

Keystone

The Journal of Christian Home Schoolers

of New Zealand

Vol. VIII No. 6

November 2002

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
Mark & Heidi Breetvelt
Melissa 11, Christy-Lynn 1 1/2,
Anna 9, Elise 13 and David 6.



The Fallacy Detective

Thirty-Six Lessons on How to Recognize Bad Reasoning

by Nathaniel Bluedorn and Hans Bluedorn

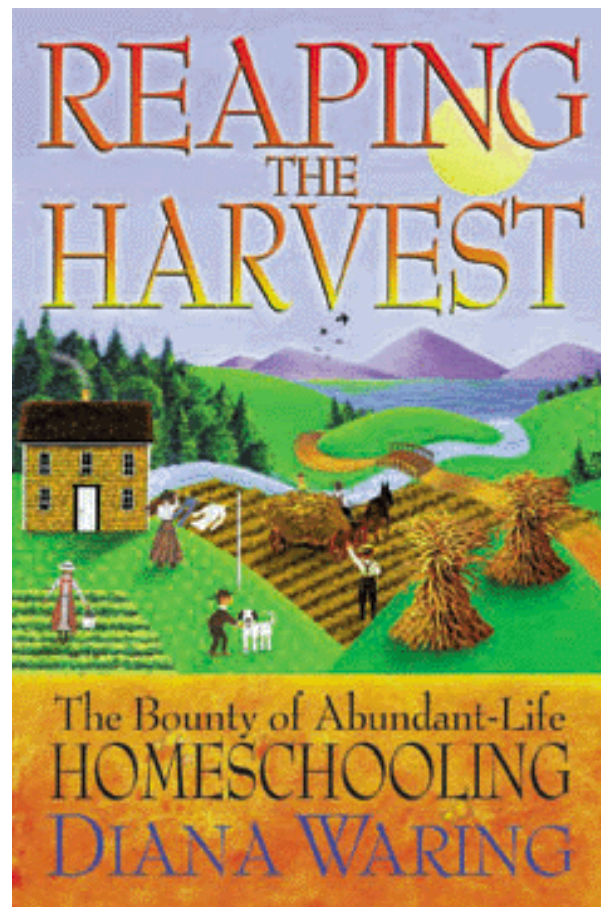
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Keystone, Vol 8, No. 6 November 2002

Mark & Heidi Breetvelt

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KEYSTONE

is the Journal of
Christian Home Schoolers of New Zealand.
It is read by subscribers in New Zealand,
Australia, Brunei, the USA, Canada, and the UK.

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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.

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

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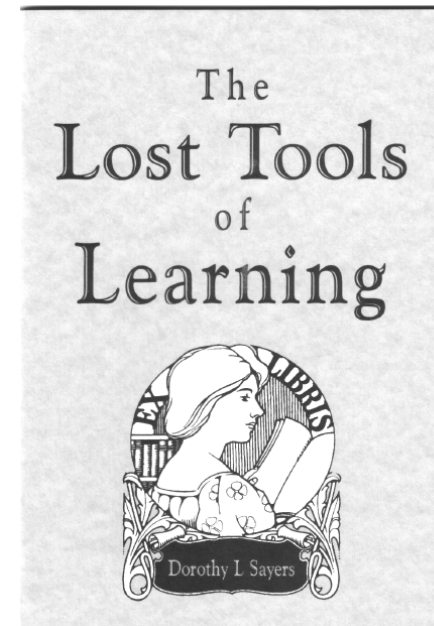
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It was Henry R. Van Til, in The Calvinistic Concept of Culture (1959) who stated that "culture" is religion externalised. Look at the expressions of our culture today: hatred, violence, murder, infanticide, anti-Christianity, immorality, drugs and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

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



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

various other bits and pieces. On most fine days you may find him outside, either in a tree or in the sand/dirt making more roads and tunnels. At any other time he will be on the computer working on one of his educational programmes. Number and measurement are his forte.

Christy-Lynn is our 1½-year-old. She “sparkles.” As the baby she delights in the extra attention and hugs from the rest of the family and takes great pleasure in joining her siblings in most of the activities mentioned.

