

4004 A.M. CHRISTIAN ERA BEGINS

ANNO DOMINI.
JESUS OF NAZARETH, KING OF THE JEWS.
(JESUS NAZARENUS, REX JUDAEORUM.)

THE CHRISTIAN ERA
 Commenced Jan. 1st, in the middle of the 4th year of the 53rd Olympiad, and the 753rd year of the building of Rome, in 474 of the Julian period. It is now held that Christ was born from 4 to 6 B.C.

THE PTOLEMY SYSTEM.—That the Earth was the common centre, and the Sun, Moon and Stars, revolved around it.

MAP OF THE WORLD, BY PTOLEMY.
 He was the most celebrated writer on Astronomy, Geography, and Chronology of Antiquity. His Works were authorities and text books for 1400 years. Lived during the Antonines.

ST. GEORGE.
 The Patron St. of England. A supposed Prince of Cappadocia, and beheaded by Diocletian, 290.

HIERONYMUS or JEROME, 90.
 Priest of Antioch. Wrote on almost every subject with a heavy pen.

EUSEBIUS, 70.
 Author of over 45 Books.

APOLGISTS.
 QUADRATUS, APOSTLES, JUSTIN MARTYR, MELITO (OF SARDEIS), CLAUDIUS APOLLINARIUS, HERMIAS.

ORIGEN 67. Born at Alexandria, lived 253 and preached at Caesarea, died at Tyre. — Some say he wrote 6000 volumes, his works were so numerous.

CYPRIAN, Born at Carthage, 254 (LATIN)
 And elected Bishop of 248. Martyred Sep. 14.

PORPHYRY, Pupil of Origen & Plotinus.
 Born at Tyre, Bithynia, called Constantine, Emperor of Rome. He was a Christian, destroyed by Theodosius.

ARNOBIUS, FLD. ABOUT 280.
 Bishop of Hippo-Alexia.

AUGUSTINE, 76.
 Bishop of Hippo-Alexia.

CHRYSOSTOM.
 Held the Primacy 46 years. (GREEK) BORN AT ANTIOCH, PAT. OF CON.

ATHANASIUS, 77. Pat. of Alexandria, 372 (LATIN)
 An Orator of command.

ST AMBROSE, 57. 380
 Bishop of Milan.

LACTANTIUS, LAT. FATHER
 Bishop of Nicomedia.

ST. BASIL THE GREAT
 Bishop of Caesarea.

THE FIRST COUNCIL OF NICENEA, 325.
 At Nice, Bithynia, called Constantine, Emperor of Rome. Present, 278 Bishops, 328 Ecclesiastics. "NICENE CREED" FORMED, A.D. 325. Most of the Latin Fathers.

ADRIAN'S WALL BUILT OF TURF IN BRITAIN. 143. THE WALL RENEWED BY SEVERUS. 198. THE WALL RENEWED BY CONSTANTINE. 312. BUT THE RECEIVED HISTORIES OF SCOTLAND ARE FOLLOWED.

ROMAN EMPIRE.
 From ROMULUS . . . 753 B.C. 1229
 To AUGUSTUS ROMULUS, 476 A.D. yrs.

ROMAN PLOUGH.—DESCRIBED BY PLINY.
 Put to death by Caligula, with 20,000 others. The Roman Senate and People executed him.

ARCH OF TITUS.
 The received Works of Galen exist for 12 500 volumes.

ROMAN BELLE.—NO. JURIST & AUTHOR

VALERIAN.
 FLAYED ALIVE BY SARDIS 260
 258. Gothic Invasion, in reign of Diocletian.
 260. Seventh Persecution. Decian proposes to extirpate Christianity from the earth by sword & fire, wild beasts, the wheel, red-hot iron shafts, & every variety of torture which the most exquisite cruelty could invent.

ROMAN GALLEY.
 311. Heathen Temples in Rome destroyed.
 361. Julian publicly abandons Christianity and adopt Paganism. 351-359. Makes campaigns into Germany. 362-3. War with Persia. Persians routed. Julian killed while in pursuit. Jun 26, 363.
 379. Theodosius begins a 4 years' campaign against the Goths. The statues of the "headless gods" pulled down by Theodosius, 379.

THEODOSIUS.
 391. Theodosius begins a 4 years' campaign against the Goths. The statues of the "headless gods" pulled down by Theodosius, 379.

THE CHRISTIAN ERA
 Begins in the 30th year of the reign of Augustus Caesar.

THE ROMAN EMPIRE
 From ROMULUS . . . 753 B.C. 1229
 To AUGUSTUS ROMULUS, 476 A.D. yrs.

THE PARTHIAN EMPIRE (SIXTH ORIENTAL MONARCHY).
 From 127 B.C. to 224 A.D.

THE SASSANIDE.
 From 224 A.D. to 651 A.D.

CHINA.
 From 221 B.C. to 1911 A.D.

AD 0 100 AD 200 AD 300 AD 400

Kate Stone

The Journal of Christian Home Schoolers of New Zealand

Vol. VIII No. 5

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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
 George & Linda Procter
 Teresa (19), Leigh (14), Wayne (12),
 Sylvia (18), Shane (16), Steve (7),
 Amanda (3) Melissa (9), Geoff (5),
 plus...

KEYSTONE
is the Journal of
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KEYSTONE is the journal of Christian Home Schoolers of New Zealand, a part of the Home Education Foundation, a Charitable Trust established to promote the concept of home education to the Christian community and beyond.

KEYSTONE is intended to inform, challenge, encourage and inspire. The Christian faith is being undervalued. Christianity alone is fully able to present a world view that is comprehensive, coherent, consistent and complete.

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*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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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. Amen!

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know the ways of our enemies, that we can more effectively counter them, attack them, overthrow them and eventually supplant them. "For though we live in the world we are not carrying on a worldly war, for the weapons of our warfare are not worldly but have divine power to destroy strongholds. We destroy arguments and every proud obstacle to the knowledge of God, and take every thought captive to obey Christ." – II Corinthians 10:3-5 (RSV).

A world view impacts the whole of life, impacts the whole of society and determines its history and development. For example, Hinduism's fundamental teaching is that the objective world is an illusion and that the social order is determined by one's spiritual karma earned in previous lives. This has had far-reaching repercussions for India's culture and politics. Western science, which assumes that the objective universe is both real and orderly, could not have arisen in India, nor could Western principles of democratic liberties or social reform. India did not lack the intelligence or the ability to carry out such changes, but its view of the world had no place for such concepts.¹

What then constitutes a world view? How can one be identified and defined? Some Christian authors divide a world view into three parts, i.e., creation, fall, redemption. Humanist world views are then seen thusly: 1) creation by supernatural means is denied in favour of a naturally occurring process of evolution. 2) The fall of human nature is denied. Instead humanity is viewed as living in a state of normalcy, being born either naturally good or naturally neutral. Evil in the world is explained by scapegoats such as poverty, lack of education or the re-inforcement of negative ideas such as "sin" by unenlightened religious groups (i.e., Christians). 3) Redemption will be accomplished by collective humanity as we progressively eliminate poverty, disease, ignorance and religious superstition (i.e., Christianity). This is a useful way to define non-Christian world views as it highlights their opposition to Christianity and the truth of the Bible.

Others prefer to classify world views by using various theological terms such as theism, pantheism, polytheism, atheism, panentheism, etc., the emphasis being on the fact that every world view is inherently and inescapably religious. That is, even the atheist defines himself in terms of God: that he does not believe in Him. The pantheist believes god is in every bird, rock, tree and blade of grass. The polytheist believes in the existence of many gods; and so forth.

Dr Noebel builds a case for understanding world views as "any ideology, philosophy, theology, movement or religion that provides an overarching approach to understanding God, the world, and man's relations to God and the world. Specifically, a world view should contain a particular perspective regarding each of the following ten disciplines: Theology, Philosophy, Ethics, Biology, Psychology, Sociology, Law, Politics, Economics and History."²

How about this for a home educator's curriculum? I would suggest that each of us deals with each of these ten areas in a fairly vital way virtually every day of our

lives. Yet how many of us are consciously aware of what we believe in any one of these areas? Could we explain what the Bible teaches in any of these areas? Did you know that the Bible not only speaks to these areas but is in fact the defining document for what the Western world has historically believed to be true in each of these areas? (To be continued in Part 2.)

Here is a sampling of some excellent websites dedicated to imparting a Biblical world view. Many have both printed and / or electronic newsletters which make excellent curriculum resources and study materials.

- www.summit.org—Summit Ministries, David Noebel
- www.chalcedon.edu—Excellent (my favourite — Ed.)
- www.answersingenesis.org—Creation Science
- www.icr.org—Institute for Creation Research
- www.intelligentdesignnetwork.org—Intelligent Design Network
- www.origins.org—Intelligent Design and Philosophical Theism Website
- www.sixdaycreation.com
- www.worldview.org—Worldview Academy
- www.walkthruthebible.com—Walk Through The Bible Ministries
- www.genesisministries.com—Genesis Ministries
- www.reasons.org—Reasons To Believe Ministries
- www.neemiahinstitute.com—take the PEERS test online and discover what world view you currently hold!
- www.ChristianCulture.com/ -- Institute for Cultural Leadership
- www.chesco.com/~topcat/ap.html—Gregg Bahnsen, Applied Presuppositionalism
- www.credenda.org/ -- Credenda Agenda magazine, Doug Wilson
- www.familyreformation.com/ -- 700 links!
- www.patriarchspath.org/ — Family Reformation
- www.artsreformation.com/ -- Reformation of Arts & Music
- www.scccs.org/ -- Gregg Bahnsen's Seminary
- www.wts.edu/resources/vt.html — Cornelius van Til
- www.gty.org/~phil/creeds.htm — Historic Creeds

Here are some non-Christian world view websites. As the saying goes, "Better to face the devil you know than the devil you don't know!" And believe me, the devil is out there; it's amazing how people can take some of this stuff seriously:

- www.secularhumanism.com
- www.atheists.org
- www.newageinfo.com
- www.usmlo.org—Marxist-Leninism is alive and well, and still dangerous.
- www.natcensci.org/ -- Evolutionism.
- www.humanist.net
- www.humanist.org.nz
- www.infidels.org

Notes:

1. *Four Worldviews and the Battle of Ideas*, 1997, Gene Edward Veith, Jr., <http://www.capitalresearch.org/publications/cc/1997/9710.htm>
2. *Understanding the Times*, 1991, David A. Noebel, Summit Press: Manitou Springs, Colorado, p. 8.

Editorial



These last couple of months have been really interesting. We've had two lots of visitors from the USA, all Christian home educators, and it was quite instructive to hear about their situations back home as well as their impressions of life here in Kiwiland.

We have the loveliest, greenest, most peaceful appearing country anywhere, they say. Virtually everyone says that. And having travelled overseas a fair bit in my day, and having travelled by land from Christchurch to Auckland's North Shore with these visitors in the last few weeks, I think they're right.

However, when one starts reading the newspapers here and watching TV, one gets somewhat disturbed rather quickly. The immorality and perversions known in the USA are all here as well but seem to be a lot closer to the surface. There is a lot less veneer over the top, a lesser attempt at maintaining an appearance of respectability. The result is that there is a certain coarseness about Kiwi culture our conservative Christian home schooling friends sensed, even though they couldn't say enough about the friendliness and hospitality they received everywhere.....except in a certain Palmerston North coffee shop.

I had warned my friend Stan that service in NZ shops and restaurants was not like that which one gets used to in the USA (where tipping 15% makes a BIG difference!). Sure enough, he entered an *empty* coffee shop to see the proprietor sitting down reading the papers. The proprietor continued to sit and read while Stan wandered around the shop reading the various menu boards. He finally had to positively disturb this person to get any service. I suppose as we continue to move away from our Christian culture and its values of service to others, we'll see more and more of this kind of thing.

