soon be gone. Your life is all uncertainty, your death and judgment are perfectly sure. You too must hear the Archangel's trumpet, and go forth to stand before the great white throne of judgment, you too must obey that summons, which Jerome says was always ringing in his ears: "Get up, you dead, and come to judgment." "Yes, I am coming soon," is the language of the Judge Himself. I cannot, dare not, will not let you alone.

Oh that you would all take to heart the words of the Preacher: "Be happy, young man, while you are young, and let your heart give you joy in the days of your youth. Follow the ways of your heart and whatever your eyes see, but know that for all these things God will bring you to judgment" (Ecclesiastes 11:9). Amazing, that with such a prospect of coming judgment, any man can be careless and unconcerned! Surely none are so crazy as those who are content to live unprepared to die. Surely the unbelief of men is the most amazing thing in the world. The clearest prophecy in the Bible begins with these words, "Who has believed our message?" (Isaiah 53:1). The Lord Jesus said, "When the Son of Man comes, will he find faith on the earth?" (Luke 18:8). Young men, I fear this be the report of many of you in the courts above: "They will not believe." I fear you be hurried out of the world, and awake to find out, too late, that death and judgment are

realities. I fear all this, and therefore I exhort you.

(3) What young men will be, in all probability depends on what they are now, and they seem to forget this.

Youth is the planting time of full age, the molding season in the little space of human life, the turning point in the history of man's mind.

By the shoot that springs up we can judge the type of tree that is growing, by the blossoms we judge the kind of fruit, by the spring we judge the type of harvest coming, by the morning we judge the coming day, and by the character of the young man, we may generally judge what he will be when he grows up.

Young men, do not be deceived. Don't think you can, at will, serve lusts and pleasures in your beginning and then go and serve God with ease at your latter end. Don't think that you can live with Esau and then die with Jacob. It is a mockery to deal with God and your souls in such a fashion. It is an awful mockery to suppose you can give the flower of your strength to the world and the devil and then put off the King of kings with the scraps and remains of your hearts, the wreck and remnant of your powers. It is an awful mockery, and you may find to your loss that the thing cannot be done.

I dare say you are planning on a late repentance. You do not know what you are doing. You are planning without God. Repentance and faith are the gifts of God, and they are gifts that He often withholds when they have been long offered in vain. I grant you true repentance is never too late, but I warn you at the same time, late repentance is seldom true. I grant you, one penitent thief was converted in his last hours, that no man might despair. But I warn you, only one was converted, that no man might presume. I grant you it is written, Jesus is "Able to save completely those who come to God through him" (Hebrews 7:25). But I warn you, it is also written by the same Spirit, "Since you rejected me when I called and no one gave heed when I stretched out my hand, I in turn will laugh at your disaster; I will mock when calamity overtakes you" (Proverbs 1:24, 26).

Believe me, you will find it no easy matter to turn to God whenever you please. It is a true saying of the Godly Leighton, "The way of sin is down hill; a man cannot stop when he wants too." Holy desires and serious convictions are not like the servants of the Centurion, ready to come and go at your desire; rather they are like the unicorn in Job, they will not obey your voice, nor attend at your bidding. It was said of the famous general Hannibal of old, when he could have taken the city he warred against, he would not, and in time when he would, he could not. Beware lest the same kind of thing happens to you in the matter of

eternal life.

Why do I say all this? I say it because of the force of habit. I say it because experience tells me that people's hearts are seldom changed if they are not changed when young. Seldom indeed are men converted when they are old. Habits have deep roots. Once sin is allowed to settle in your heart, it will not be turned out at your bidding. Custom becomes second nature, and its chains are not easily broken. The prophet has well said, "Can the Ethiopian change his skin, or the leopard its spots? Neither can you do good who are accustomed to doing evil" (Jeremiah 13:23). Habits are like stones rolling down hill--the

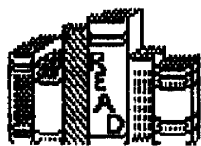
further they roll, the faster and more ungovernable is their course. Habits, like trees, are strengthened by age. A boy may bend an oak when it is a sapling--a hundred men cannot root it up when it is a full grown tree. A child can wade over the Thames River at its fountain-head--the largest ship in the world can float

in it when it gets near the sea. So it is with habits: the older the stronger--the longer they have held possession, the harder they will be to cast out. They grow with our growth and strengthen with our strength. Custom is the nurse of sin. Every fresh act of sin lessens fear and remorse, hardens our hearts, blunts the edge of our conscience, and increases our evil inclination.

Young men, you may fancy I am laying too much stress on this point. If you had seen old men, as I have, on the brink of the grave, without any feelings, seared, callous, dead, cold, hard as stone--you would not think so. Believe me, you cannot stand still in your souls. Habits of good or evil are daily strengthening in your hearts. Every day you are either getting nearer to God, or further off. Every year that you continue unrepentant, the wall of division between you and heaven becomes higher and thicker, and the gulf to be crossed deeper and broader. Oh, dread the hardening effect of constant lingering in sin! Now is the accepted time. See that your decision not be put off until the winter of your days. If you do not seek the Lord when young, the strength of habit is such that you will probably never seek Him at all.

I fear this, and therefore I exhort you.

"The way of sin is down hill; a man cannot stop when he wants too."



Poison Drops in the Federal Senate

by Zach Montgomery

Published in 1886 by Gibson Bros., Washington, D.C.

Chapter 3.

Another Test -- Difference in Results Between a Small and a Large Dose of Anti-Parental Education When Operating Upon the Self-Same Community.

In their desperate efforts to find some plausible explanation for the astounding growth of crime in the public-school States, in excess of that found in the parental-school districts, which will vindicate their idolized "system", the advocates of State-governed

schools have sometimes claimed that the difference between the number of convictions for crime in the public-school States and the number found in the parental-school States is owing to a variety of local causes, entirely unconnected with and independent of the difference in educational systems. But a complete refutation of this assumption is found in the following statistics of public-school education and crime, demonstrating that in the very same localities every material increase of expenditures for public-school purposes has, without a single exception, been followed by a corresponding increase of crime. [See the table below and Notes at the end.]

Specific Examples

Having increased her expenditures for anti-parental and godless schools a little more than two hundred percent in order to decrease crime, New York was rewarded by an increase of crime to the tune of over four hundred percent.