One year, because we were experiencing the symptoms of burnout, we had to reassess our priorities and make some changes to our demanding routine. We took a whole term off from extra-curricular activities to recuperate, and it was wonderful! Our focus returned once again toward the family and relationships. We soon discovered that ‘there’s no place like home’ to have enriched learning experiences that couldn’t be taught elsewhere. We went swimming, took nature walks, rode bikes, climbed, played games, read books, sang songs, visited interesting places, had ice cream and picnics together, worked around the house and garden together and had fun as a family. We still do these things together – regularly. These are lasting memories. Nowadays, we keep the extra lessons to a minimum so that we can carry on learning without disrupting the serenity in our lives.

There are still times when I feel inadequate and frustrated because I neither live up to other people’s expectations nor my own. I’ve also had many doubts and worries of whether the children are learning what they ‘should be’ and whether they will become successful. These are just reminders that I can’t accomplish this on my own. My husband often needs to remind me to “keep it simple”. I am only the facilitator. God wants me to ‘be anxious for nothing...’ Also, I realise that I’m not perfect and neither are my children (I am reminded every day), but at least we know the One who is! I am still learning to put my priorities in order, while still allowing time to be flexible when the need arises. Over the years I’ve experienced more and more that I can’t do it on my own. If we place God as the priority in our daily lives and seek Him first... (Matt 6:33) ALL these things will be added unto us and will fall into place each day.

Looking back over the years and seeing how far the kids have come really causes us to marvel and thank God for his grace! Regardless of lack of organisation and jumbled priorities over the years, God has been Sovereign and our children have turned out just wonderfully so far. In no way are they lacking socially, emotionally and spiritually, and they are at least on par with their peers at school academically. We realise now that, more important than our children ‘being educated’, is them being prepared for life. Our goal is to help them “increase in wisdom and stature and in favour with God and man.” I prefer to say that our children have been “home grown” rather than home schooled.

Besides the Bible, there are a few books that have been

helpful to me over the years:

- Home-Style Teaching*, by Raymond S. Moore
- Home-Grown Kids*, by Raymond S. Moore
- For the Children’s Sake*, by Susan Schaeffer Macaulay
- The Way They Learn*, by Cynthia Ulrich Tobias
- Things We Wish We’d Known*, by Bill & Diana Waring

(Continued from page 8: **Rescue**)

losophy of the government in the next generation.”

Dear Christian fathers, my brothers. If you are not totally convinced that the best place for your children is at home where you and your wife can rear them with your eyes, ears and hands upon them under the guidance of God’s Holy Spirit, then please let me encourage you to read the above again. The stakes are way too high for mucking around: we are talking about the lives of our own flesh and blood, our children, for whom we will be called to account on Judgment Day. Have a good read and pray over Psalms 127 & 128, and Psalm 111:10 through Psalm 112:2. Our divine assignment here is nothing less than the re-taking and reforming of the whole world. Now there is a task to which a God-fearing man can give himself unreservedly, really get excited about and sink his teeth into!

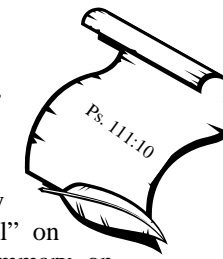
To God be the Glory! Amen!

(Continued from page 16: **Creation**)

- Rapids: Zondervan Publishing House, 1975), pp. 250–271.
- 3. Richard Dawkins, *Unweaving the Rainbow* (Boston: Houghton Mifflin Co., 1998), p. 294.
- 4. H. S. Terrance et al., “Can an Ape Create a Sentence?” *Science*, Vol. 206, 23 November 1979, p. 900.
- 5. “No languageless community has ever been found.” Jean Aitchison, *The Atlas of Languages* (New York: Facts on File, Inc., 1996), p. 10
- 6. David C. C. Watson, *The Great Brain Robbery* (Chicago: Moody Press, 1976), pp. 83–89.
- 7. Albert C. Baugh, *A History of the English Language*, 2nd edition (New York: Appleton-Century-Crofts, Inc., 1957), p. 10.
- 8. Ralph Linton, *The Tree of Culture* (New York: Alfred A. Knopf, 1957), p. 9.
- 9. George Gaylord Simpson, “The Biological Nature of Man,” *Science*, Vol. 152, 22 April 1966, p. 477.
- 10. Philip E. Ross, “Hard Words,” *Scientific American*, Vol. 264, April 1991, p. 144.
- 11. John Maddox, “The Price of Language?” *Nature*, Vol. 388, 31 July 1977, p. 424.
- 12. Mark P. Cosgrove, *The Amazing Body Human* (Grand Rapids: Baker Book House, 1987), pp. 106–109.
- 13. *Ibid.*, p. 164.
- 14. Jeffrey T. Laitman, “The Anatomy of Human Speech,” *Natural History*, August 1984, pp. 20–26.