It is particularly sad, though, when it is seen among Christians. Our old friend Anonymous wrote about the ideal we can strive toward in a church setting:

I think that I shall never see
 A church that's all it ought to be;
 A church whose members never stray
 Beyond the straight and narrow way;
 A church that has no empty pews;
 Whose pastor never gets the blues;
 A church whose deacons always deak;
 And none are proud, and all are meek;
 Where elders pray and toil away,
 And never rest by night or day;
 Where gossips never peddle lies
 Or make complaints or criticise;
 Where all are always sweet and kind;
 And all to other's faults are blind.
 Such perfect churches there may be
 But none of them is known to me.
 But still I'll work and pray and plan
 To make our church the best I can.

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World Views in Focus
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Linda gave birth to another son, baby number 10
Chris Olsen Procter
 at 8:48am, Monday 12 September 2002,
 weighing in at a very healthy 11lb 7oz.
 (or 5.185kg for all you metric aficionados).
 All thanks and glory to God on high
 and congratulations to George & Linda!

TEACH Bulletin (Thorough Education Achieved in a Caring Home) is a monthly newsletter of the Home Education Foundation. Articles deal with political developments which may affect New Zealand home educators, statist and professional trends, correspondence with politicians and educationalists, and other items of general interest to home educators. Published since January 1997, **TEACH Bulletin** has been used to sound legislative alerts, rallying home educators to write submissions to their MPs and Parliamentary Select Committees when legislation unfavourable to home educators was introduced into Parliament. The six-page newsletter comes out 11 times a year (none in December) for an annual subscription of NZ\$16 or two years for NZ\$30.

The Home Education Foundation is a charitable trust established to serve, promote and strengthen the home education community in New Zealand. Since November 1998 the Foundation has contracted Craig & Barbara Smith (whose six children are all totally home educated) to serve the home education community full-time. They are continuing to build on their volunteer work since 1986 in the areas of publishing (such as *Keystone* and *TEACH Bulletin*), counselling, correspondence with politicians and educationalists, lobbying, researching issues of concern to home educators, running National Leadership Forums (annually since 1996) and National Christian Home Education Conferences (six since 1987), initiating the National Home Education Awareness Week, moderating five home education email discussion groups, producing media releases, speaking at local seminars, hosting overseas speaker tours, and networking among local support groups and with overseas home schooling organisations. Their efforts are conducted under the eye of the Home Education Foundation's Trustees and a Board of Reference which represents 21 locations all over New Zealand.

The Home Education Foundation, Christian Home Schoolers of New Zealand and the projects they take on are supported entirely by home educators subscribing to *Keystone* and/or *TEACH Bulletin*, investing in a TimeChart or making tax-deductible donations either by cheque, credit card or by automatic bank payment (ask us for a form). The Foundation can also be supported through Telecom and Clear who both give a percentage (5% & 2.5% respectively) of your toll bill to the Foundation, *painlessly and without costing you an extra cent!* Telecom subscribers can ring 0800 724 665 and ask to support the Home Education Foundation, ph. (06) 357-4399, through Telecom's "School Connection" Programme. Clear subscribers can ring 0508 888 800 and ask to support the Home Education Foundation, ph. (06) 357-4399, through Clear's "Friends of the School" Programme. Please ring today!

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World Views in Focus



Defining a Word View, Part 1

by Craig Smith

As Christians we are under no illusions that we hold different ideas – vastly different – from our nonChristian friends and neighbours. We think differently too, and act differently. Come to think of it, we speak differently and hold different values, standards, goals and aspirations. That is to say, we have a different world view than the nonChristians around us. Maybe that's why many of us find, as the years tick by, that most of our friends are fellow Christians. Sometimes we hardly know any nonChristians at all, apart from relations, that we could comfortably have over for a meal. Why is this difference so pronounced, and why does it get greater as time goes by?

Christians believe that the Lord God is the one source of pure, undiluted truth. We further believe that He has revealed some of this truth directly to us in the Bible. It was necessary that He do this, for we could not discover pure, undiluted truth for ourselves, since we couldn't recognize it even if we did find it. Pure and undiluted truth must be revealed by the One who holds it.

So we Christians have at the base of everything we believe the Bible: it is acting as the foundation of our beings, the well-spring of our thoughts and thought-patterns, the motivator and director of our actions. Well, this is the ideal toward which each of us should be moving. The Bible does or is supposed to determine our Christian world view.

What, then, is determining the world views of our unbelieving friends? Most have a world view largely shaped by the West's current commitment to rationalism, materialism and empiricism. That is, the Western cultures have fallen in love with the knowledge we humans can acquire for ourselves, things we can know for certain because they are material and can be empirically measured and tested. Since spiritual considerations cannot be empirically measured or tested, they are declared out of bounds and are therefore considered by many to be as irrelevant to life as if they were non-existent. (This is the tact taken in the public school classroom. New Zealand law states, "...and the teaching shall be entirely of a secular character.") Science and scientists now bring us all the truth it is possible to know – or so we are told. By measuring and testing items in the world, our scientists can come to some conclusions about the nature of the world around us. Some things seem so completely beyond doubt that we call them "Laws of Nature" or self evident truths. But this then leads some to say that we humans discovered truth or formulated statements

of truth as a result of our study of the world around us. Consequently, when we do not allow for the existence of non-material or spiritual realities because we cannot measure or test them, we humans end up seeing ourselves as the only source of truth.

Which means there are ultimately only two world views: the one that originates from the One who created the world, the mind of God, and He has graciously revealed it to us in the Bible; or the one that originates from the mind of man, including all its many variations, some of which acknowledge a spiritual realm.

For purposes of study and comparison, however, most folks like to see the many human world views laid out and classified in some systematic fashion. Remember, though, that while some of these human world views claim divine inspiration – Islam, Hindu, Mormon, etc. – they remain mere human inventions, imitations of the one true world view from the one true God.

This is why the Christian world view is so different from that of nonChristians. The differences become more pronounced over time because, glory be to God, His Holy Spirit is causing us to grow in Christlikeness. That is, we are becoming sanctified, our lives are reflecting a more consistently Biblical pattern of thought, word and deed. Worldly ways are left behind, one by one, just as it says in Ephesians 4:22-24, and we begin to bear the fruit of the Spirit.

Can you see how essential this is, this maturing and sanctifying process, for us as Christian home educators? We need to be clear about these things ourselves so that we can clearly and objectively teach them to our children. We need to know why we teach that shoplifting is wrong, even when we know that most businesses factor a certain percentage for "shrinkage of stock" into the price of the goods, meaning they expect some of us to shoplift. We need to be able to articulate why sexual intercourse should not be looked upon as a recreational activity no matter how much the TV, the FPA and the secular press are trying to say that it is. Our job is to know why such ideas as "It is more blessed to give than to receive", "Honour your father and your mother" and "Love your enemy" are not just old-fashioned left-overs from yesteryear, and we must also be able to show how one applies such ideas in practical ways to every day life in the year A.D. 2002. This is in addition to our constant prayers for our children that our Lord God in heaven, Father, Son and Holy Spirit, would save, regenerate and fill them.

The world view(s) originating from the mind of man can be referred to as Humanist world views. One of the best authors on this subject, Dr David Noebel of Summit Ministries in Colorado, USA, (in books such as *Understanding the Times*, *The Battle for Truth*, *Mind Siege*) identifies the three major nonChristian world views of the Western world as: Secular Humanism, Marxism/Leninism and Cosmic Humanism (the New Age movement). We know that one day our Lord will return to clean up and make right the mess these false world views are making of people's lives today. But at present the outcomes of the battles we currently face do not appear very favourable. For this reason we need to

(Continued from page 6: **Procter**)

WAYNE will be 12 next month. He loves to read *everything*! Linda has learned many things from Wayne because of things he has read about! We jokingly refer to him as our on-board Engineer, as he is very good at thinking out solutions to practical problems – he is very much into a hands-on, kinetic learning style.

MELISSA will turn 9 shortly. In her learning she won't wait for anyone! She began playing the flute at the age of seven after she had learnt all of the notes on her recorder. She is able to excel in all areas of her school-work and loves having a little sister to play with.

STEVE turns eight just before Christmas. He currently reads to Linda most days from chapter books. He is our runner. While on family outings we use a "go-in-pairs" buddy system, and we often team him up with Shane (16) because they will both take off running while many of the rest of us will walk to wherever we are heading.

GEOFF, who is now five, reads to Linda every day as part of his schooling. His favourite pastime is playing with his little sister (Amanda) when she is willing to be "number two" in whatever game they decide to play.

AMANDA at three years old has begun pre-reading skills but mostly plays with toys and/or anyone else who is available. She will gladly sit for ages if someone will read (*and read, and read*) to her. She knows a number of the stories off by heart now, and she will often interrupt the reader if they happen to miss a word or sometimes to tell us about something in one of the pictures.

=MUSIC DEPARTMENT=

We are very much a musical family, putting on concerts for various groups throughout the year – between us all we have a Piano, Keyboard, Organ, Trumpet, Clarinet, Guitar as well as a number of Flutes, Saxophones and Violins and of course a million Recorders. Our children are involved in a number of local orchestras and music groups including the Manawatu Junior Orchestra, Youth Orchestra, Concert Band and Symphonia. Our eldest four children often play during church worship times at either of the two fellowships we attend regularly.

Linda and I have found that you have to make a lot of choices along the way. Many of them are not easy decisions and not all of them are fun, but they often turn out to be rewarding in the end. We had a time when we needed to discuss the aspect of Saturday morning sports or music groups. It became evident quite early on that all of our children have an ability in the area of music, so we made the hard choice on behalf of them and chose music over sports. This is not everyone's cup of tea, but we had a number of considerations in mind at the time. Most people who play sports can only do so for about 10 years maximum before they become armchair jockeys, after which they can just enjoy watching it but are unlikely to receive any personal satisfaction from it. We felt that first we needed to acknowledge that God had given our children a gift in the area of music. To do nothing with that would have

been such a waste of talent (or is that talents? Matthew 25:15). Secondly by nurturing the gifts, you then open the door allowing the family to be a blessing to others, giving and sharing those precious gifts. Thirdly it does not matter what age you are, you can still appreciate the wonderful gift of music long after you may have stopped playing yourself.

Simply, it just seemed a much better life investment.

Bulk Blessings

George & Linda & family

(Continued from page 19: **Burnout**)

trauma of shifting from the only home we'd ever known as a family, there were upcoming social engagements, writing deadlines, a camp to prepare for and now this couple just coming.

What did I do to cope? I fled to the shower and prayed. Then I got on the phone and postponed everything till "sometime after the shift." We cancelled out of the camp. The load felt lighter already. After the visit, in which Colin's enthusiasm would have swung the most reluctant father to homeschooling, it was back to packing...till the phone rang. It was my friend Carol, saying, "How'd you like a walk on the beach?" Perfect! I talked about shifting for thirty minutes without taking a breath, the children raced around the beach, and we were all home within an hour in a much better mood. We also scheduled the inevitable garage sale for sometime after the shift and cut down the homeschooling to those subjects the children can work on independently. Next week, we'll study the art of shifting house.

Asking the family to pray for me and being honest with them about my feelings helped too. And the rock I cling to is the knowledge that God is in it, so somehow it'll all happen, regardless. Now if you'll excuse me, I've got to get packing!



Colin and Jenny live on a kiwifruit orchard near Tauranga with their six children: Christopher (14), Kathryn (12), Jaime(10), Rachel (8), Andrew (5) and Yipkan (4) whom they adopted from Hong Kong in March.

George & Linda Procter

of Ashhurst



Musicians Back Row: Melissa 9 (Flute), Sylvia 18 (Alto Sax), Leigh 14 (Trumpet), Shane 16 (Soprano Sax). **Front Row:** Wayne 12 (Alto Sax), Geoff 5 (Recorder), Amanda 3, Teresa 19 (Flute), and Steve 7 (Cello).

THE PROCTER FAMILY HAS 10 CHILDREN, with ages ranging from 0 – 20 years! We have 5 boys, 4 girls and a "bump", however by the time you read this our new baby may have already arrived...

=WHO ARE WE?= Linda has always considered Palmerston North (and now Ashhurst) to be her home. She was actually born only a few kilometres from here, in Woodville, but her family moved to Palmerston North when she was only a year old. All of Linda's schooling, both Primary and Secondary has been through local schools. Linda finished school during her 5th form year to join the workforce with NZ Electricity Dept.