What seems astonishing is that, in the face of these appalling facts, the demand for more money, more money, still goes forth from those who have grown rich by the ruin of the rising generation. We shall here

State	Year	Total Education Spending	Total Student Pop.	Spending per Student	% age Change	Total Pop.	Total Criminal Pop.	% age of Total Pop.	% age Change
Mass.	1850	1,006,795	176,475	5.70		827,430	653	0.0789	
	1880	4,720,951	316,630	14.91	+ 161.6	1,320,897	2,070	0.1567	+ 98.6
Conn.	1850	430,826	79,003	5.45		331,560	244	0.0736	
	1880	1,441,255	118,622	12.15	+ 122.9	481,060	432	0.0898	+ 22.0
Vermont	1850	246,604	100,785	2.44		280,055	64	0.0229	
	1880	452,693	73,237	6.31	+ 158.6	290,281	196	0.0675	+ 194.7
N. Hamp.	1850	221,146	81,237	2.72		303,563	25	0.0082	
	1880	559,133	64,670	8.64	+ 217.6	299,995	209	0.0697	+ 750.0
Maine	1850	380,623	199,745	1.90		550,878	66	0.0120	
	1880	1,074,554	150,811	7.12	+ 274.7	588,193	321	0.0546	+ 355.0
Rhode Is.	1850	136,729	24,881	5.49		123,564	58	0.0469	
	1880	541,810	42,489	12.75	+ 132.2	196,108	187	0.0953	+ 103.2
Louisiana	1850	349,679	25,046	13.96		186,577	240	0.1286	
	1870	473,000	25,832	18.31	+ 31.1	301,450	460	0.1526	+ 18.6
	1880	498,409	81,012	6.15	- 66.4	402,177	89	0.0221	- 85.5
New York	1850	2,431,247	727,156	3.34		2,436,771	649	0.0266	
	1880	11,035,511	1,027,938	10.73	+ 221.2	3,807,317	5177	0.1359	+ 410.9
Ohio	1850	1,018,258	502,826	2.02		1,757,746	102	0.0058	
	1880	11,085,315	752,944	14.72	+ 628.7	2,723,582	1674	0.0614	+ 958.6
Illinois	1850	403,138	130,411	3.09		736,149	164	0.0223	
	1880	9,850,011	704,041	13.99	+ 352.8	2,448,172	2223	0.0908	+ 307.2
California	1860	353,096	24,977	14.14		233,466	336	0.1439	
	1880	3,525,520	161,477	21.83	+ 54.4	549,529	1396	0.2540	+ 76.5

extract from the report of the United States Commissioner of Education for 1881 (page 71) the following refreshing piece of information.

Referring to New York's State Superintendent as his authority, the Commissioner says:

"With an increase of nearly 21,000 in the number of youth, five to twenty-one years of age, there was a decrease of over 10,000 in public-school enrollment, and over 13,000 in average daily attendance. * * * He thinks the schools increased in efficiency in greater proportion than the attendance fell off, and that the results attained justified the expenditure, which was \$511,026 greater than the preceding year. * * * The figures show a smaller number of public-school houses, but a greater estimated value of school property, 28,000 fewer volumes in district libraries, an average school term of one day shorter, fewer men and more women teaching, but a slight increase in their average pay."

Here is certainly some valuable food for reflection for such as have stomachs sufficiently strong to digest it. From this statement it would appear that the cost of public-school work in the State of New York increases in an inverse ratio to the number of pupils taught, while, as we have seen [in the table], crime increases in direct proportion to such cost.

But, says the Superintendent, "the schools increased in efficiency in greater proportion than the attendance fell off." And the only evidence he furnishes us in corroboration of this statement is found in the fact that 28,000 volumes disappeared from the district libraries in the short period of one school year. History tells us that in ancient Sparta the most accomplished and highly honored youths were those who could steal without being caught. But we very much doubt if Sparta's lads in her palmiest days could have purloined 28,000 books in so short a time and escaped detection.

[Look at Ohio.] While she was increasing her expenditures upwards of sevenfold in order to check crime, her criminals increased upwards of tenfold.

In order to prevent crime and thus protect the property, the lives, the liberties, and the reputations of her citizens, Illinois, in the space of thirty years, more than quadrupled her annual expenditures per capita for the anti-parental education of her pupils, and the result was that she more than quadrupled the ratio of her native-born white criminals to prey upon her people.

Bird's Eye View

In conclusion let us take a bird's eye view of this question of anti-parental education and crime, as it affected the whole country at the two periods above-named, to wit, in 1850 and in 1880.

In 1850, our income in the whole United States for our public and private schools was \$16,162,000. The whole number of pupils in both classes of schools at that time was 3,642,694, consequently our expenditures for educational purposes were \$4.43 per pupil. At that time

our native white population numbered some 17,308,460, and our native white criminals 4,326, or one to every 4,001 of the native white population (omitting fractions) (0.025%).

But in 1880 our public school income alone reached the enormous sum of \$96,857,534¹ being \$9.74 per pupil for each of the 9,946,160 pupils who at any time during the year entered a public-school house (a 119.9% increase); or, counting only the 6,276,398 in average daily attendance, and we have \$15.43 per pupil (a 248.3% increase). And during that year (1880) out of a native white population of 36,843,291 we had 29,377² native white criminals, making one criminal for every 1,254 inhabitants (0.0797%), instead of one to every 4,001 as in 1850 (a 218.8% increase). If to the above number, 29,377 native white adult convicts, we add the 9,118 native white juvenile convicts in our seventy-one reformatory institutions, we shall have 38,495 (0.1045%), or one to every 957 native white people (a 318.0% increase).

Should any mistake in any of our figures be discovered, we shall be obliged to the person making such discovery to inform us of the fact, as we have no desire to perpetrate an injustice, even against as great an enemy of our race as we believe our anti-parental public-school system to be.

We here take occasion to caution the reader -- as we have done before -- against drawing from our figures or our arguments any inference that we look upon education as the cause of crime. On the contrary, we maintain that ignorance is the mother of vice. But it is against a false system of education that we are leveling our batteries -- a system that entrusts to politicians an authority over the child which can only be properly wielded by its own parents.

In the face of these startling statistics, is it not high time for those who claim that the present public-school system tends to diminish crime, to point out at least one State or one fraction of a State where the system has not produced exactly the opposite result?

Our figures are official, and if any friend of our present public-school system will take them, read them, study them, and from them or any other reliable authority prove that the present public-school system tends to prevent crime, he will perform a more stupendous miracle than if he should raise the dead to life.

A Dialogue with a Moral Understood

Madam Jonathan, whose son, young Jonathan, lies at death's door from a tumor, consults Dr. Plain Talk.

Madam Jonathan. "Oh, Dr., what shall I do?"

Dr. Plain Talk. "Well, madam, what's the matter now?"

Madam Jonathan. "Oh, Dr., my poor, poor boy Jonathan Junior had a mite of a tumor, the size of a pea, you know, and we called in Dr. Puffumbig, and Dr.

Puffumbig said: Give the boy, every day, an ounce of some sort of stuff he called 'common skules', just to purify the blood and dry up the tumor, you know. And I gave it to Jonathan Junior, and in a week's time the tumor was as big as a hen's egg. And Dr. Puffumbig said, 'Double the dose of common skules'. And I doubled it. And in another week the tumor was as big as your head, Dr. And Dr. Puffumbig said it was all because I was too pleggy stingy with the common skules. 'Give him at least a pound of common skules three times a day', said Dr. Puffumbig. And, fool like, I gave it, and now that ugly tumor is as big as a milk-pail. Oh, Dr., what shall I do?"

Dr. Plain Talk. "Well, madam, if it is your desire to turn your boy all into tumor I must say you have the right doctor, as he has prescribed the right treatment. In fact, I think you might ransack the apothecaries of the infernal regions without finding anything better suited to such a purpose. And pray, what is your own opinion, madam?"