(Used with permission From *In the Beginning: Compelling Evidence for Creation and the Flood* (7th Edition) by Dr. Walt Brown, Centre for Scientific Creation, 5612 North 20th Place, Phoenix, AZ 85016; www.creation-science.com/)

Editorial



The final installment of an article on Home Education’s history titled, “The Politics of Survival” on pages 9-10 plus a research summary on pages 14-15 about how successful home education is regardless of parental education, qualification or money spent tell a grand tale of how incredibly varied a cross section of home educators would be. Sure, there are plenty of common factors: importance of the family unit, commitment to children, high value placed on personal freedoms, etc. But the commonalities soon fade away, as virtually all home educators themselves will readily admit, especially those who have organised a support group for any length of time or been on a home educators’ email discussion group!

We all need to remember this when it comes to protecting our liberties in the political realm. As home educated researcher Dr Mary Hood says on page 10:

“It is important for policy-makers to recognize that no single individual, group or organization, either on a local or a national level, can possibly hope to represent the views of all home educators adequately....and the concerns of those individuals or groups who are most noticeable or vocal in a given area should not be allowed to dominate the discussion completely.”

We home educators need to be very careful about giving over representation of our selves to others. It is better for our own and our children’s self-development for each of us to be familiar with the issues and take our own individual action when necessary. Which will have more effect: a single letter to the Minister of Education from a national organisation, or hundreds of letters dumped on his desk plus emails, faxes, phone calls and visits from home educating families? Discussing the issues and writing letters is home education at its best!

How do you keep up with the issues? This is really easy, generally. Subscribe to *TEACH Bulletin* (see page 4). Subscribe to a couple of the many specifically NZ email discussion groups. Here are a few:

Christian Home Educators NETWORK
chednetnz-subscribe@yahoo.com

Christian Unschoolers of NZ
taughtofthelord-subscribe@yahoo.com

Home Education Foundation NETWORK
hefnetnz-subscribe@yahoo.com

NZ Home Education
nzhe-subscribe@yahoo.com

NZ Unschoolers
nzschoollers-subscribe@yahoo.com

Ask around: there are plenty more, including overseas ones which will give you a perspective on the political ploys used elsewhere attempting to regulate and control home educators. The biggest overseas one is probably the (American) Home School Legal Defense Association’s weekly update, which you can access from:

www.hslda.org .

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I am most anxious to enlist everyone who can speak or write to join in checking this mad, wicked folly of ‘Women’s Rights,’ with all its attendant horrors, on which her poor feeble sex is bent, forgetting every sense of womanly feelings and propriety. Feminists ought to get a good whipping. Were woman to ‘unsex’ themselves by claiming equality with men, they would become the most hateful, heathen and disgusting of beings and would surely perish without male protection. -- Queen Victoria, mother of nine children. Excerpt from *Verses of Virtue: The Poetry and Prose of Christian Womanhood* by Beall Phillips.

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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law today. Jesus said, "It is written, Man shall not live by bread alone, but by every word that proceeds from the mouth of God" (Matthew 4:4), which obviously includes the entire Old Testament and the entire New Testament.

Politics: Civil government, as part of God's creation order for man, is consistent with some kind of world-view. While the Lord Jesus Christ did not come as a political figure, He nevertheless is King of kings and Lord of lords, the One to Whom everyone will give account, the One before Whom every knee will bow and every tongue confess to be Lord (Philippians 2:10-11). John 19:10-11; Romans 13:1.

The civil government, or central government or Parliament, is only one government among many, and not the most important one. Sound strange? Then you have imbibed a nonChristian world view in the area of politics. The first government is the self government of the individual. Then there is the government of the family, with dad at the head carrying the lion's share of the responsibility and catching all the flak and shielding mum and the children. Mum carries a fair measure of the family government and the children are all under Dad's and Mum's authority. There are the church governments and the government of your workplace. Each government has its own legitimate sphere of influence.