George was born in Adelaide, South Australia, and lived there until he was seven years old. Then his family took a trip to England where they stayed for eight months. On return home they moved to Queensland, but ended up shifting to New Zealand four years later when George's dad passed away. George went to Primary School in Australia, but his Secondary schooling was through Boys' High School in Palmerston North. He started working for a local Wholesale Company mid way through his 6th form year.

Linda and I first met in a local Amusement Parlour where we were introduced to each other by Linda's boyfriend! However it was not until some years later that our relationship together actually began. Neither of us were Christians at the time, but we eventually decided we would like to marry (each other that is)! A few months following our engagement we were both invited to a series of Evangelistic Meetings where we (separately) experienced a touch from God that changed our lives!

=WEDDING BELLS=

I am so grateful that Jesus called us to Him before our marriage. This meant that even though we had a wild, boozy engagement party, God got hold of us both in time to have a beautiful Christian wedding – we know that we were married to one another *literally* in the sight of God and man. I was 23 years old at the time, Linda was almost 21. In fact we moved into our newly built home on Linda's 21st birthday.

We couldn't afford to have any children for the first five years of married life. We had worked it all out and calculated the mortgage repayments, etc. – but it seems we forgot to notify God of the details... Our first baby was born 9½ months after the wedding! This threw everything into a panic because all of

my wages was busy paying off our *three* mortgages, and we were living on Linda's income, which was soon to cease. I started working longer hours, and we found out we were expecting another baby (*how did that happen?*)

Linda became actively involved in Play Groups and Playcentre in our local area. When our eldest daughter, Teresa, turned five we had two local schools we could choose from. Both schools required a drive to school in the car, so we opted for the little country school at Whakaronga, where there was a better teacher/student ratio, which we felt was a definite bonus.

=HOMESCHOOLING ENQUIRIES=

When Linda began looking seriously at the issue of Homeschooling, I was not too keen. I have usually been a bit of a traditionalist at heart, so it was unlikely that I would agree to something as radical as homeschooling. I had never considered that my six months on board ship, when we were travelling to and from England (when I was seven), was a form of homeschooling! (That was during the mid 1960's folks – so *no support groups* for homeschoolers!) My mum was our family "teacher" during the voyages, Monday through to Saturday each week. Eventually I gave in to Linda's request to try out this homeschooling thing, although this was not really just a tryout as far as Linda was concerned – this was a whole new beginning...

Linda still remembers Teresa's first day of school...

I was sad that I had to drop off my little girl and leave her with strangers. I missed her but I thought I had no other choice. The teacher loved having her as a pupil – she waited patiently, did what she was told, and if the teacher was

busy she just quietly did something else.

Teresa read to me each evening from her school reader and was making good progress. But after the initial PM Readers the whole flavour of the books changed. More than half of the books Teresa brought home were to do with *witches* or *magic*, and Teresa and I refused to read them! I just scanned the books and pointed to the new words in the stories. Teresa's teacher was a lovely Christian woman, but her influence was limited due to the type of resources available.

Just before Teresa's 6th birthday my sister-in-law came to visit one day and excitedly told me of how she was going to homeschool and that you could even write your own programme. I lapped up everything she had to say and phoned the Ministry of Education in Wanganui. They said that for homeschooling purposes we needed to have a separate area set aside for each of the children for study (not just the kitchen table). Their response basically extinguished any flame of hope that I had, as our home did not have the space to accomplish that at all.

Shortly afterwards I read a Homeschooling article by Craig Smith in the local newspaper and ended up phoning him. We talked for ages and Craig easily answered all the questions I had, so I started going through the Exemption process.

This time I was not put off by the Wanganui Office as I now had a clear understanding of the direction I wanted our family to go...

The whole idea of homeschooling seemed quite different back in 1988 – there was little evidence of public acceptance like we can see nowadays. It's funny how the more people that do something, the more widely accepted it becomes. This is not only true for the homeschooling aspect, but sadly, also for a lot of life's other areas that are so visible in today's society and schools.

Around this time I was made redundant from work but within a couple of years began looking at the possibility of working from home. Homeschooling was a huge learning curve for Linda in particular as her personal level of schooling had been somewhat lacking in a number of areas. As time went on we settled into a routine of schooling at one end of the house while I was working down the other end. Having me at home during that early schooling stage meant that I could assist in some subjects that were a challenge for Linda. (*Who said Geography? Music? English? – oh boy!*) But seriously this is how it started for us. When people currently find out we homeschool, many of them ask, "Is your wife a teacher?" If only they knew us back then!

We were always aware that my work commitments would make it difficult for me to have much direct input into the actual schooling, but I was willing to give Linda my full support. She had felt that *God prompted her to start homeschooling*, and that was a good enough reason for me to see it through also. During the

time I was at home, we found some extra benefits we had not really considered. For example, one day during the week, I had cleared all of my appointments, so we gathered up the family and spent a couple of hours at the beach – with no crowds. It was easy to imagine the bulk of the population still stuck at work or in school, while we enjoyed some special family time at the beach on that hot summer afternoon.

But homeschooling is not just a big picnic. There is still a lot of work that goes on behind the scenes; but it gets easier once you realise that you're not like a "normal school" and learn to relax a bit. You gradually learn that *homeschooling is a lifestyle change*: it alters your way of thinking and you start to plan stuff accordingly.

The changes continue as you begin to get deeper in – Primary level, then Intermediate, leading into (*scary dramatic pause...*) Secondary School level. We now have three of our homeschooled children in the workforce, and in each case, with much prayer input, God has been very gracious to our family, especially with the transition from homeschooling to employment.

=TEAM PROFILE=

TERESA is almost 20 now and has recently got engaged to a young man who was also locally homeschooled. Their wedding is planned for February 2003, and they both have our blessing. Teresa has been employed as a Law Clerk / Legal Secretary for the past six years, starting part-time "after school" when she was just 13 years old. She officially graduated from homeschooling at the age of 16, by which time she had also earned her ATCL Certificate for flute.

SYLVIA turned 18 this year. Following her graduation at the age of 16 she spent about a year and a half investigating a few areas of part-time work. She now works as our Customer Liaison person with me in our copy centre and digital print business, where amongst other things we now print the *Keystone* magazine! Apart from Mondays she has music practices, church or recitals every other night of the week.

SHANE is about to turn 16 and, having wanted to be a builder since he was about seven, is now doing a Building Apprenticeship with a local builder (*praise God*). When he was 14, he had completed his 5th Form studies and was clearly not interested in doing 6th Form Maths just for the sake of it. After some discussion with the Education Ministry, we were able to pursue an opportunity of further training for him, even at such a young age, and Shane was accepted into a local pre-apprenticeship Carpentry Course with G & H Trade Training.

LEIGH has just turned 14 and *loves music*. He has already composed a number of pieces that have been performed publicly, either by himself, by our family or the Manawatu Concert Band for which he plays. Last year he composed a piece for the local Saturday Morning music classes which was performed by the trumpet and trombone players for their annual end-of-year concert.

(Continued on page 24: **Procter**)

or may not occur if we were just winging it from day to day. If it might bring peace to your home, then by all means try it. Each family has a uniqueness about it, and making the schedule work for your family might bring a peace and sense of accomplishment you hadn't known before.

More Rules of Grammar

1. Verbs HAS to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don't start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid clichés like the plague. (They're old hat)
6. Also, always avoid annoying alliteration.
7. Be more or less specific.
8. Parenthetical remarks (however relevant) are (usually) unnecessary.
9. Also too, never, ever use repetitive redundancies.
10. Contractions aren't necessary and shouldn't be used.
11. Foreign words and phrases are not apropos.
12. Do not be redundant; do not use more words than necessary; it's highly superfluous.
13. Comparisons are as bad as clichés.
14. Analogies in writing are like feathers on a snake.
15. Eliminate commas, that are, not necessary.
16. Never use a big word when a diminutive one would suffice.
17. Use words correctly, irregardless of how others use them.
18. Understatement is always the absolute best way to put forth earth-shaking ideas.
19. Eliminate quotations. As Ralph Waldo Emerson said, "I hate quotations. Tell me what you know."
20. Puns are for children, not groan readers.
21. Who needs rhetorical questions?
22. Exaggeration is a billion times worse than understatement.
23. Proofread carefully to see if you any words out.

Church Chuckles

A minister got up one Sunday and announced to his congregation: I have good news and bad news. The good news is, we have enough money to pay for our new building program. The bad news is, it's still out there in your pockets.

— * —

A minister waited in line to have his car filled with petrol just before a long holiday weekend. The attendant worked quickly, but there were many cars ahead of him in front of the service station. Finally, the attendant motioned him toward a vacant pump. "Reverend," said the young man, "sorry about the delay. It seems as if everyone waits until the last minute to get ready for a long trip." The minister chuckled, "I know what you mean.

It's the same in my business."

— * —

People want the front of the bus, the back of the church, and the centre of attention.

— * —

Somebody once figured out that we have 35 million laws trying to enforce ten commandments.

It Takes a Whole Village

The School Daily e-newsletter (www.theschooldaily.com) of 27 September 2002 featured an article by its own editor wherein he said his own teaching philosophy was based on the African Proverb: *It takes a whole village to educate a child*. Keystone's editor replied with the following:

Forgive me, but I must counter this with the following quote by the Wisconsin Independent School Board Association:

Only the village idiot would consider letting the entire village in on the task of raising his children.

I'm fairly sure I don't want my children adopting the lifestyles, values and attitudes of the typical African village our media and missionaries portray to us: the poverty, the disease, the men folk sitting around drinking or chewing, the women doing all the physical labour, the rampant sexual immorality, the deadly AIDS plague running out of control, the superstitions of the animist religions, the greed and envy and corruption of the witch doctors, the female circumcision, the slavery still practised by the blacks and the Arabs as it was 200 years ago, the prostitution, the slash and burn agriculture, and the killing of rare animals to feed the tourist and aphrodisiac trade.

And the NZ village: it contains a growing number of men who refuse to marry the women they live with or have anything to do with the children they sire; it has women who refuse to spank children who do wrong, claiming it is too violent, yet who will slaughter their own children, who have done nothing, while still in the womb; sexual immorality and perversions of all sorts are freely available on the internet to people of any age, on video for slightly more effort, in massage parlours, and through the personal columns while the health classes in some schools train younger and younger children in the fine art of condom use; children openly skip classes in order to help with the cannabis harvest and show up at school stoned; teachers appear to be unable to curtail the rampant bullying and women's refuges are full to bursting.

Please allow me to suggest another old proverb, spoken 2,000 years ago by a swarthy Jewish fellow, as an alternative to this defective African one: "Love the Lord your God with all your heart, soul, mind and strength, and your neighbour as yourself." I reckon we'd all get a lot more mileage out of it.

Grammar: Parts of Speech

A **NOUN**'s the name of anything . .
as SCHOOL or GARDEN, HOOP or SWING

ADJECTIVES describe the kind of noun,
as GREAT, SMALL, PRETTY, WHITE or BROWN

Instead of nouns the **PRONOUNS** fit,
as HE, THEY, YOU and IT!

VERBS tell of something being done
to READ, WRITE, COUNT, SING, JUMP or RUN

How, when and where the **ADVERBS** tell,
as SLOWLY, NEAR, NOW or WELL.

CONJUNCTIONS join the words together
as men AND women, wind OR weather.

The **PREPOSITION** stands before
a noun as IN or THROUGH a door.

The **INTERJECTION** shows surprise,
as "OH, how pretty"; "AH, how wise".

Three little words you often see
are **ARTICLES**: A, AN and THE.

The whole are called the PARTS OF SPEECH,
Which reading, writing, speaking teach.

Read for Yourself

As the parents of a home educating family, perhaps the best thing you can do for your children's academic advancement is to read for yourself, for your own enrichment. Always be adding to your store of wisdom and knowledge: study history, the Scriptures, your children's learning styles and current events.

Don't be too concerned about where you start. As C. S. Lewis said of English literature, any part of it eventually leads to the rest anyway. Jump in wherever you fancy and keep going as long as the interest level continues to motivate you. Read a wide variety of things: histories, novels, poetry (read it aloud!), essays, plays, biographies, short stories, theology, philosophy, science, etc. Be careful not to kill your love of learning by dragging yourself through stuff you hate. There is a skill in finding the line between self-discipline in studying what you know is valuable, even though you don't enjoy it, and unprofitable self-torture.