Madam Jonathan (pensively). "I guess it's a mighty nice thing for Dr. Puffumbig, who sells his nasty stuff for \$96,000,000 at a dash, but a horrid thing for my poor Jonathan Senior and Jonathan Junior, too, since the one has to foot these monstrous bills, while the other is dying of the tumor made an awful sight worse by the dirty pizen³ of that unmitigated old quack."

Notes for 1850 Figures:

This article was written in 1884, in San Diego, California, and not having the United States Census Reports for 1850 before me, I took from *Lippincott's Gazetteer of the World*, (old edition,) both for Massachusetts and Louisiana, the amount expended on their public schools in 1850, and also the number of pupils then being educated in those schools.

The statistics (for 1850) of the other States are taken from the *Compendium of the United States Census of 1870*, pages 492 & 534 where they are reproduced from the census of 1850. The report before me for 1850 makes no separate classification of the whole number of native whites and native blacks in the free States.

In this compendium the pupils both of public and private schools are enumerated together, as are also the aggregate expenditures for educational purposes, so that the amounts given, small as they may seem, even exceed the then expenditures for public schools.

Also, at least a small portion of the children enumerated for 1850, even in the States of Connecticut, New Hampshire, Vermont, Massachusetts, Maine, and Rhode Island, were being educated in private schools.

Notes for 1880 Figures:

See *Compendium United States Census for 1880*, pages 332, 1638-39.

The figures in the table are for pupils who at any time during the year entered a public-school house, rather than the smaller figures counting only those in average daily attendance.

Notes for Criminal Figures:

The United States Commissioner of Education in his report for 1881, pages 686 to 691, enumerates 71 reformatory institutions in the United States. Only six reformatory institutions for children were in existence in 1850, to wit, two in Massachusetts, three in New York, and one in Philadelphia. Inmates of these institutions are not included in criminal figures in the table, although they are alluded to in the bird's eye view section of the article itself.

End Notes:

1. This is independent of expenses of State officers of public instruction, normal schools, colleges, and schools for Indian children.
2. The whole number of native convicts as given in the Census Reports for 1880 was 46,338; 16,961 of whom were colored. Deducting these leaves the number above given.
3. Poison

Tolerance: Vice or Virtue?

Perhaps the most offensive aspect of Christianity to the Greco-Roman world was its exclusiveness. The pagan plea was for toleration; the Christian insistence was on truth, Jesus Christ. If truth is absolute, then there can be no other way.

Error can at times be tolerated, but it cannot be accepted. So even though Christians were the most loyal and honest citizens, they could not, like the Romans, tolerate or compromise with other gods, religions, or moralities....or worship the emperor.

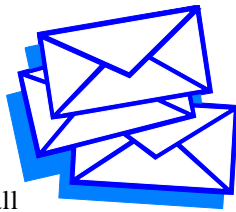
At this point the tolerance debate reversed itself. Suddenly the Roman intolerance for Christians insisting that Jesus Christ is King over imperial Rome and to Whom Ceasar must bow, this Roman intolerance became very severe....and Christians were tossed to the lions.

(Rousas John Rushdoony, "The Pagan Critiques of Christianity", *Chalcedon Report*, June 1994.)

Tolerance is the highest of virtues....to those who have no others.

— G.K. Chesterton

Letters



Appreciation

Enclosed is our very small contribution to a very large and important job you are doing on our behalf. We are so privileged in New Zealand for the freedoms we have to educate our own children and pray that it may continue. We trust in and appreciate the wonderful wisdom and energy you contribute to the Home Education scene in New Zealand.

Nick & Mary Anne Abplanalp
North Shore City

Busyness

I understand how very busy the two of you are now that I thankfully received the mail out you sent for which both John and I were grateful. Goodness, the two of you are non-stop and I would like to say thank you for the effort you expend on behalf of the homeschooling body. I trust that the Lord will richly bless you both with rich fruit and that your little and big ones will be peaceful in the midst of the busy-ness.

John & Jeanette Meditz
Austin, Texas
U.S.A.

What Variety

(A question went out on the email loop, answers came in, and the original questioner comments!)

Q: I have a nearly 13 year old son who really struggles with Maths.....

C: Many thanks for all the replies I got to my appeal for help with my son's Maths! It was great, and I've visited a few websites, and thought about a few things.

I just thought it was interesting, and thought others might too, that of the 9 people who recommended curriculum, they were using 9 different varieties! It just showed me how much there is out there, and how different things work for different people! I appreciated all the replies, and felt very encouraged that other people have had similar problems, and many have worked through it and out the other side.

Robyn Smith
Hamilton

Encouraging

Yes, we love *Keystone*. Our five-year-old daughter (being very people oriented) loves to know all about the feature families, and eagerly opens each issue. The articles are very encouraging.

Steve & Andrea Thierry
Ceres, Victoria
Australia

In Line With Scripture



“Because the sentence against an evil work is not executed speedily, therefore the heart of the sons of men is fully set in them to do evil.”

— Ecclesiastes 9:11

The Corporal Correction of Children, Part 3

by Craig S. Smith

Spank Instantly and Consistently

In situations of imminent danger and with very young children you might need to spank first and explain later. This is sensible even to those who oppose spanking! Barbara was manning a stall once with a woman who opposed spanking, who said it is never right to smack a child. When asked about the toddler reaching up to the hot element on the stove, this woman said she smacks the little one's hand. “So it's never right to smack a child, you say?” “Well, of course, in that situation, what else can you do?” she replied. I rest my case.

But when children challenge defiantly, you must win conclusively. And you need to win the challenge *now*, for a few hours later will be even less convenient, and by then, in the child's mind, the issue has already been settled...in their favour. Just excuse yourself to whoever you are with, saying you must deal with a very critical issue.

Each of my children has had a go at being disobedient in a way that challenged my authority, that somehow said, “Let's see who's really in charge here.” They were surprisingly young, picked the most inconvenient and embarrassing times and places and could do so with smiles as if playing a game. I could have laughed and shrugged it off. But when I insisted on obedience and they insisted on disobeying, I knew I had to drive that disobedient foolishness out with a spank. In fact in all cases it took more than one. The usual reaction to the spank is to cry, but in these situations I got silence and a cold stare and a set jaw. It is really a bit scary seeing that in an 18-month old. The worst confrontation took 45 minutes and had me crying before she did. But once it was demonstrated who carries the authority, none of the children has ever challenged me in the same way again.

There are some really good bits of practical advice to go with this one: don't make a rule or give a command you are not prepared to enforce. We have all seen it and we have all done it: “Johnny, if you do that again, you're gonna get it!” But Johnny does it again, and all he gets is another earfull. To be really harsh about it, this kind of activity is teaching your child that you are a liar. Well, certainly your word can be ignored some or

most or all of the time (circle the appropriate word for your level of consistency in following up a command). It communicates very clearly that you don't mean what you say. Don't use throw-away lines like "If you do that one more time...." Instead, think it through: is this a situation that requires intervention, or is it merely a situation that annoys you? Are the children really being disobedient and purposefully pushing the boundaries, or are they just full of beans because it's a sunny day? If you need to intervene, then do so decisively and clearly: get their complete attention and focus on the issue and make your expectations crystal clear. Shouting at them over a distance or over their own raised voices will not accomplish the task.