The problem with nonChristian politics is that most of them see no problem with the civil government extending (unilaterally without so much as an invitation or by the manipulation of another nonChristian concept of the democratic ballot box) its influence, nay, its controlling power, over the spheres of influence of other governments, in particular the government of the family and that of the individual. State-funded compulsory schooling is a major body-blow to the government of the family, weakening it considerably. Home education of any description is a very strong political statement, for here you have families taking the government back away from the state.

Economics: The stewardship of both the natural resources and created wealth is done in every society according to some sort of world view. Jesus recognizes the legitimacy of taxes and of private property as well as the importance of individual and familial economic responsibility. Matthew 22:21; Acts 5:4; II Thessalonians 3:10; I Timothy 5:8. Collectivist economies tend to deny the concept of private property and personal responsibility, which means the individual is not motivated to take risks in development for he does not keep the fruits of his labour. Historically such cultures remain poor and underdeveloped. Home educators can have some great experiments with economics: Toss the weekly budget money on the table and democratically divide it up among all family members. Let each one feed him or herself for that week. Later let each take turns being responsible for feeding the entire family in subsequent weeks. If the family wants to upgrade their stereo system, for example, have a family pow wow over the usual food, power, clothing, entertainment and petrol bills and work out ways to save money in each. Over several months let the money saved be put into a special fund. Notice how money can be saved and an

expensive item purchased with simple lifestyle changes over time. Or simply budget so many dollars less each month, redirecting the balance straight to the stereo fund. Notice in this case how one's lifestyle very quickly adjusts to the realities of the funds available. Ensure that the children get plenty of regular chores without pay and extra chores for pay with the opportunity to spend their earned cash on whatever they like. But also build into their earning and spending patterns the habit of tithing to the Lord His 10% plus laying aside another 10% for their own future, specifically money they will not touch until needed for buying a house.

History: History is His Story as He works out His purposes among men. History culminates in Christ. It is not a collection of interesting yet unconnected and purposeless occurrences over time. John 20:30-31; I Corinthians 15:3-4. Neither is history cyclical or aimless; it is linear, with both a beginning and an end. Christians know a lot about both the beginning and the end and can therefore order their ways accordingly.

A fascinating study on your own life history is to draw a personal timeline, giving yourself 80 years (be optimistic!) Note the length of time you were a child, a teen, independent and single, married. Note the times when the children came along and approximate when they may leave, showing a solid block of your parenting years. Note also your retirement years. Somehow show that after death your final state as alive in Christ and with Him extends forever in that one direction. See how it puts some things into perspective: that most of life is lived as married: that's number one. Then as married with children or maybe married and retired is longer on your timeline. Either way, note how insignificantly long are those "youth" or "teen" years that our culture seems to portray as all-important. Note also that those years are or should be used to prepare for the next section: that of being married. Make timelines for your children too, and help them see where they are in relation to what is most likely up ahead. The perspective this kind of project can give is great for forward planning. If you are 28 and plan to be a fully credentialed auto electrician and mechanic plus own your own business with two staff and earning enough to allow you to put in only three days a week by the time you're 45, you can map out the kind of progress you'll need to make. How available will you be for your children's education during the build-up years? How essential is it to "be there" at 45 if it means you really aren't going to be available for your children during those all important formative years. How many more children are you likely to have between now and then? Will it mean your wife is going to need your assistance more than you would like to hit your goals by age 45?

Other world views ultimately see both history and the future as irrelevant to self, so the tendency is to live for self today: the old "eat, drink and be merry" syndrome.

Only a systematic Christian faith (as opposed to the usual smorgasbord variety) has a world view which is comprehensive, cohesive, consistent and complete. With such a world view Christian home educators can more than cope with the world; we can conquer it.

(poverty, illiteracy, ideas about competition to get ahead of others, superstitions about being sinners) then we would live in a paradise on earth. Christians know that only God can usher in a paradise, and that only after Judgement Day and the creation of new heavens and a new earth.

Study Romans chapters 1 through 8, chapters 1 and 7 especially. Get a hold of Martin Luther's "Bondage of the Will" (it is online at: <http://www.graciouscall.org/books/luther/bondage/toc.html>) Or read up on the doctrine of sin or the doctrine of total depravity (a lengthy article and a book on these subjects are at: <http://www.bible.org/docs/theology/hamart/sin.htm> and <http://www.pbministries.org/books/pink/Depravity/depravity.htm> .