Even so, you must read Mortimer Adler's *How to Read a Book*. It is fantastic! Check out his list of the world's greatest books that everybody should read. Another beauty, written by a Christian, is James W. Sire's *How to Read Slowly*, for it focuses on how to read different kinds of books and how to determine their underlying world view.

A noble objective is to learn to feed yourself rather than be spoonfed pre-digested, pre-interpreted, watered-down, modern-language condensed versions of the old classics. Find a copy of C. S. Lewis's book *God in the Dock: Essays in Theology and Ethics* and read the essay in it called "On the Reading of Old Books". This is a wonderful essay about the value of old books, the original books, as opposed to modern ones "about" the old ones.

Over a Cuppa

Scheduling

by Kendra Fletcher
Modesto, California



We have five children, ages 9, 7, 4, 3 and 1. Several years ago I read Steve and Teri Maxwell's book, *Managers of Their Homes*, and found that implementing a schedule similar to those outlined in the book took many of the pressures and frustrations of the day away simply because we had a plan. My children argued less because they rotated spending time with one another throughout the day. Chores were finished because they needed to be before moving on to the next thing. Items such as Scripture memory and piano practice which often fell by the wayside when there was not a schedule in place were now being accomplished on a regular basis. And I could find time to read for pleasure or make imperative phone calls because I had scheduled those things in for myself.

I believe that Teri Maxwell communicates very well our need to put our goals before the Lord and ask His guidance before forging ahead. In this way, a husband and wife can decide what things are priorities for each person, and which things can be done less often.

That said, our day never looks like the schedule on paper. Never. Inevitably the baby spits up or the dogs destroy something in the yard or we can't find our math book (this happens incredibly often, whether or not we tidied up the schoolroom the night before). Some days the rain puddles in the cul-de-sac are so inviting that I chuck the afternoon schedule and let the children have a grand time splashing about. Same goes for the days our neighbour invites us to come swimming. Despite these interruptions (or, life), I have our goals written down in the form of a schedule that I can fall back upon without having to think. That's really the kicker for me; I don't have to constantly think, "What comes next?" or, "What should we be doing right now?" I can glance at the schedule and tell each child what they should be doing.

A schedule can be an incredibly handy tool when one is training toddlers and cannot be interrupted. In those moments I can tell the older children that I really need to work on the behaviour of the particular wee one and that they need to be doing such-and-such at that moment. Often they know the schedule so well themselves that they can go right up to lunch having accomplished all they ought to without being told. What a blessing!

Another benefit we have seen is that relationships have blossomed between the 9-year-old boy and 3-year-old girl simply because he has a half-hour each day to play with her. The 7-year-old has taught the 4-year-old how to roller-blade in their time together. And the baby gets time alone with mommy everyday, something that may

The Faith of Us Fathers



Their Future Relies on Us

by Craig Smith

"American Indian families were broken by the federal government's reservation policy. When tribes were forced onto the reservations, to prevent them from leaving to hunt for food, they were, in the early years, supplied with food, blankets, etc., to make them dependent on the federal government. Their children were sent to far away boarding schools to Americanize them and to break the link to Indian life. If a father refused and hid his children, he was arrested and chained to a rock near the agency building until he agreed to surrender his children. Indian character was shattered by two devices: welfarism, and public or statist education — exactly what is being done to the non-Indian population now."¹

As heads of households and fathers to our children, we must not be tempted to think this isn't true of us here in New Zealand. "Therefore let anyone who thinks that he stands take heed lest he fall," warns I Corinthians 10:12. The context of that verse, what the word "therefore" is there for, is how our spiritual forefathers, those whose eyes beheld the curses fall upon Egypt, the Red Sea being divided, who ate the manna day after day; how these privileged people were still drawn aside into idolatry and immorality and thanklessness and were destroyed by God for it.

Consider the situation among Christians in the USA:

The Nehemiah Institute has been testing the world view of students in Christian schools, churches, home schools and other Christian ministries for 15 years. They use the PEERS Test which examines a person's values and beliefs in the areas of Politics, Education, Economics, Religion and Society. Results from each category are classified into one of four major world-view philosophies: Christian Theism, Moderate Christian, Secular Humanism or Socialism.

Since the mid-1980s when it was common to find Christian students in both Christian and state schools scoring in the Moderate Christian range, average worldview understanding among these students has dropped steadily every year. Between 1988 and 2000, the scores of Christian school students dropped by over 30%. The scores of students from *evangelical* Christian families who were in the *state schools* declined by 36.8%! That is to say, teenagers from the more committed Christian families, but who attend secular schools, now typically score in the lower part of the Secular Humanist range: as far as a test can judge such things, they appear to have lost the Faith.

Nehemiah Institute also tested individuals who responded to ads in the *Humanist Magazine* and the *New Age Magazine* and found they typically scored in the range from -20 to -80. A score of -20, then, could be considered the threshold of a hard-core socialist (i.e., anti-Christian) world view. At the present rate, Christian students in state schools will start to have average scores of -20 by the year 2014, and those in *Christian schools* will be lost to the enemy, at least as far as their thinking goes, by the year 2018. That is only one school-generation away; that is referring to children being born today.²

The one piece of good news from all this is that some Christian schools, those using the Principle Approach or Classical Christian, *and home educators*, have not been declining over those years, but if anything, their scores are getting slightly better! Some believe these people are the true remnant of the Lord, but their numbers are very small.

Do you see your responsibility men? Home educated youngsters — your children — are among the few who, by God's grace, appear to be raised in a consistent Biblical manner, are compromised the least, are the most faithful in outlook and understanding. What are the implications? They and you will certainly be targeted by the enemy and may well be *the most qualified* to provide spiritual leadership in the coming decades. Noah Webster wrote in the early 1800s:

"All government originates in families, and if neglected there, it will hardly exist in society...The foundation of all free government and of all social order must be laid in families and in the discipline of youth...The education of youth, [is] an employment of more consequence than making laws and preaching the gospel, because it lays the foundation on which both the law and gospel rest for success."

We home educators have already escaped the dangers of our children being captured by the state schooling system. Welfarism is one to watch: its history in NZ is somewhat different than that in the USA, but the dangers are the same: looking at the Home Schooling Allowance, for example, it is at present totally without strings. Yet should we allow ourselves to become either financially or psychologically dependent upon it, the state could then lead us wherever they wanted us to go by placing conditions upon our qualifying for it.

So now we need to get down to the business of discipling our children to become loyal, faithful, useful, eager and fearless soldiers of the cross.

How do masters normally pass on their specialist skills and knowledge? They find suitable apprentices. Then they mentor them. We have suitable apprentices: the children the Lord sovereignly gave to us. Now the hard part: ensuring that we qualify as masters of the faith we have been entrusted to pass to the next generation, and learning how to mentor.

I would be the last to claim the title of "master" of the Christian life. No way. But I can assume I am way

ahead of my children. And as long as I am doing what I can to grow as a Christian, I can assume I will be a few steps ahead of my children and therefore have much to impart to them. Personally, II Corinthians 3:18 has always helped me to keep on striving ahead: "And we all, with unveiled face, beholding the glory of the Lord, are being changed into His likeness from one degree of glory to another; for this comes from the Lord Who is the Spirit." I want to conform to His likeness; I want to share that glory; I want to see that evidence of the Holy Spirit's working in my life over and over again over time; I see that it requires constant change, and I acknowledge that change is not comfortable or stress-free; I further see that I must constantly behold His glory in order to be changed, which I take to mean I must attend to the spiritual disciplines of Scripture reading, study, meditation, memorisation and application; prayer; fellowship; be under the preaching of the Word and a godly church eldership and other things like serving others and personal piety. By the grace of our wonderful Saviour, all these things are a constant joy and delight, not a burdensome duty imposed by some heavenly killjoy. Anyway, it seems that some such personal programme for joyful, enthusiastic growth and maturity as a Christian is needful first of all to fit me for Biblically mentoring my children.

You see, these disciplines are not just important for our growth as men: part of mentoring our children is passing on to them the same disciplines as well as our attitudes toward these disciplines. And we want to pass them on so successfully that our children will just naturally do the same to their children who will do the same to the next generation. This is thoroughly Biblical: "You then, my son, be strong in the grace that is in Christ Jesus, and what you have heard from me before many witnesses entrust to faithful men who will be able to teach others also." (II Timothy 2:1-2.) Note the characteristic of "faithful" here. We must be faithful in all things, for this character quality, like most of them, is caught by our children from us. If *we* don't have it, neither will they. If *they* don't have it, this whole mentoring exercise breaks down before it even starts. Faithfulness to our children, our wives and marriages, our careers and to our Master's call means we are not pursuing selfish ambitions. Neither do we allow our children to get the idea that "doing your own thing" is part of life as a Christian. Faithfulness also means paying attention to the "inconsequential details": "He who is faithful in a very little is faithful also in much." (Luke 16:10.)

As fathers and as mentors of our children, we take advantage of the unique father-son, father-daughter relationship, and exploit it to the max. This means quality time together. And of course, that means quantity time together, for there simply is no other way to achieve quality time apart from quantity time. It works the same in our relationship with the Lord: good things just cannot be rushed. Make commitments to spend certain parts of your day or week with each child: Charmagne gets Wednesday mornings from 6 to 7; Jeremiah has a claim on Saturdays, 1pm to 2 (for example). The children will love this special attention and long for it all week as the high-point. So have expectations or assignments to place on them to remind that you are expect-

ing growth, work, discipline in response to your input. Be realistic in what you expect, and it is always best to be able to *in*-spect what you *ex*-pect: rather than just ask Jimmy to pray for his siblings, give him a prayer diary and show how to write specific requests, leaving a place to write specific answers as the Lord gives them. Rather than just ask Jenny to tidy the woodworking bench you both will use next time, mention that you want the old sawdust and shavings swept up and the chisels all laid out in order. Mentoring is two way: you are looking for faithfulness and commitment from them as well as from yourself.

Plan the times together, the more planning the better. Remember you are endeavouring to do a lot here: pass on wisdom and knowledge, important life-lessons, attitudes, values, character traits. The more varied your activities together, the more opportunities to see different strengths and weaknesses: doing a 500 piece puzzle or building a model airplane may allow you to observe patience or a knack for detail; privately plan a talk or allow an urgent fence repair job you can do together to supplant the bicycle ride you had scheduled, as this will enable you to see — and perhaps give counsel — on how they handle disappointment. Use your times together to plan events and acts of service for the rest of the family.

"Iron sharpens iron, and one man sharpens another." (Proverbs 27:17.) Expect your children to be observant and tell you of faults *they* may see in *your performance*. Teach them how to do this tactfully, for they will surely find faults and blurt them out as soon as they are spied! This calls for patience and humility. They can also review you on your memorised verses just as well as you can review them.

Note well the wisdom of I Thessalonians 2:11-12, "For you know how, like a father with his children, we exhorted each one of you and encouraged you and charged you to lead a life worthy of God, Who calls you into His own kingdom and glory." A three-stage progression is pictured and said to be standard practice of fathers with children: to exhort, or call them when they are young to attain to what you have; to encourage, as they are older, which is what peers and colleagues do to each other; to charge, which is what an elder does to a younger as he is sent out into the world to be independent, leaving the elder behind.

Our ultimate aim is to raise godly men and women who will transfer their dependence (completely) and loyalty (their utmost) from yourself to the Lord Jesus Christ, and who will give their lives to the reproduction of the Most Holy Christian faith in their children after them.

Notes:

1. Rousas J. Rushdoony, missionary to the Indians and author of many books; *Chalcedon Report*, April 2000, p. 25.
2. Dan Smithwick, "One School-Generation to Go, and Then the End", *Chalcedon Report*, September 2001, p. 7-8.

the mornings, with unintentional learning at home in the afternoons. The researchers were struck by the high quality of language and learning at home, irrespective of the parents' level of education:

At home, children discussed topics like work, the family, birth, growing up and death — about things they had done together in the past, and plans for the future; they puzzled over such diverse topics as the shapes of roofs and chairs, the nature of Father Christmas, and whether the Queen wears curlers in bed. But at pre-school, the richness, the depth and variety which characterised the home conversations were sadly missing. So too was the sense of intellectual struggle, and of the real attempts to communicate being made on both sides. The questioning, puzzling child we were so taken with at home was gone. Conversations with adults were mainly restricted to answering questions rather than asking them, or taking part in minimal exchanges about the whereabouts of other children and play material.