Another practical hint is to *inspect* what you *expect*. If you have assigned a job or given a command for a child to do something, go check it out after an appropriate interval. Don't allow your words to fall on deaf ears... they're only deaf because they've learned you forget what you say as soon as you say it. Open those ears up with swift and consistent application of the rod of correction when they have not done as directed.

This is the inverse of the shepherd who cried, "Wolf!" too often. After a while, no one listened to his constant false alarms, and when the real emergency arrived, people just continued to ignore him. They had learned what he was like. If we are constantly giving out orders yet never following them up or else forgetting what we said, our children will learn that we can be ignored. Then when we issue a really important order in a situation where we simply must rely on them doing what we say, they may well just ignore us once again, having learned through long experience what we are like.

The Scripture enjoins the following attitude toward those who are all blow and no show: "When a prophet speaks in the name of the Lord, if the thing does not happen or come to pass...you shall not be afraid of him." (Deuteronomy 18:22) We must be consistent about spanking whenever a spankable offense occurs. And by making only commands we intend to follow up on, we can cut down on the actual number of opportunities our children have to offend. Useless, unwise commands, words of authority idly flung from our lips because we were too occupied with something else (perhaps just our easy chair) to give our full attention to a situation; such words can become real stumbling blocks and unnecessary hurdles to our children. In addition, our children may learn that it is worth the gamble to sin and disobey, do their own thing, because the threat may or may not be carried out. This is probably the most difficult aspect of child discipline because it requires disciplined parents.

"Chasten your son while there is hope, and do not set your heart on his destruction." (Proverbs 19:18).

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Exploring God's Creation



Frozen Mammoths and the Flood, Part 2

by Walt Brown
Centre for Scientific Creation
Phoenix, Arizona

Former Environment of Frozen Mammoths

There is a common misconception that the mammoth lived in areas of extreme cold. This widespread belief comes primarily from popular drawings showing mammoths living comfortably in snowy, Arctic regions. The artists, in turn, were influenced by earlier opinions based on the mammoth's hairy coat, thick skin, and a 3.5 inch layer of fat under the skin. However, animals with these characteristics do not necessarily live in cold climates. Let's examine these characteristics more closely:

Hair

The mammoth's hairy coat no more implies an Arctic adaptation than a woolly coat does for a sheep. The mammoth lacked erector muscles that fluff-up an animal's fur and creates insulating air pockets. Neuville, who conducted the most detailed study of the skin and hair of the mammoth, wrote: "It appears to me impossible to find, in the anatomical examination of the skin and [hair], any argument in favor of adaptation to the cold."³⁰ The long hair on a mammoth's legs hung to its toes.³¹ Had it walked in snow, snow and ice would have caked on its hairy "ankles". Each step into and out of snow would have pulled or worn away the "ankle" hair. All hoofed animals living in the Arctic, including the musk ox, have fur, not hair, on their legs.³² Fur, especially oily fur, holds a thick layer of stagnant air (an excellent insulator) between the snow and skin. With the mammoth's greaseless hair, much more snow would touch the skin, melt, and increase the heat transfer 10 - 100 fold. Later refreezing would seriously harm the animal.

Skin

The skin of the mammoth and elephant are very similar in thickness and structure.³³ Both lack oil glands, making them vulnerable to cold, damp climates. Today it appears that all Arctic mammals have both oil glands and erector muscles — equipment absent in the mammoths.³⁴

Fat

The amount of fat under the skin says little about an animal's habitat. Some animals living in temperate zones, such as the rhinoceros, have thick layers of fat, while many Arctic animals, such as reindeer and caribou, have little fat. Thick layers of fat under the skin simply show that food was plentiful. Abundant

food also suggests a temperate climate.

Elephants

The elephant — a close approximation to the mammoth³⁵ — is a tropical, not an Arctic animal. It requires "a climate that ranges from warm to very hot", and "it gets a stomachache if the temperature drops close to freezing".³⁶ Newborn elephants are susceptible to pneumonia and must be kept warm and dry at all times.³⁷ Hannibal, who crossed the Alps with 37 elephants, lost all but one due to cold weather.³⁸

Temperature

The average January temperature in northeastern Siberia is about -28°F (60°F below the freezing point)! During the ice age, it was colder. The long, slender trunk of the mammoth was particularly vulnerable to cold weather. A six-foot-long nose could not survive even one cold night, let alone an eight-month-long Siberian winter. For the more slender trunk of a young mammoth, the heat loss would be even more harmful. Elephants usually die if their trunk is seriously injured.³⁹

Water

If the mammoth lived in an Arctic climate, its drinking water in the winter must have come from eating snow or ice. A wild elephant requires 30-60 gallons of water each day.⁴⁰ The heat needed to melt snow or ice and warm it to body temperature would consume about half a typical elephant's calories. Unlike other Arctic animals, the trunk would bear much of this thermal stress. Nursing elephants require about 25% more water.

Salt

How would a mammoth that lives in an Arctic climate satisfy its considerable salt appetite? Elephants dig for salt using their sharp tusks.⁴¹ In the rock-hard permafrost this would be almost impossible, summer or winter, especially with the curved tusks of the mammoth.

Nearby Plants and Animals

The easiest and most accurate way to determine an extinct animal or plant's environment is to identify familiar animals and plants buried nearby. For the mammoth this includes rhinoceroses, tigers, bison, horses, antelope, a 90-foot-tall fruit tree⁴², and temperate species of grasses. All live in warm climates. Some frozen remains are of burrowing animals, such as voles, who would not burrow in rock-hard permafrost. Even larvae of the warble fly have been found in a frozen mammoth's intestine — larvae identical to those in tropical elephants today.⁴³ No one argues that the animals and plants buried near the mammoths were adapted to the Arctic. Why then do so for the mammoths?

Sudden Freezing and Rapid Burial

Before examining other facts, we can see three curious problems. First, northern Siberia today is cold, dry, and desolate. How could thousands, if not millions, of mammoths and many other animals feed themselves? Apparently their surroundings were more temperate and

moist. If so, why did the climate change?

Second, the well-preserved mammoths and rhinoceroses must have been completely frozen soon after death or their soft, internal parts would have quickly decomposed. Guthrie has observed that “an unopened animal continues to decompose after a fresh kill, even at very cold temperatures, because the thermal inertia of its body is sufficient to sustain microbial and enzyme activity as long as the carcass is completely covered with an insulating pelt and the torso remains intact”.⁴⁴ Since mammoths had such large reservoirs of heat, the freezing temperatures must have been extremely low.

Finally, their bodies were buried and protected from predators, including birds and insects. But burial could not have occurred if the ground were frozen as it is today. Again, this implies a major climate change, but now we can see that it must have changed suddenly. How were these huge animals quickly frozen and buried — almost exclusively in muck, a dark soil containing decomposed animal and vegetable matter?