Could children go on learning in this fashion for years on end....and not do the "school" thing? Roland Meighan of the University of Nottingham School of Education notes that "Families starting out on home-based education who at first adopted formal methods of learning found themselves drawn more and more into less formal learning. Families who started out with informal learning at the outset found themselves drawn into even more informal learning." He points out that this informal or incidental learning closely resembles the kind of learning so efficiently engaged in by pre-school infants at home. Then Meighan makes the astounding statement: "**The sequencing of learning material, the bedrock of learning in school, was seen increasingly as unnecessary and unhelpful.**" It seems that at home students can learn very well just by living.

For many home educators, and certainly for many of the more popular packaged curriculum used by home educators, the immovable assumption is the need for a well-planned scope and sequence through which to move the students. (See Figure 1).

Barbara Smith of the Home Education Foundation, Palmerston North, New Zealand, recently encapsulated the observation of Thomas, Meighan, Tizard and Hughes when she said: "Children

develop their own scope & sequence: it is generally composed of two three-letter words: how and why."

Indeed. And children use this method of learning with tremendous results, exceeding in amount learned during the first five years all that they'll learn in the next 20. Why does it have to stop at age five or six when the child is expected to start school and suddenly be expected to learn at a pace, at a place, during a time and concentrating on subjects chosen by someone else totally unfamiliar with the child's developmental progress to date, his or her family background, culture, interests, abilities, values, beliefs, learning style and inclinations?

Asking "Why?" and "How?", children will fill in a knowledge grid (see figure 2) which is wider in scope than any used by schools. They will not follow any particular sequence, for life experiences and interesting connections and curiosity do not follow any predictable pattern. Even so the grid will continue to be filled in with each successive question, discussion and conversation, many times to a far greater depth (and certainly with an important emphasis on its relevance to the individual student) than happens in school. And because the child is asking the questions, he will doubtlessly remember much more of the material in that part of the grid than he would of the comparable part in a conventional school-style scope and sequence grid that was covered when the child was absent from school or day-dreaming, unwell, distracted, upset or unmotivated.

No wonder Roland Meighan asked in regard to informal home-based education not "Does it work?" but "Why does it work so well?"

Figure 1:
Conventional Scope & Sequence in Schools

		Scope →				
Sequence ↓		Reading	Writing	Maths	Science	History
	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3

Figure 2:
A Possible Child's "How?" & "Why?" Scope & Sequence

		← ← Scope → →				
		Sequence = ???				
Birds	Letters	Water	People	Music	Pets	Food
↖		Wet	Play	⇒	Cuddles	↗
Chickens	Pencils	↘		Hearing		Taste
Feathers	↘	Soap	↻	↙	Play	↻
	Sound	Bubbles	Talking			Smell
↕	↻	Play	↻	Play	Chickens	↖
Flight			Cuddles	↔	Touch	↖
	Sight	Cold			↗	Play

Teaching Tips

Geography



An article in the *NZ Herald* this month (September 2002) told how a survey of nearly 3,000 school children found “that many children have a limited knowledge of New Zealand facts and history. Only 33 per cent of Year 4 pupils (aged 8-9) and 59 per cent of Year 8s (aged 12-13) could pinpoint their country on a world map.”

Well, we’ve not had that problem! Maybe that’s because first of all I love geography and maps myself and am always looking something up.

But when we once fostered and home educated an eight-year-old who knew little, we found a fun way to make him look like an Einstein. A trip to the library secured a couple of those great National Geographic maps of continents. He taped South America on the big window and taped a blank sheet of newsprint over the top. It was fun tracing the continent with a bold felt pen because it didn’t involve books or reading or sitting at a desk. He learned all about bays & peninsulas & river mouths & islands in the process. Then he traced the national borders and put big dots for the capital cities.

The next part was hard, but made more tolerable because I sat with him the whole time helping him with encouraging words: writing out the names of each of the countries in the continent on some card. I made it interesting by telling what little I knew about each of the countries as he wrote them out, and found that my memory had some really cute little snippets stored away once I started searching for them. Cutting the names into individual cards was an enjoyable task.

Then his job was to match each card to the correct country he had outlined on his map, now stretched out on the table, using the National Geographic map as a guide. We would do what he remembered several times a day and would add new ones as he was able. After he’d mastered about four countries, he discovered he knew more than most adults, and this motivated him greatly. Soon he knew all 13 South American countries from memory. Every adult who arrived would be met with an invitation to look at his map.....and then be handed the 13 innocent-looking cards and challenged to place them correctly! None could do it!

Let me tell you, this was really impressive to all the friends and neighbours skeptical about home education, and made a visit by the ERO officer really plain sailing, when in fact the little guy’s maths and writing skills simply weren’t there. And as a result each of our other children chose a different continent, and soon each one was an expert in a different part of the world. So when we started reading *Operation World* to learn of the state of Christianity in different countries, our

children’s appetite for more geographical information had already been sharpened.

There are some great interactive geography games you can download from the internet...for free! Check it out at the Owl & Mouse Educational Software site:

www.yourchildlearns.com/owlmouse.htm

Blank map printouts are available at:

www.enchantedlearning.com/label/geography.shtml

Informal Learning

Alan Thomas, Senior Lecturer in Psychology at the University of Northern Territory, Darwin, is formulating something he calls “the Child’s Theory of Learning” as a result of what he has observed over the years. It contrasts sharply with the way children are expected to learn in school.

He observes the typical classroom: busy beavers industriously engaged in one activity after another, producing all kinds of colourful and creative items to hang around the room. He observes home educators who practise a much more informal method of learning: nothing much seems to happen: they go for walks, read a lot, work on their own projects now and again, take music lessons on Thursdays, help out a neighbour down the road. Yes, there was a lot of discussion about all kinds of things during a typical day, with mum acting more like a mentor than a lecturer or assignment-setter and marker.

Thomas says that what struck him the most was incidental conversation. “Whether we were out walking, sitting around the kitchen table, engaged in some other activity such as drawing, making something, or working on a project, eating or just out in the car, there seemed to be an incredible amount of incidental talk.”

Isn’t it interesting how this parallels our Lord’s instructions to us in Deuteronomy 6:6-7 – “And these words which I command you this day shall be upon your heart; and you shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise.”

Thomas was struck by the reality that children in school rarely get the opportunity to have such lengthy informal conversations with adults. And yet for the first five years of life – before school – this is precisely how children learn: by constant banter with mum and dad all day. They learn huge amounts of general knowledge, numerical concepts, literacy skills as well as how to speak maybe several languages – and this is *routinely* done by virtually *all* parents with no particular thought to what they’re doing.

Yet this highly effective Child’s Theory of Learning must be abandoned once they start school. Professors Barbara Tizard and Martin Hughes at London University compared the quality of learning of three to four year olds in pre-school, which the children attended in

Bits of Books



The Politics of Survival: Home Schoolers and the Law, Part 3

by Scott W. Somerville, Esq.¹

Legalizing Home Education

Truancy is a crime in every state, but the truancy laws only work if the government knows that a child is out of school. The home schoolers [in the USA] of the 1960s discovered that it is not all that hard to keep a child out of school and out of court. No one knows how many “underground home schoolers” there were in the late 1960s and early 1970s, but in many states, the only way to home school was to hide. Thousands of families did so successfully.

[In NZ at that time, one applied to the local headmaster for an exemption. Often that resulted in a typed letter from the head to the home educator with no copy of this document for either the local school or MoE Head Office in Wellington. It was not until early 1987 that the MoE became aware that there were far more home educators out there than they ever imagined and that they had no way whatsoever of keeping track of them. — Ed.]

In Search of Freedom

There were a few states where home education was legal. Oklahoma, for example, has a constitutional provision that refers to home education. Indiana, Massachusetts & Illinois all had language in their legislation which reflected the idea that “The object is that all shall be educated, not that they shall be educated in any particular manner or place.” Virginia was a haven for home schoolers after it enacted an exemption from compulsory attendance for conscientious objectors in 1954. There were Amish and Mennonite communities that refused to send their children to the public high schools, so Virginia took the conscientious objector language from the federal [military] draft code and adapted it to the school setting. Virginia Code section 22.1-257 (B) requires school boards to exempt from compulsory attendance “any child who, together with his parents, by reason of religious training or belief, is conscientiously opposed to attendance at school.”

[Oh, may the Lord hasten the day when NZ’s Education Act reflects such forward and thinking! — Ed.]

Many of the early home schoolers were well to the left of the political spectrum, and some assumed the Ameri-

can Civil Liberties Union would rise to defend them.² They were sadly mistaken. The ACLU’s absence was a critical but often overlooked factor in shaping the subsequent development of home school politics.

The ACLU’s absence was not for lack of trying. John Holt (a pioneer in the field of education at home, author of *Teach Your Own*, 1981, and founder of *Growing Without Schooling* magazine) wrote the national director of the ACLU, Aryeh Neier, to persuade him to support home schoolers. Holt published that letter in an early issue of *Growing Without Schooling*:

Dear Mr. Neier—Thanks very much for your kind invitation to take part in your National Convocation on Free Speech on June 13....

I think that compulsory attendance laws, in and of themselves, constitute a very serious infringement of the civil liberties of children and their parents. This would be true, I feel, no matter what schools were like, how they were organized, or how they treated children, in short, even if they were far more humane and effective than they actually are.

Beyond that, there are a number of practices, by now very common in schools all over the country, which in and of themselves seriously violate the civil liberties of children, including ... [Holt goes on to list ten common practices in the public schools. Some of these have since been prohibited by case law or statute, others remain common to this day].

... As long as such outrages go on, I can’t get very excited about such issues as the controlling of violence and sex on TV, the rating of motion pictures, the censorship of student publications, or the banning of textbooks and library books on various grounds. People who argue strongly about such things, while accepting without protest the practices I here complain about, seem to me to be straining at gnats while swallowing camels....

To return once more to the matter of compulsory school attendance in its barest form, I think you will agree that if the government told you that on 180 days of the year, for six or more hours a day, you had to be at a particular place, and there do whatever people told you to do, you would feel that this was a gross violation of your civil liberties. The State justifies doing this to children as a matter of public policy, saying that this is the only way to get them educated. Even if it were true that children were learning important things in schools, and even if it were true that they could not learn them anywhere else (neither of which I believe), I would still insist that since in other (and often more difficult) cases the ACLU does not allow the needs of public policy as an excuse for violating the basic liberties of citizens, it ought not to in this case. (Holt, 1978, p. 44)

The ACLU’s absence is hard to explain. There is no evidence that the national organization made any top

down policy decision to avoid home school cases. For some reason the organization as a whole seemed uninterested in winning this kind of case.

Getting the Laws Right

Some states permitted education in the home as long as the local public school district “approved” the instruction in advance. Many early home schoolers managed to get approval from open-minded school officials, but far more were rebuffed. School officials who refused to approve a home school program tended to prosecute parents who went ahead and taught their children at home without permission.

Approval in advance by local school officials worked reasonably well for some home schoolers in some school districts, but it was completely unacceptable for a brand-new national organization that was committed to defending every home schooler in every school district, including those who had strong religious objections to asking “Caesar” for permission to teach Christian values to their own children. The Home School Legal Defense Association (HSLDA) was formed in 1983 with just that mission.

Home schooling was so new that local school districts rarely had any official guidance from above on how to handle it. In the face of HSLDA’s extensive knowledge and single-minded purpose, most districts looked for ways to tolerate home schoolers instead of prosecuting them.

By the end of 1989, there were only two states where home education was still a crime: Iowa and Michigan. In 1987 Attorney Kathy Collins, handling home education issues for the Iowa Department of Education, wrote:

Children are not chattel; they are not personal property. They are not “owned” by their parents, nor do they “belong” to the state. The Christian fundamentalists who want the freedom to indoctrinate their children with religious education do not understand that the law that prevents them from legally teaching their kids prevents someone else from abusing theirs.

Compulsory attendance laws are protectionist in nature. Their purpose is twofold: to protect the state by ensuring a properly educated citizenry; to protect the children by ensuring that their labor is spent attaining an education.

Any law that would allow Christians to teach their children without oversight or interference from the state would also allow parents with less worthy motives to lock their children in a closet, use them to babysit for younger siblings, or have them work twelve hours a day in the family hardware store.

Opening the door for the lamb allows the lion to enter as well....

It has taken nearly two centuries to enact the many legal protections existing today for children. Abrogating the state’s compulsory-attendance laws, or weakening them by allowing parents to teach children at home, is no less than a giant genuflection backward. The precarious balance of parents’ rights versus children’s rights should never be struck in favor of the parents. While the Religious Right carries the Christian flag into battle, the state must steadfastly hold high the banner of the child. (Collins, 1987, p. 11)

When parents believe their government threatens their home instead of protecting it, they feel justified in resisting that threat.

Despite Collins’ very best efforts, the Iowa Legislature finally passed a home school law in 1991, and Michigan came to the party in 1995.

[Please note the convoluted reasoning used by Collins to justify her proposed prohibition of home education, for it has been used in New Zea-

land: parents with worthy motives must give way to parents who may have bad motives. They must not only allow themselves to be considered possible child abusers but also allow themselves to be denied the opportunity to fulfill their responsibility to teach their own children so that another set of children can be protected. That is, good parents are to be automatically associated with and considered the same as bad parents by the state. It would hardly win the state’s argument to tell it like it is: concerned parents want a better education than what the state is able to provide. Such parents are further caricatured as Christian fundamentalists wanting to indoctrinate their children, the unstated assumption being that the state schools do not indoctrinate children, clearly a false assumption. The stated protectionist ideology, that the state is producing an educated citizenry and that state schools ensure child labour is spent on attaining an education, is highly suspect at best and demonstrably false in many cases. Stating the case as one of children’s rights versus parents’ rights, a strategy to drive a wedge between the two no matter which way the argument ultimately goes, Collins says children should always take precedence over their parents. She also clearly reveals her position as favouring a declaration of war by the state on Christian parents. — Ed.]

Holding Ground

Home schooling was finally legal in all 50 states. The challenge shifted from making home education possible to keeping it free. This proved to be as big a task as ever.

The National Education Association (America’s largest teachers’ union), in particular, has voted to abolish home education every year since 1988:

The National Education Association believes that

feeling the same way. I have to teach my children the way it works best for us. I keep telling myself that I’m in it for the long haul. What others are doing looks attractive only because it’s different. My strengths are equally as apparent to them, yet I am largely unaware of them.

11. If your child is eight and still not reading, it’s not your fault — or his either. Readiness comes quite late for some children. When they are ready, it’ll all come together for them, and they’ll quickly catch up. Keep reading aloud to them and plug away at the phonics. If it hasn’t come by ten, then have them tested by SPELD. Don’t feel pressured by anxious grandparents. If the child were at school, by the time his mind is finally ready to learn he would hate reading and be too discouraged to try.

12. If you think that you’re the only homeschooling mum that loses her cool with her children, guilt really is having a field day with you! Satan uses guilt and condemnation to erode our self-confidence. He doesn’t like us homeschooling our children. I wonder why? Confess your faults and move on.

13. It’s easy to feel worried because my children are not spending as much time socializing with other children their age as society perceives that they should. Until the age of about nine most of a child’s need for socialization can be met within the family. It is a mistake not to consider this as valid socialization. It is a much healthier form of socialization than school children get. Once they reach the age of nine, time spent playing with a friend of similar age once a week, and contact with other homeschoolers at sports events, etc., will meet their needs. Take another child home with you from regular home-schooling events. Perhaps their Dad can pick them up on his way home from work. Invite a compatible family over after an event, or go to a nearby playground together. As they get older, children can often transport themselves to their friends’ homes by bike or bus.

14. I reduce stress by keeping the standard of discipline high. Replace threats, warnings and tellings off (talk with consequences, jobs, time out, and chastisement (action!)) If it’s not worth their while, they’ll stop doing it. If they argue, I add another consequence. When discipline is applied fairly, immediately, calmly and totally consistently, most children will rise to the new standard expected of them in under three days. A helpful website is nogreaterjoy.org, or e-mail me for my child training notes.

15. I have trained my three-year-old to sit quietly at the table and do puzzles, thread beads, colour in, etc., while I read to the older children.

16. I make sure that I get time out. Every afternoon after lunch my children go to their rooms to read for an hour while I have a rest on my bed. Preschoolers have a tape playing or look at picture books. A timer solves the question of, “When are we allowed out?”

17. Sunday is my rest day when I do nothing that can be put off till tomorrow. Putting the Lord first brings the

rest of my day and week into order.

18. I train the children not to interrupt when Colin and I are talking or relaxing together. If my emotional needs are being met, then I have much more to give to the children. Our marriage is the priority relationship in our home.

19. We try to have a date night once a month when we get a babysitter and head for the beach or hotpools with some takeaways.

20. During January I set aside two weeks to rest. I get a pile of books and do as little work as possible. The job list can wait. This year I let the children sleep in tents during this time and gave them \$20 each to buy their food for five days. Colin and I ate easy meals. We also try to have a week at a bach, often in March and September, and crash.

21. I try to stay motivated. I grab the chance to go to homeschooling events, seminars, workshops, Above Rubies camps, etc. — it keeps the vision strong. I read books to get some fresh ideas. Ask other homeschooling friends what they have been studying lately. They won’t feel threatened. (Would you?)

22. I make use of all the support I can get. Colin reads the children Christian biographies in the evening, and that covers our history lessons. My three older children teach my five-year-old a subject each morning. A friend and I sometimes take each other’s similarly-aged children on a fieldtrip while the other baby-sits the young ones. My dad often comes to work in the garden, so I sometimes duck out on my own to get some shopping. Another friend and I carpool our children to St John Cadet’s. I often give my older children part of the evening meal to prepare; e.g., making a potato dish or a salad of their choice. I use all the support I can.

23. When a situation comes along that threatens to swamp the ship, like a new baby, illness or an ERO review, then that becomes our new curriculum, and it’s all hands on deck to help out. Call it life skills, and don’t worry if not a lot else gets done for a while. Remember, you’re in it for the long haul!

24. Lastly, I do something for me now and then, like writing or curling up with a book. Perhaps for you it may be a night class, shopping with a friend or a craft project. When? In your spare time, of course!

Epilogue: A month after finishing this article, it struck...burnout! I recognised it at once from my research: a feeling of panic in the pit of my stomach, snapping at the children, a slowing down of my thinking, difficulty in making decisions, stumbling over words, and a feeling of being helplessly out of my depth. It hit about an hour before the arrival of a young couple wanting to homeschool their young children. “Come and meet our family,” I’d told her confidently on the phone. “It’ll help your husband catch the vision.” Now here I was, exhibit “A”: a burnt-out homeschooler. What brought it on? A combination of things: we were in the middle of both the work and the

(Continued on page 24: **Burnout**)

Tough Questions People Throw Your Way



How Can I Avoid Burnout?

24 Hot Tips on Avoiding Burnout
by Jenny Jenkins

The fallout rate among homeschoolers is surprisingly high. Many begin but before two years are up, their children are back in school. Yet others seem to keep on going year after year. We have homeschooled for nine years now, but not once have I been tempted to put my children in school. Supermum? Hardly! But I have been very careful to avoid burnout. I'm in it for the long haul, so I don't let guilt and others' expectations push me into becoming over-committed. Yes, I am selfish enough but smart enough to insist that my needs must come first, or this ship, sooner or later, will sink.

Does this sound like you: irritable, feeling frustrated or overwhelmed, lack of confidence, marriage difficulties, lack of discipline in children, depression, no motivation, unable to make rational decisions, not enough time, wanting to throw it all in? Then you are either pre-menopausal or at risk of burnout. Or both! Here are some principles that help me to keep my boat afloat, year after year.

1. I keep my mornings free for home schooling. We don't go out, and we don't invite others in. An answer-phone is helpful too. (Mine is called Kathryn!)
2. Routines in the mornings bring order into our home. The children have a sheet each week with their morning jobs, music practices and subjects listed. They tick it off when each is completed. They get lunch or free time when they are all ticked off. This teaches them to work independently. If they are wasting time they get sent to work in their room. If they are not finished before lunch is cleared away, they miss out. If you are interested in how this works I will e-mail you my article called *Ten Fives*. Email me at jenkinsfamily@e3.co.nz.
3. I limit my scheduled trips out to a maximum of two afternoons a week (and two evenings) if possible. I'm talking about shutting down the taxi service. I don't let one child join an activity that involves disturbing the whole family's routines to get them there. They join things that at least two family members can participate in together.
4. Getting the children ready and on the road takes time

and adds stress, so I try to arrange at least two things happening in the one outing; e.g., our drama lesson followed a violin lesson. Three children were involved in each. I also try to bring activities to our home; e.g., our piano teacher comes to our place.

5. My children are not involved in Saturday sports teams. These can take a huge chunk of family time, including practice night and transport to games. Our weekends belong to the whole family, not just one child. Also, this is the one day my husband has free to spend getting jobs done at home. We guard our Saturdays.
6. I teach the children to help in the home. Their rooms must be tidy before they get breakfast. They are rostered on dishes, etc. On Saturday mornings the whole family pitches in to get the house clean and in order. All the children have their rooms and one other area to clean and to vacuum. If it doesn't get cleaned on Saturday morning, it doesn't get cleaned at all!
7. Ditch the TV. This was Colin's contribution. Try it even just for one week and see if the stress levels in your home drop.
8. Say goodbye to guilt. There will always be worthwhile things for the children to be involved in, but some of them are going to have to be missed out. Maybe next term / next year / when they get their driver's license! Over-commitment is one of the biggest causes of burnout in homeschoolers, and it is mostly driven by guilt. Your children will grow up more secure and just as capable if you are not forever dragging them off to some activity. They will actually do a lot better if you leave them plenty of time for imaginative play.
9. It is equally easy to feel guilty about your homeschooling programme, especially if you are a perfectionist or have high expectations of your children. Your children will do better than children in school — even though you may feel inexperienced. If you're struggling, get a programme which requires little preparation. For example, A Beka science and social study books, a New Zealand maths book like National Curriculum Maths (order through Whitcoulls), a handwriting book, lots of library books and you're almost there. Your children will have the edge because they get a lot more individual attention than children do in school, and also because they remember so much more when they learn in a secure environment. A perfectionist friend of mine homeschooled her children for two years and got overcome by guilt, mostly because her son was a late developer and hadn't learnt to read by age eight. A year after she'd put him back into school she shared that he had learnt almost nothing that year in school, and she wished she had kept him at home. Don't let friends, parents or the children themselves pressure you into a decision that you know is not best for the child. Often it just takes time for them to begin to see the benefits.
10. Another cause of guilt is comparing myself to other homeschoolers. Sure it looks like everyone else is doing better than I am. But if I gathered my courage to tell them so, the honest ones would probably confess to

home schooling programs cannot provide the student with a comprehensive education experience. When home schooling occurs, students enrolled must meet all state requirements. Home schooling should be limited to the children of the immediate family, with all expenses being borne by the parents/guardians. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association also believes that home-schooled students should not participate in any extracurricular activities in the public schools.

The Association further believes that local public school systems should have the authority to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public school setting from a home school setting. (National Education Association, 2000)

Most home schoolers believe that governments should protect the safety and integrity of the home and leave the task of childrearing to parents. When parents believe their government threatens their home instead of protecting it, they feel justified in resisting that threat.