Muck

Muck is a major geological mystery. It covers one-seventh of the earth's land surface — all surrounding the Arctic Ocean. Muck occupies treeless, generally flat terrain, with no surrounding mountains from which the muck could have eroded. Russian geologists have in some places drilled through 4,000 feet of muck without hitting solid rock. Where did so much eroded material come from?

Oil prospectors, drilling through Alaskan muck, have “brought up an 18-inch long chunk of tree trunk from almost 1,000 feet below the surface. It wasn't petrified — just frozen.”⁴⁵ The nearest forests are hundreds of miles away. Elsewhere, Williams describes similar discoveries in Alaska:

Though the ground is frozen for 1,900 feet down from the surface at Prudhoe Bay, everywhere the oil companies drilled around this area they discovered an ancient tropical forest. It was in frozen state, not in petrified state. It is between 1,100 and 1,700 feet down. There are palm trees, pine trees, and tropical foliage in great profusion. In fact, they found them lapped all over each other, just as though they had fallen in that position.⁴⁶

How were trees buried under a thousand feet of hard, frozen ground? We are faced with the same series of questions that we first saw with the frozen mammoths. Again, we are driven to the conclusion that there was a sudden and dramatic change in climate accompanied by rapid burial in muck, now frozen solid.

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Tough Questions People Throw Your Way



How Can You Get Dad Involved When He's Hardly Around Much?

The Ten-Fives Idea
by Jenny Jenkins
of Tauranga

About a year ago, we introduced weekly task sheets to help Colin monitor the children's daily progress, and these have worked brilliantly. What the sheets do is to make the children accountable to Dad (hooray!) for their weekday tasks and behaviour, and Dad gains a better understanding of family life. Dad becomes the ultimate authority in the children's day, checking what they have achieved and encouraging them for their progress and successes.

Colin drew up our Ten-fives Sheets on a computer spreadsheet, but you could rule them up easily by hand and photocopy them or write them out each week. It is important that Dad is the one to set up this system and explain it to the children. The children must feel directly accountable to him for their day's work. This takes a lot of pressure off Mum's shoulders.

The child's name and the date are at the very top. The tasks for the day are down the left-hand side and the

days of the week across the top. Rule it up to make a chart.

The left-hand column starts with the list of jobs the child must complete before lessons. These may include room/teeth/hair, breakfast dishes, feed pet, music practice, etc. Then miss a line to separate these from their academic subjects like maths, language and reading. List them in the order you want them to be done or let the child do them when they wish. If your children do some subjects in the afternoon, miss a line to separate these from the morning subjects. Do the same for afternoon jobs.

Miss a line and write underneath the left-hand list: "Attitude to Work", "Respect Mum", then "Score". The vertical columns stop there.


It is a good idea to write another Monday to Friday under this chart, still down the left margin, with a gap for Dad to write a positive comment about their day or their studies. Perhaps he may want to ask the children to show him something that they've done that day. The children will come up with ideas for comments if he can't think of anything. "A great story", "Tidied up without being asked", or "Made pudding. Yum, yum, yum!" encourages them in desirable behaviour.

The children may want to personalise their ten-fives sheet with a coloured frame or a little decoration. Each morning after breakfast I lay them out on the kitchen bench with a pen, and they remain there until completed.

As they complete each task, the children tick it off in the day's column, except for the last three. These three are all marked out of five. Mum fills in "Respect Mum" and "Attitude to Work" when their sheets are completed, and at dinner Dad writes in the Score and a

comment at the bottom of the sheet next to the name of that day. He gives the child a five if all jobs and subjects are ticked off and they have scored a five each for "Attitude to Work" and "Respect Mum".

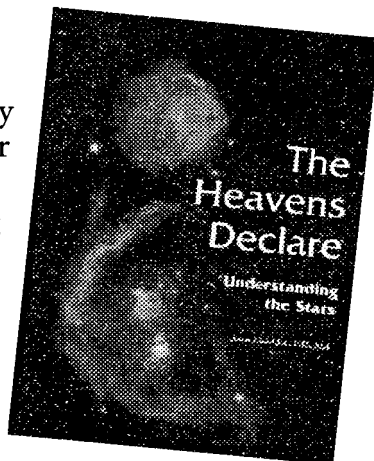
Next to the day's score Dad writes a smaller number in a circle showing the number of fives the child has accumulated. When they have scored **ten-fives**, Dad takes them out for tea or another kind of treat. They usually have takeaways in a park or at the beach, or I'll heat up a pizza for them to share,



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followed by a pot of yoghurt. This gives the child a special meal or treat away with Dad as often as once a fortnight if they score perfectly. It's a real motivator! But hey Dad, don't make this a substitute for your usual outings with the kids.

It's okay for Dad to use the ten-fives outing to include a little shopping, but don't take two children out together, even if they finish on the same day, unless it's to a treat that they'd enjoy more with another child's company, e. g. an indoor playground.

With younger children you may choose to have a prize at the end of five fives as well, perhaps a small muesli bar.

I do not allow my children to play or to read until all of their early morning jobs are checked off. I usually just ask, "Are you all ticked off?" A repeat offense would mean the child being marked as a four in "Attitude to Work". All bedrooms get inspected for tidiness at 9.00 a.m. Any unfinished early morning jobs must get completed during morning break before the child gets any morning tea. This saves nagging them at the time. No extra break time is given for playing if they had to use it all finishing their before-school tasks.

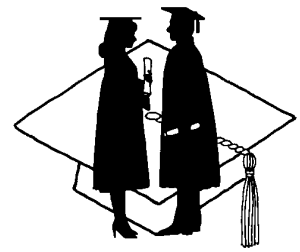
All morning subjects must be checked off before the child gets lunch. Hunger is a great motivator! I do make exceptions to this rule if it is not the child's fault that they didn't get finished. (Then they complete the sheet straight after lunch.) If the child finishes early, they get free time until lunch -- another great motivator!

If a child is wasting time during a subject, or argues about having to do it, then I calmly say, "Bring me your ten-fives sheet". I mark them down as a four in "Attitude to Work" and/or "Respect Mum". Make it clear that these can be redeemed by an instant and lasting improvement or further reduced by more arguing or fooling around. Scores lower than three are dealt with by Dad.

This is a self-motivating, self-pacing, self-monitoring system for the child. It keeps Dad up to date with what's happening, and ensures that the buck stops with him! It should not become another job for Mum to chase them up on. If their sheets are not completed, they do not get lunch or dinner until they are. If Dad finds their sheet is not filled in at the end of the day, they do not get a five, even if their work was all completed. Keep all your old ten-fives sheets. They should impress the E.R.O.

And a very happy homeschool to you!

Home Educators Did It



Home Education Is Ideal for Those on the Move

by Luke Tysoe (16)
of Hawera

I wish to explain how home schooling has aided our education while travelling overseas. First let me make one thing perfectly clear: If this family sent its children to school, I would have gone crazy several years ago.