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Note:

1. Adjunct Assistant Professor of Government, Patrick Henry College and Staff Attorney, Home School Legal Defense Association, One Patrick Henry Circle, Purcellville, VA 20134.
2. Holt was experienced enough to realize this was unlikely. He recognized that the ACLU was unlikely to oppose compulsory schooling on constitutional grounds. (Holt, 1976, p. 310)

Learning Disabilities



He's So Busy Learning We Forgot To Do School! (Part 2)

An article for parents of curriculum disabled children
by Tom and Sherry Bushnell

Where do your interests fall? Part of our family philosophy toward self-motivated learning has been steering our children toward good information and away from bad. We have a high standard for fiction reading material. We are also careful about non-fiction. Real life pictures and graphics can be just as bad as the world really is! There are so many wonderful resources available, why waste money on garbage.

Without getting all caught up in self-love or self-esteem, we can enthusiastically encourage our children into an every day, healthy excitement for learning. Our method of doing this involves hearty approval and interest in what our children are interested in. This approval also involves our time and pocket book. Ah, yes, money. We are on a variable, limited income working for NATHHAN, yet God has provided splendidly beyond our wishful dreams. He will do the same for you.

We have found that when we are enthusiastic about a topic, there are usually many others in the community that also are very interested in the same topic. The Lord has brought friends with expertise in these areas to share with us: Organic Gardening, Greenhouse, Cattle Farming, Computers, Cooking, Canning, Butchering Meat, Editing, Writing, Sewing, Desk Top Publish-

Everything for Christian Schools & Home Educators

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ing, Piano/music in general, Welding, Logging, Working with Wood, Building Furniture, Sewing of all kinds, the list goes on and on.

A Direction Worth Pursuing

For the sake of discussion, suppose we had a child who was interested in nothing else other than TV and computer games. The first step would be talking as a family and making some decisions about the future. How are the recent inputs of information affecting our family? If the TV was a negative, we'd pack it up and put it away (or at least make 3 the only channel for the VCR!) Next we would take several interesting field trips over the course of a month. At least one a week. These field trips would include getting out and walking around, touching things, asking questions, finding a knowledgeable adult willing to share, going to the library, the zoo or a farm, looking at museums and factories, and going to work with an adult for a day or two. All the while, we as parents are observing, making mental notes and speaking together as husband and wife, praying about which direction to encourage our children.

All of this will take our children's co-operation. If our children are in the process of disengaging from the system, they may be peer dependent, and we may need to cultivate a better relationship with our child before we start on this type of adventure. Homeschooling children need parents to be both the authority in their lives and their best friends.

Here is how we have gone about finding information that interests our children: We take our son on an errand to the grocery store and pick up a spare tire at the tire shop. An interest is sparked. Our son seems to be asking a question or two and hanging around the door of the tire shop peering in. We ask permission and the manager allows us to come closer to watch how tires are repaired, studs installed and tires remounted on a rim. Twenty minutes later we leave with new input in what kind of information sparks interest, and our son leaves with an idea of how tires are dealt with.

Picking up a new magazine at that same tire store dealing with fancy tire rims and car accessories, we lay it on the table and forget about it. It disappears. A day or two later we say candidly to our spouse, "Honey, have you seen that magazine I brought home to look at?" Our son gets a sheepish look and saunters back from his room with it in his hand. "Sorry Dad." We say, "No problem, son. What did you think of that programmable horn on page 30?" Our son looks at us in wonder. "Are you thinking of getting one Dad?!?" We say, "Nah - don't think your mom would go for that, but what about those leopard-spotted seat covers for the front seat!" And so it goes.

The next week after you find what interests him the most in the catalog, you bring home a book or magazine along those lines. As interests become more specific, the material will get easier to come by, especially with the availability of just about anything on the internet. Most interests are sparked spontaneously and naturally. Watch for eager eyes and lingering questions.

Using Real Life to Meet Reading, Math, Writing and Spelling Goals

Most of us with "unique learners" are not college (university) bound. This article may not be the answer for those who want tertiary education for their child. College is totally possible for self-motivated "unique learners" ... if THEY are aspiring to go. Excellence in creative writing, math or science certainly has its place in our home. They just don't fit all of our children's needs in education.

Any book, including the Bible, can be used as a text book. In the file folder of our children's minds, important words that mean something will be remembered if they have something to hang the fact on. The books, manuals and magazines we acquire that interest our children can all be used as a textbook.

The car parts catalog can be used as an excellent math book. Here are some ways we have used these.

Resources for math from car parts catalog:

- Make a wish list of tools or parts. (As when our boys were starting their own companies and what tools they were going to need.) Add it up.
- Give them a budget and find as many things as they can to fit under that money ceiling.
- Work out the sales tax (or GST).
- Divide the amount to be paid for the parts into x number of equal payments.

This is done in all seriousness, assuming that one day they will really order them. (If they have done well, surprise them with a part or two!)

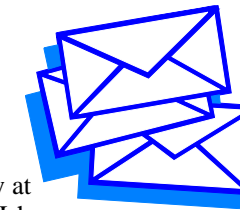
The Importance of a Good Education

The whole idea of conforming a "unique learner" into a scholastic achiever is as improbable as changing a busy mother of 9 into a football hero. Let's bloom where we are planted. What is a good education? Is it the regurgitating of facts from a text book? Is it the ability to take a test well? Is it terrific handwriting? In the real world, all of these mean little. Only the hardest survive in the business world. Those without savvy are forgotten quickly.

Where are your children going? What has God called them to do? Those with gifts outside of academia are better prepared for real life starting now. With God's help we can fashion our sons and daughters into bouncing-out-of-bed-for-the-excitement-of-a-new-day type of people. Ask the Lord for His will in your "learns-differently" child. He will supply all your needs in His timing.

(From <http://www.nathhan.com/busy.htm>, NATional cHallenged Homeschoolers Associated Network, a Christian non-profit organisation dedicated to providing encouragement to families homeschooling special needs children in ways that glorify the Lord Jesus Christ. Used by permission.)

Letters



HEs Are So Successful

I am attending Waikato University at the moment. One of the courses I have to attend is about assessment. The big push is to do formative assessment rather than putting the emphasis on summative assessment. As I sit in the lectures and tutorials I hear the lecturers describe the basic techniques of homeschoolers; ie, nurturing the child and providing education based on the needs and interests of the learner.

I remember a long time ago a reviewer telling me that the education system was looking at the reasons why home-schoolers were so successful and trying to find a way to integrate this into state schooling. So just by the way of encouragement we should feel that we are doing such a good job that elements of the homeschooling culture are being formalised to make the schooling of all those kids that are attending school better. Contact with home-schoolers is making people question accepted practices and change is occurring. It brings to mind two thoughts. One is that people stand afar off and see. And we are the head not the tail. The simple things homeschoolers do have powerful consequences.

Shani Forsyth
Hamilton

Link with Homeland

Well, we are back in New Zealand. I would like to take this opportunity to thank you for sending the *Keystone* to us in Tonga. It was like a real link with our homeland.

Miriam Fryer
Kaitaia

Godly Advice

I am enjoying reading through the latest *Keystone*: it will come to an end all too quickly. It is always a great encouragement and thought-provoking. Many thanks for the time and effort you put into Christian Home Education, also the Godly advice you share.

Dallas Garner
Rangiora

Back to Basics

Thank you for your input at the Hamilton Conference. It was such an encouragement and I did appreciate it very much - especially getting back to the basics - my very first reason for homeschooling 13 years ago.

Peter & Marcia Jones
Hamilton

Never Miss A Shot

We did enjoy your *Keystone* Journal and very inspired by what we read and methods we picked up dealing with some issues you had in it. I do have a few people that are interested in your *Keystone* Journal of Christian Home Schoolers, so if it is okay with you I can give them your e-mail address or I can order a couple of separate issues for us and circulate them. I just barely got mine back that's why it took me this long to E-mail you. May God richly bless in your endeavors! Thanks so much for keeping in touch with us and encouraging us in a very simple but yet very powerful way. Our constant prayers are with you in our daily devotions, God Bless you & yours !! In His Eternal Service,

Rev. Paul Never-Miss-A-Shot
Wa su ti' sni, in Lakota Sioux,
My Native Language
Lighthouse Church
Great Falls, Montana

Montana Pen Pals

I found the name of your group in [The Worldwide Guide to Homeschooling](#). I am in search of home school students who might like a pen pal from the state of Montana in the U.S. I publish a newsletter that goes out to 120 families in our area and with that I am able to "speak to" many children. The students on your end would choose their pen pal match based on basic info (i.e., age, grade, gender, interests). This could be an e-mail pen pal or regular mail. Do you think this is something families in your area might be interested in? I would hope it would be a blessing to all involved families and educationally beneficial to the students.

Teri Burrows
mtburrows@msn.com

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Parenting Paradigms



The Four Parenting Styles

by Craig Smith

Dr Diana Baumrind, Research Psychologist with the Institute of Human Development at the University of California (Berkeley) and others describe in very useful terms four basic parenting styles. These each involve combinations of acceptance / responsiveness / support

	Supporting	Unsupporting
High-level Monitoring	Authoritative	Authoritarian
Low-level Monitoring	Indulgent	Neglectful

on the one hand, and demands / controls / monitoring on the other.

The authoritarian style, where monitoring is high and support low, gives complete authority to the parent, who dictates how the children will behave. It tends to be less effective in the teenage years, because there is no negotiation. It relies totally on the recipient recognising the greater authority of the parent.¹ It is a restrictive, punitive style, allows little verbal exchange, and can be associated with social incompetence in children: they are anxious about social comparison, fail to initiate activity and have poor communication skills.²

The best meaning home educating parents in the world can fall into a pattern of authoritarian parenting because of feeling pressured to perform. A strict adherence to a packaged curriculum, demanding a minimum number of pages to be done each day, can cause parents to feel they need to keep the children working and performing at all times, especially when combined with unrealistic expectations in other areas such as educational outings, lessons of various kinds or even social commitments or fastidious housekeeping. Such folks may have lost sight of the prime advantage and opportunity of home education: to enable your children to interact with you all day, rather than with a book. Vast amounts of knowledge and wisdom as well as important attitudes and values are communicated *most efficiently* when you feel comfortable just sitting for an hour talking with the children about whatever subject comes up.

The indulgent or permissive style sees parents who are highly involved with their children, but who place few demands or controls on them: support is high and monitoring low. Children have great freedom, and few or no boundaries. Indulgent parenting is also associated with children's social incompetence, especially a lack of self-control. Children may always expect to get their own way. Some parents deliberately rear their children

in this way because they believe the combination of warm involvement with few restraints will produce a creative, confident child.² While young people need more from their own parents, the indulgent style can be a very useful one for a step-parent.¹

Probably few Christian home educators would be in this group since Christianity is a faith of discipleship which means self-discipline and submitting to higher authorities. However, with today's negative worldly attitudes toward work and responsibility, parents may unwittingly be letting their children down in the area of discipline because they are so interested, committed to and involved in their children's activities. It is the Christian parent's duty before God to shoulder the hard and at times unpleasant task of training and disciplining their children to abandon the ways of folly which are bound up in the heart (Proverbs 22:15) and to walk according to God's word.

The neglectful parenting style, where both monitoring and support are low, where parents are very uninvolved in the child's life, perhaps absorbed in their own troubles, and children may be left to bring themselves up, is also associated with social incompetence in children, especially a lack of self-control.² There is no discipline of the children, and no interest in them either. This is the most harmful. The children rightfully feel neglected because no one notices when they are in over their heads with no lifeline to haul them back.¹

This is the caricature of a home educator our enemies like to portray. Such neglectful parents, of course, are the *least* likely to want their children hanging around them all day when the schools will occupy them for at least six hours a day, and often more, plus probably feed them into the bargain.

The authoritative parenting style, where monitoring and support are high, encourages children to be independent but still places limits and controls on their actions. Extensive verbal give-and-take is allowed, and parents are warm and nurturant toward the child. Such children are generally socially competent, self-reliant and socially responsible.²

This is what home education, tutoring, mentoring is all about. Parents know they have the goods to pass on to their children and are confident in their ability — as well as committed to their duty before God — to do so. I Thessalonians 2:9-12 talks of the hard work, the good example and the lofty goal the Apostle Paul had for the Thessalonians as he nurtured them first as babes, encouraged them as peers and finally charged them as mature Christians to carry on faithfully in his absence. It is our job to do likewise with the next generation.