What I mean is, we all would be equally crazy. In "we" I mean my sister Rebekah (14), my two brothers, Joseph (9), Michael (8) and myself. All families who travel a lot should employ home schooling. In this category we are prime candidates, for the longest time we ever spent in a house was four years. The average period is only one year or less. Therefore, if we had had to start at a new school every time we moved, we should now be crazy.

In July 1998 occupations in the Hawkes Bay where we lived were in short supply, so we decided to take a working holiday in Britain. Arriving on 26 August, the first advantage of home schooling became quickly apparent. We settled in no less a place than the university city of Cambridge. To have to spend five days a week in an unfamiliar classroom when the town had parks, ancient buildings and the River Cam to offer as destinations, would have been almost a waste of time. Just think, being able to return to New Zealand and tell everyone all about English classrooms! I am sure you would have been most interested.

Quite apart from all this, school would have made our fortnightly trips to such places as York, RAF airbases, Edinburgh, Leeds, Portsmouth, Wales, London, Paris and Tuscany in Italy impossible except within the unobliging timetable of school holidays.

The flexibility of the home schooling system is its greatest asset, as I have tried to point out. The worth of normal schooling is debatable when someone cannot tour the medieval city of Cambridge, except on weekends (when the weather may or may not be co-operative), or take stays in the historical places of England rather longer than a weekend, but simply at holiday times.

If I went to school, I would not have seen half of the things I did and only learned a quarter as much.

The key points are therefore:

- **Travel:**
As stated above, this is home schooling's greatest

attraction. Going to a new school with new people and new customs is probably one of the greatest concerns for a schoolkid moving to a new location. If you are a home schooler, your family is essentially the class, and you do not have to re-adjust.

- **Flexibility:**

An ordinary school child on a working holiday in Britain for ten months probably would not learn as much as we did during the same period. The reason is obvious: schoolkids only have holidays and weekends off for exploring the country, which can be more educational than an equal time's worth of a normal curriculum. If there were, say, a medieval-style tournament staged at the Tower of London on a Wednesday, hardly any kids would be seen there. Sorry, but school comes first. On the other hand, home schoolers are able to discard bookwork for a single day in favour of an educational experience.

- **Curriculum:**

School children moving from spot to spot may encounter a sudden change in education if they begin attending a school that is going over an entirely different subject than what they had been studying previously. The odds of someone arriving in a certain room in a fairly large school where the field of study is similar are, bluntly put, not at all favourable. Again, re-adjustment is required, whereas not so with home schooling. No wonder schoolkids need so many books!

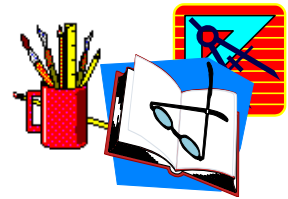
- **Work Experience:**

Because of home schooling's shorter hours (and consequent popularity) we were fortunate enough to have work at a Christian bookstore called Amana, in Cambridge, on Thursdays and Fridays. Our hours were one o'clock to two or sometimes three. This may be another reason why home schooling is a better educational option.

Education at Home Contagious

With all that study going on at home, four Palmerston North home schooling Dads have decided to hit the books themselves. Robert van Wichen, Martin Minnée, John Koolaard and David Waldron got together to study New Testament Greek with tutorial assistance from their minister at church, Rev Chris Kavanagh. Bruce Peterson, The Bible Society's Central North Island Regional Representative, presented the four with Greek language New Testaments to encourage them in their studies. "Encouraging people to use, value and share the Bible has been the aim of The Bible Society in New Zealand ever since it started here in 1846," said Mr Peterson. The Bible Society's generosity is greatly appreciated!

Home Education Research



Children Educated at Home Don't Learn Like They Do in School

by Alan Thomas
Senior Lecturer in Psychology
University of Northern Territory, Darwin

Bertrand Russell never went to school; it didn't appear to do him much harm, as he still got to Trinity College Cambridge, revolutionised 20th century mathematics, won the Nobel Prize for Literature and did quite a bit for philosophy and politics as well.

Avoiding school was commonplace for the British aristocracy. But does it have a place in today's education?

Education means schools and classrooms, and always has. Not any more. A growing number of parents now take their children's education into their own hands and teach them at home. Why do parents turn away from a freely available system of schooling and assume the huge responsibility of doing it themselves, usually without any training? For a variety of reasons: some have different educational philosophies, others because their children experience problems in school. Are they successful? By and large, yes. Sometimes, startlingly so. What about social development? Most parents go to great lengths to ensure their children don't miss out on having friends.

But I wanted to study children educated at home because of the unique opportunity it gave me of looking into what for centuries has been assumed to be the very essence of good teaching: one-to-one dialogue between teacher and learner.

To get me started, I took up an invitation to spend a week "living in" with a home educating family. The experience was a complete eye opener for me, and started me off thinking about what I've come to call "The Child's Theory of Learning" which contrasts sharply with the way children are expected to learn in school.

What struck me most of all during that week was that nothing much seemed to happen, at least on the surface, especially when compared with the sense of purposeful industry you get when you look into a typical classroom. We went for walks; the two children, aged 11 and 13 certainly read a lot; they worked on their own projects; there were various outside activities -- there was band practice; one of

CHomes Round Up



Older Women Training Younger Women — Titus 2:3-5 Part

I

by Barbara Smith

[I travelled with the Above Rubies team from Gore to Kaitaia, speaking at five camps and 11 meetings during August and the first part of September.

The five camps were at Christchurch, Gore, Hastings, Ngaruawahia and Coopers Beach (Kaitaia) while the eleven meetings were held at Oamaru, Dunedin, Te Anau, Wanaka, Hokitika, Nelson, Blenheim, Wellington, Mt Maunganui, Dargaville and Moerewa.

Val Stares, the Australian Director of Above Rubies (whose messages inspired the following article), and Heather Jones, the New Zealand Director of Above Rubies, said to me that the people most ready to listen to their message were Home Educators. It seems they *already* think outside the box.

The interesting thing for me travelling with the Above Rubies team was the opportunity to speak to a whole new group of people about Home Education. A lot of Home Educating mothers came to the camps, and it was great to catch up with them and to be mutually encouraging to each other. Then there were those who came to the camp who had never thought about the Home Education option. They wouldn't be at my "Getting Started" workshop, but as the camp progressed, they would be challenged by the speakers' messages and by discussion with others during break times and often seek me out for as much information on Home Education as possible in the short time left, even necessitating an extra impromptu workshop!]

Willing Hands

Proverbs 14:1: *Wisdom builds her house, but folly with her own hands tears it down.*

Every wise woman builds her home. The foolish woman pulls it down again. What does it take to build a house? Plans? Foundations? Materials? Yes, and Motivated, Willing hands!

Genesis 2:8: *And the Lord God planted a garden in Eden, in the east; and there he put the man whom he had formed.*

Man was made outside the Garden, woman was made inside the Garden. So the man goes out to work to provide for his family while the woman stays at home to build her home with willing hands. We think of ourselves as mothers, teachers, nurses and so on, but God says that we are also builders. We usually relegate this role to the men, but we are building with something

far greater than brick and timber.

The word "build" is the Hebrew word BANAH, which means:

1. To make, to set up surely, to build.
2. To repair. It is not enough to build. We must constantly keep our lives, our marriages and our homes and families in repair.
3. To obtain children or bring about an increase in offspring.

This is how the Titus 2 woman builds her home. We too are to build God's way: build to last. New Zealand is a heathen country -- Christians are not a silent majority anymore. We need to build so much back again into this nation. Let us pray that the hearts of all women in New Zealand will turn back to their homes. It will take work. We have to change our attitudes.

Jeremiah 6:16: *Thus says the Lord: "Stand by the roads, and look, and ask for the ancient paths, where the good way is; and walk in it, and find rest for your souls. But they said, 'We will not walk in it'."*

God told them the way to go, but they said that they would not listen. Let us not be like that!

We all Mother

Even those without children will mother a cat or dog or become foster parents. Let us be like the mother bird mentioned in a *National Geographic* magazine. After a forest fire the ranger was assessing the damage. As he walked around the park, he found a charred bird sitting upright under a tree. As he passed it he kicked it and it fell over and three little birds ran out. This mother bird could have saved herself and flown away, but she chose to stay and protect her babies. She took them from their nest to the floor of the forest where they would not be smothered by the smoke. Then she stood fast, totally committed to her calling to protect them from the pain of the fire and death.

Are we willing to mother as this bird mothered? Are we willing to build as this mother built?

Paul introduces Titus Chapter 2 by telling Timothy to "teach what befits sound doctrine". And part of that is Titus 2:3-5: *Bid the older women likewise, to be reverent in behavior, not to be slanderers or slaves to drink; they are to teach what is good, and so train the young women to love their husbands and children, to be sensible, chaste, domestic, kind, submissive to their husbands, that the word of God may not be discredited.* (RSV)

Note: the main reason we need to be Titus 2 women is so that the Word of God may not be discredited (RSV) or blasphemed (NKJV). It is sound doctrine for older women to teach these things....it tends to blasphemy *not to do so.*

Further, Psalm 138:2b says, "for thou hast exalted above everything thy name and thy word". The RSV says in its footnotes, "Thou hast exalted thy word above all thy name." The King James and New King

James say, "Thou has exalted thy word above all thy name." God's Word is higher than His Name.

Therefore, we as older women are blaspheming God and are teaching younger women to blaspheme God by our *inaction*: by not doing what His Word says.

Why are the older women not where they should be?

1 Tim 2:14-15 says, *and Adam was not deceived, but the woman was deceived and became a transgressor. Yet woman will be saved through bearing children, if she continues in faith and love and holiness, with modesty.*

Women are more easily deceived than men (see Genesis 3 with Eve in the garden). However, John 8:32 promises, "and you will know the truth, and the truth will make you free." The truth will set us free from this tendency to deception.

The mother is the binder of the home, the binder of the relationships in the home. We bind each relationship to each other and to ourselves and God. Grandmothers have an even greater number of relationships to bind together. I have 72 relationships to bind together in my home with six children. Val has 272 relationships with three children, two son-in-laws and ten grandchildren when they are all gathered around the table in her home.

Employers entice mothers out of the home because they know that women are good with relationships and often put women in positions to keep the relationships working well in large firms. Yet these mothers should be using these skills for the younger women about them: in their own families, in the church, in the community.....all within the "Garden" setting.

The older women need to teach the younger women to love and love being with their husbands and their children. However, they must be careful to love the mothers and not the babies, which are usually easier to love. No, give the babies back to the mothers, and older women, teach by example and Biblical instruction.

Teach by example

Some of us older women have messed up badly because we did not have older Godly women to train us as in Titus 2. We need to learn the lessons then teach them. That's me. I need to learn to be reverent in behaviour, not a slanderer, not given to much wine, and to be a teacher of good things. Not only that, I need to really love my husband, and children. I need to be above reproach in being discreet, chaste, a homemaker, good and obedient to my own husband. I am needing to be learning these things as I teach younger women, especially my daughters and their friends.

Biblical instruction

I need to be training (RSV) or admonishing (NKJV) younger women to love their husbands, to love their

children, to be discreet, chaste (i.e., not chased) homemakers, good to and obedient to their "own" (NKJV) husbands and nobody else's husband. We need to train the younger women in the truths of the Bible.

Let's look at Proverbs 31:10-31.

Verses 11-12 say, *The heart of her husband trusts in her, and he will have no lack of gain. She does him good, and not harm, all the days of her life.*

How are we doing on this? Again, how I long to have had a Godly older woman to have trained me here. Last year Craig and I read two books on marriage that are really helping us. In *Reforming Marriage* Douglas Wilson says that all the problems in the marriage, anything that is going wrong in the marriage, is the husband's fault. That sounds good to us women, doesn't it? The reason he says this is that the husband should be nurturing his wife all the time. If he is doing this, he would know the problem areas in the marriage and be able to deal with them. On the other hand Nancy Wilson says in *Fruit of Her Hands* that wives should be doing everything they do for the Glory of God. We all get into hard places in our marriages at times and find it hard to do what we know we should be doing. Then that is the time that we wives should respond to do it for the glory of God, and in doing it for God we please our husbands.

What a hard lesson this has been for me to learn! So often we find we are reacting against each other. Something happens, the husband acts or reacts, then the wife will react which in turn continues the spiraling outwards of the marriage relationship as the husband reacts to the wife, and wife reacts to husband. This has a negative effect on the children and on our home education. But when the wife gets into a hard place and she doesn't react but looks to God to Glorify Him, this in turn pleases the husband who will begin nurturing his wife. This causes the spiraling inwards to bring the husband and wife closer together. This also has a positive effect on the children and our disciplining, and home educating becomes a much easier job.

The husband is the head of the home, but I am learning at the moment that the wife is the binder of the relationships, and this creates the atmosphere of the home. When the wife is not walking in her role, the family can fall apart. When the wife is walking as God intended her to, then it is easier for the husband to be the head of the home and the nurturer of the home. So wives, when you are in a hard place in your marriage, look to God to help you out and carry you through.

(To be continued.)

Whangarei Conference

Wednesday 6 September

by Margy Jellick

“Their Future Our Passion” was the title to our conference, and that is what came across loud and clear. It was re-affirmed, confirmed and encouraged that what we are doing is so important to our children’s futures as well as our own. Home Educating does a great work on us as parents as well as our children.

We had 65 Mums and Dads attend the conference. There were a lot of new faces which was great to see. Everywhere people were saying how pleased they were they had come. Us veteran Home Educators were inspired to refocus on character qualities in our children and get back into the Bible studies. We can so easily lose focus and think only of qualifications as the end goal.

There was plenty of variety at the conference with workshops, motivational talks and good old down-to-earth practical tips from Home Educating parents. We held a workshop for parents with special needs children as more and more are being home educated. The panel of Home Educated children which ranged from age 15 to 21 with four of the six having finished schooling, drew a lot of questions from Dads and encouraged them that they don’t turn out to be drop outs. I think Dads can be the most sceptical. There was plenty of interest in the Ministerial Working Party discussion.