Notes:

1. From *NZ Herald*, 31 July 2002, Suzanne Innes-Kent, relationships consultant, author and broadcaster, <http://www.nzherald.co.nz/storyprint.cfm?storyID=2346957>
2. From *Life-Span Development*, John W. Santrock, University of Texas, 1997, Brown & Benchmark.

Home Educators Did It



Jesse Wilson Chess Champion

by Andrea Munroe

Little did the politicians know that fiercer — though quieter — battles were being waged opposite the beehive than within it early in July this year.

It is the last day, last round, of a three-day-long chess tournament being held in Turnbull House, Wellington. Everyone is gathered around the table where Jesse Wilson is playing Raymond Song. The timers tick softly, the would-be champions concentrate, oblivious to the expectant audience. Song mentally assesses the board, and comes to some disturbing conclusions.

He offers a draw. Wilson refuses.

Song begins expounding the merits of a draw in good earnest. No deal. Raymond's timer is running out.

Checkmate. Jesse Wilson, 17 year old home-schooler from Wainuiomata, is proclaimed 2002's New Zealand Junior (under 20) Chess Champion!

"About time," says his brother Jordan, impressed by Jesse's 5-win, 1-draw record, the \$150 in prize money and the fact that he also picked up the National Secondary School Pupils Championship at this same tournament.

Jesse has been playing chess since he was about nine years old. "Jordan taught me how to play, giving me a chess book to read and then playing with me," he recalls. "I was lucky to have him to play with actually, as he was much better than me. Playing with him made me better than I would have been on my own, and he used to try all his opening traps out on me before using them at the club!" Currently Jesse goes to the Wellington Civic chess club, one of the biggest in New Zealand, which he has attended for two and a half years. His rating there is 1658 — according to the rating system invented by Professor Arpad Elo — which Jesse describes as medium strength... "not incredibly high. But that is going to change pretty quickly, believe me!" he adds jokingly. Jesse's rating is quite good for junior players, however.

SNAPSHOTS by Jason Love



Asked about the style in which he plays, this junior player explains that one's chess style is not fully developed until you reach expert or master level, though usually people have distinct leanings toward either strategic or tactical play.

"My own play used to be heavily positional, just defending until his attack ran out, and then hopefully able to exploit any weaknesses left. Not the most exciting way to play chess. Lately after much research and deduction from watching the guys and Jordan at the club do their stuff, I decided it couldn't do any harm being a little more active. This decision made me a lot stronger player and is probably one of the most important reasons for my win. Now my typical game usually involves making weaknesses and harassing my opponent until I can guide it into a favourable endgame. I have even played a few caveman attacks, but while they are fun, I find them too nerve wracking to want to play often." (A caveman attack has a single strategy - recklessly going for your opponent's king. There is also an aggressive series of opening moves sometimes called a caveman attack.)

Jesse mentions that he has made some good friends in the small New Zealand chess community. "[They] have helped me improve my play a lot. I look forward very much to beating them, and they do their best to clobber me." But it's not just about winning or losing.

"When someone first learns to play chess, the only thing that matters is the result, if he wins or loses. Later, when he gains more experience, it begins to matter how he wins. That is because chess is basically a struggle of ideas. You are projecting your thoughts out onto a board, and your opponent is trying to thwart them with his own. This battle between two individual minds makes the pieces on the board come alive, makes the game into a creative exercise, where imagination is as important as iron logic. That is how personal styles are developed." Jesse also admits that he loves the competitive nature of chess. "Who doesn't like to fight?...the feeling of stretching the mind in trying to defeat someone. The measure of the quality of your thinking is of course the win or loss." He tries to deal objectively with his mistakes, learning from them instead of beating himself up about them. That way, he says, you gain something from every game, win or lose.

While Jesse has other interests including music and reading, chess is firmly his ruling passion. His family tries to coax him to try other things — singing... weights...toastmasters... — but Jesse is happy aspiring to be a chess grandmaster. (The fact that New Zealand's single grandmaster, Murray Chandler, came from Wainuiomata, he takes as a very positive sign.) Seriously, however, he doesn't necessarily envision it as a career; considering law, commerce, or economics

instead — “still thinking about it.”

“For chess, I would like to see chess in schools and be given more support. Chess has been shown to help at-risk children especially, as it teaches valuable life lessons...I heard that three scientists won the Nobel prize for their studies into games like chess, because they can be used to analyse real life conflicts.” The Wilson family certainly support chess with a will: besides Jesse, older brother Jordan formerly belonged to a club and younger brother Dallas currently attends the Wellington Chess club. Jesse actually helps to run a small club at Maranatha Christian School one day a week.

And now, what you’ve all been longing to hear - What’s the role of home-schooling in all this?

“The truth is, it has made large impact on my chess.” The flexibility of home-schooling, he continues, gives more time to pursue his interest. He also values the encouragement from mum and dad, and the lack of other “distractions.”

“I mean, we don’t have a TV, and I don’t go to movies, so it made sense to play more chess. The whole game is ideally suited to home-schooling really, so why aren’t there more home-schoolers out there?”

Jesse is interested in competing in the World Junior which is being held in India, and the World Youth tournament in Greece - if he can raise the money. May the Lord guide him in every future game.

About the Wilsons

We have been home-schooling since January 1993. Our family includes Jordan, Courtney, Jesse, Phillip, Justina, Dallas, Ariana, Bethany and of course, Mum and Dad. We encourage our children to pursue their individual interests and to really develop the gifts that God has given to each of them. Each has different gifts but they all pursue them with a passion - chess enthusiasts, pianists, dancers, violinist and singer alike. Motivation is a non-issue when a child enjoys, and has an interest in a particular area. All a parent has to do is provide encouragement, resources, a positive environment and get out of the way! The flexibility of home-schooling allows the children to pursue their interests more fully, and they are learning in the process. This is the beauty of home education.



books, music, doggerel, you name it), turn NZ completely upside-down and retire.

Andrea Munroe of North Shore City was home educated all her days. She is an aspiring journalist, despite being currently halfway through entirely the wrong degree (bachelor of business). She hopes to graduate and complete a journalist post-graduate diploma, then go on to write lots of things (articles,

Home Education Research



Testing the Boundaries of Parental Authority Over Education: The Case of Homeschooling

by Rob Reich

(There follows the Abstract of Reich’s Paper, delivered at the Annual Meeting of the American Political Science Association, San Francisco, August 30-September 2, 2001, and some responses to it by Ben Greydon.)

This paper discusses parental authority over education. I do so by examining the increasingly popular phenomenon of homeschooling in the United States. Should, and if so, how should the liberal state regulate homeschooling, the arrangement that gives parents the most control over the education of children?

In the first section, I look at the recent history of homeschooling in the United States, showing that beyond its interest in purely theoretical terms, the actual practice of homeschooling also provides powerful reasons to focus attention on it. In section two, I canvas a trilogy of interests in education -- the parents’, the state’s, and the child’s -- as a prelude to considering the justifiability of homeschooling. I argue here that while each party shares an interest in the development of children into normal adulthood, the state has an independent interest in educating for citizenship and the child has an independent interest in an education for autonomy, neither of which may be shared by parents. On the basis of these three interests and a consideration of what to do when interests clash, I argue in section three that at a bare minimum one function of any school environment must be to expose children to and engage students with values and beliefs other than those they are likely to encounter within their homes. Because homeschooling is structurally and in practice the least likely to meet this end, I argue that while the state should not ban homeschooling it must nevertheless regulate its practice with vigilance. I conclude by briefly offering a few suggestions about the best means at the state’s disposal to exercise regulatory authority and by considering some problems with regulation.

This paper is a treasure trove of the state’s views on the relationship between the institution of the home and the civil government.

Reich starts his paper with the following statement: “Homeschooling represents the paradigmatic example of the realization of **complete parental authority over the educational environment of their children. In no other setting are parents as able to direct in all aspects the education of their children**, for in homeschools they are responsible not only for determining what their children shall learn, but when, how

and with whom they shall learn.” (Emphases added. This is a remarkably clear assessment of home-based education. Most home educators themselves probably do not realise how unique their situation is because of these factors mentioned above — uniquely free from state intervention, regulation and control. Nor do most home educators appreciate how much these freedoms grate against the socialist tendencies of left-leaning politicians and bureaucrats. — Ed.)

Reich now reveals his major overall concern: “If it is permissible for parents to homeschool their children, then we will have gone a long way toward identifying the wide scope of parental authority over the education of their children, or put conversely, toward severely limiting the role of the state in educational supervision.” Reich, the confirmed statist, is clear about what is at stake here: who should control the child’s education? Parents or the state?

Reich acknowledges that “most . . . parents choose to educate their children at home . . . because they believe that their children’s moral and spiritual needs will not be met in campus-based schools.” Note that Reich did not say public campus-based schools. He correctly recognizes that some of the problems addressed by full parental sovereignty and homeschooling are inherent in any institutional setting, including church-based educational institutions. (Interestingly, Reich made no case for any educational interest on the part of the church.)

But, he argues, “children must attend institutional schools in order to achieve autonomy.” That is, children must be exposed to peers who have “values and beliefs other than those of their parents.” After all, Reich writes, “if there is any educational environment that might potentially be able to replicate the values and beliefs of a child’s home, homeschooling is it.” (Can you see Reich’s unstated assumption? It is undesirable for children to be socialized, trained in values and beliefs, solely by their parents. — Ed.)

Reich is absolutely correct in acknowledging parental control of peer contact and “socialization” as being the most significant factor in homeschooling. Socialization, he admits, is the primary reason why the state cannot allow unregulated homeschooling. The primary goal of socialization is the indoctrination of children in values and beliefs that differ from those of their parents. (So why do some homeschoolers insist on finding ways to be sure that their children are exposed to other children?) Socialization is necessary, he says, so that these children will know how to function in the political world. (Having said this, it is rather interesting that he then decries the political power of the American homeschool lobby in that it has successfully prevented more aggressive state regulations so far.)

His proposed regulatory response is also instructive:

1. Require all homeschooling parents to register with the state;
2. Place the burden of proof of compliance on the parents;
3. Require that parents use state-approved curricula; and

4. Require homeschooled students to take annual standardized tests.

Interestingly, none of these regulations do anything to improve the academic environment, nor do they address the socialization issue; they serve only to deny parental sovereignty.

Much of Reich’s argument for total state control of all aspects of education rests on the nebulous need for each child’s “autonomy.” “Children have an interest in becoming autonomous,” Reich claims, in order to “develop into an independent adult who can seek and promote his or her own interests, as he or she understands them, and who can participate, if he or she chooses, in political dialogue with others.” This is necessary, he states, in order to prevent the child from becoming “ethically servile” to his parents’ points of view. He asserts that children must be exposed to “diverse values and beliefs” in order to in-sure that they “will have the opportunity and capacity to participate in public institutions and will come to possess a number of political virtues, such as tolerance, civility, and a sense of fairness.”

Reich insists that this “autonomy is necessary for citizenship.” But is autonomy as Reich describes it necessary for citizenship; and, more importantly, is it even possible to attain autonomy in the state school system that he exalts?

If the base requirement for citizenship is a tolerance for all citizens with differing views, Reich’s callous disregard for parents who have strongly held religious beliefs proves the non-existence of the very “autonomy” that he insists is necessary. We who are usually the targets of the tolerance police know the intolerance that they bear towards others who have morally defining values and beliefs. And that intolerance is the stuff of the state school system, proving that Reich’s argument is simply a matter of determining to whose values children should be ethically servile.

A citizen with no moral values is worthless to his country — unless, of course, what his country wants is just a nodding puppet. And there we lay bare what Reich is after.

In fact, true autonomy — apparently so important to Reich — is the mainstay of most home education — the very thing Reich opposes.

Finally, Reich is happy to see homeschooling parents fight to use government school facilities, to have their children in sports and band programs, etc., for it accomplishes both goals of government schooling — socialization of the child and accountability of the parent. Why, then, do so many Christian parents fail to see these anti-family intentions? Why do they enslave themselves voluntarily to either state or church? Why do many parents give up home educating, their greatest God-given privilege and responsibility? Whether it is laziness or simply the result of the successful indoctrination already present in the parent, the state wins and the family loses.