I would encourage anyone considering holding conferences in their area to *do it*. It is refreshing and encouraging to get together with others who share the same vision, because we still are a minority, and we are generally rubbing shoulders with those who don’t share our visions.

A characteristic of this all-day conference is reflected all over New Zealand: the normally harmonious mixture of home educators from every part of the philosophical spectrum and every point on the curriculum continuum. This is precious, for in the USA the fault lines are not just between Christian and non-Christian, but down to curriculum types within a single church denomination, or down to atheists here and New Agers there.

We also saw that the Word of God is powerful. A simple recitation of the Fruit of the Spirit in Galatians chapter five struck a chord in a listening New Age attendee, who rang her Christian friends next day asking where she could purchase a Bible!

Home Education Workshop at Papakura

Saturday 9 September

by Christine Whetton

It’s great to hear of home education workshops happening throughout the country. From my point of view we don’t have nearly enough of them. (The taste

of the Papakura Workshop is fresh in my memory and, in the immortal words of Dr Seuss, “That’s why I’m bothering telling you so”!)

Perhaps my favourite reason for my enthusiasm for workshops is: *You Never Know Who You Might Meet*.

Yes, I do belong to a support group of some very lovely people, but that has only sharpened my appetite for meeting more and more of those inspiring individuals, each with her own unique approach to something close to my heart. I always come away with revived enthusiasm, a fresh approach to tackling problems and a store of new contacts for future reference.

There’s nothing like being at the right place at the right time. Having a 15-year-old son whose great love is History, my husband and I have often wondered, “What future is there in having your nose in history books for untold hours every day?” Well, who should we meet at the workshop but a homeschooler whose husband is a History lecturer at University! When I shared our vexed question with her, her face lit up with enthusiasm as she enumerated some of the many avenues open to history lovers. Having your question changed from “What?” to “How?” may seem a little thing if you can’t hear the intonation! To us it’s an opened door.

It’s also confirmation of how we need to be there for one another. God has made each with differing gifts and differing experiences to draw on. We all have our own peculiar hurdles to vault, but availing ourselves of the opportunity to talk with others so often lends springs to our feet. Workshops are oases of encouragement. And which of us has neither needs nor anything to offer?

My next incentive for attending workshops is: *You Never Know What You Might Learn*. I shudder when I recall my attitude as a new graduate from Training College. I thought I knew it all! But once I learned that I knew nothing, I had at least learned something, and was ready to learn a lot more! Launching into homeschooling is a similar experience for many of us and tends to be a repetitive process too, no matter how long we have been going. The more you know, the more there is to learn. At workshops the sharing of experiences, wisdom and passion for various areas of learning cannot but fire our enthusiasm, injecting fresh life into our learning environments.

The Papakura Workshop, though a comparatively small one, catered for a wide range of homeschooling needs. There were sessions for those starting out and for those with much older children. There were sessions on specific subject areas taken by homeschool Mums with a real passion for their subjects and lots of creative ideas, and there was one where the Dads could get together and compare notes. Then there was the tantalizing title, “Triggers for the Brain”. (I just had to go and listen to that. I hope I can hear it again sometime because my brain lacked sufficient triggers to absorb so much valuable information in the first sitting!)

The Teenage panel on Self-Motivation was an

inspiration. Here were four self-effacing young people, modestly and with good humour, owning up to their achievements, their struggles and how they pursued their dreams. It was encouraging for the teenagers who attended to be able to identify with others who had similar traits and struggles but had “made it”, while mothers thought, “If this is how home educated children turn out, I’ll carry on.”

Not that I attended the Dads’ session, but a lady who was curious enough to listen in was impressed by the very evident commitment to their children’s education, even although some admitted to having had real reservations initially. One man’s big worry had been that he didn’t want to look like a homeschooler, driving around in an eight-seater van, etc.! (Has anyone ever done a study on what we look like to others?!!)

It was great to find prospective home educators confirmed in their decision and becoming excited about the path ahead, while older children were challenged and encouraged to look ahead to employment or tertiary education. The message “Develop your gifts” came across loud and clear, second only to the importance of good character.

We weren’t disappointed. We learned lots.

One more advantage of workshops: ***You Never Know What You Might Find***. We home educators typically are for ever on the look out for resources which will help our children develop various skills and interests. Where other than at workshops do we have the opportunity to peruse such a variety of educational resources, especially with other home educators at our elbows ready to give us the benefit of their experience?!

My youngest daughter insisted on popping in first thing in the morning to have a look at the *Trailblazers* because “they’re very interesting for me, aren’t they Mum?” (I notice she doesn’t try that one on Dad!) But of course the fact is that my other alternatives are either to select, sight unseen, from a catalogue or else “trail” into Auckland to try to find what will suit. So I really am grateful for this opportunity.

A heartfelt thank you to Sharon Drinnan for making this workshop happen, and to all who led the sessions. Thank you, Craig, for sharing with us the information about the Working Party on Homeschooling and to Papakura Baptist Church for the venue. And a special thank you to everyone who made the effort to come and join us. Home education is about giving, about sharing, about serving. May God bless you all richly in His service.

Hamilton Home Education Evening

by Lyn Voschezang

On Monday 11th September I had the privilege of attending an evening organised by T.H.E.N. (The Home Educators Network) of Hamilton to hear Craig and

Barbara Smith speak on Home Education. This was the first time I had met these two in my eight years or so of home education, although I had spoken to Craig a couple of times over the years on the phone. It is always good to put faces to names.

One of the most important things I learned that night was “Not to leave the back door open”, lest we invite in the enemy who will erode away our efforts at home educating, thus increasing the temptation to place our children back into the public system that we had taken them away from. I don’t know about you, but my back door is often carelessly left ajar, and upon hearing Craig speak on this issue, I realised the need to firmly ***slam*** it shut and keep it in check.

I also valued Craig and Barbara’s insight and experience as they spoke of home education and marriage.

As much as home education can be an enjoyable experience, it can also place added stress and pressure on a marriage. As Barbara explained, this can have a spiralling outward effect and will flow on down to the children. I feel this is one of the areas of home education we don’t hear much about, yet it is probably one of the most important areas.

It was interesting to hear of current home education news and events throughout New Zealand; to listen to updates on political issues such as the Working Party; and to learn about home educating our children through highschool and into the work place. The Smiths shared experiences from their own family, thus allowing us a glimpse into their home education journey and encouraging us to be confident in our own.

Craig and Barbara’s wisdom and insight into home educating doesn’t just stop at academics but is essentially woven through their lives as they spoke of having a vision, eternal values, training our children for the Lord and the awesome task of doing so.

I estimated the audience to be 40 – 50 people, many having travelled from the outside of Hamilton. It was lovely to catch up again with other home educators whom I hadn’t seen in awhile and to take time to have a chat over a cuppa while viewing the various resources spread out for us to see. It is a pleasure to hear people such as Craig and Barbara speak, people who have such a passion for home education in New Zealand. May the Lord continue to bless them and their ministry, as they in turn have been a blessing to many.

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