Ethics: The basis of ethics, from whence it derives its authority, whether it is unchanging or developing, are key issues in every world view. Jesus is "The true Light that gives light to every man" John 1:9. Love for God first and for others second is the command of God guiding Christian ethics. Matthew 22:37-40. It is totally "other" centred. And there are unchanging absolutes of right and wrong. Other views which have abandoned God of necessity embrace evolution, see selfishness as normal and therefore are stuck with an ethics of relativism, doing whatever you like as long as you don't harm others or impinge upon their freedoms. For a practical exercise, just watch TV for a while and see how the concepts of right and wrong, good and bad, are handled or how the virtues of truthfulness, fidelity, chastity, honesty, faithfulness and any altruistic or "other" centred motivations are dealt with in entertainment programmes and in advertising. Read the newspapers and listen to our politicians in the same way. You'll see we've come a long way....a long way from Christian truth.

Sociology: What is the foundational relationship in a society, the basic unit? Jesus endorses marriage of one man to one woman as the family, as the building block of society. Matthew 19:4-6. It is prior to and more basic than the state or the church, for the family can and has survived a collapse of the state or the church; but neither the state nor the church could survive the collapse of families. Yet the nuclear family is under attack. Scan the papers for a week and note the comments, the reports, the economic and legislative propositions that tend to put the traditional family in a bad light or at a disadvantage while promoting alternative arrangements as normal, legitimate or preferable.

Worldviews with man at the center instead of God will promote any ad hoc arrangement of individuals, ultimately including animals, as a "family". In addition, such worldviews swing between the ultimacy of man as an individual and man as the collective. Sometimes the individual is more important than the group, and so a family composition can morph from day to day if desired or even remain unconsidered since it is a collective concept of lesser importance than the individuals within it. At other times the group is more important than the individual, and so individuals are expendable for the sake of and preservation of the group's equilibrium: abortion, eugenics and euthanasia become

major tools for preserving sociological health and well-being.

Only Christianity has the perfect balance between the one and the many, between the importance of the individual and the importance of the group and their interdependency and responsibility toward one another. This reflects the perfect balance of our Triune God: Father, Son and Holy Spirit.

Law: The ultimate source for law is a worldview issue of paramount importance. The questions are, "Who's in charge here? And who says so?" Jesus acknowledges the central importance of law. "Do not think that I came to destroy the Law or the Prophets. I did not come to destroy but to fulfill. For assuredly, I say to you, till heaven and earth pass away, one jot or one tittle will by no means pass from the law till all is fulfilled. Whoever therefore breaks one of the least of these commandments, and teaches men so, shall be called least in the kingdom of heaven; but whoever does and teaches them, he shall be called great in the kingdom of heaven. For I say to you, that unless your righteousness exceeds the righteousness of the scribes and Pharisees, you will by no means enter the kingdom of heaven." Matthew 5:17-20.

False views of law started in the Garden when the serpent cast doubt on God's authority to make the law by asking, "Did God say...?" and then by contradicting Him by saying, "You will not die.". Eve fell for all this, and took us all with her, when she decided she could get into this law-making business for herself and make her own version of God's law, suitably modified to suit her own personal tastes.

Some see the Old Testament as having three areas of law: the moral (the 10 Commandments), the civil (for controlling the society) and the ceremonial (that connected with the Temple worship). Some of these say that Christ's sacrifice and the coming of the Holy Spirit at Pentecost have replaced the ceremonial law and that the civil law was only for OT Israel and that we only need follow the moral law. Some of these then include the 4th Commandment (the Sabbath Day) and others leave it out. Others say we are still bound by both the moral and the civil laws. It is certainly true that all of Western Society has basically written the OT civil laws directly into their own civil law codes. (And they seem to be busy these days systematically going through the statute books to eliminate or pervert any Biblical statutes: abortion on demand, no-fault divorce, de facto and homosexuals living "in the nature of marriage" getting property and inheritance rights being some examples.) Still others say that the Old Testament is old and thoroughly discarded today for Christ came to bring something entirely new. This is a form of dispensationalism that I personally reckon to be well off the track, very dangerous, indistinguishable from most types of secular humanism which also scrub out the past and make up their own rules as they go, loosely based on their interpretations of various parts of the New Testament only, and characteristic of cults I know well such as the Cooperites in the South Island. The bottom line is that we must all be clear about 1) the source of law and 2) the applicability of Biblical

Mark & Heidi Breetvelt

of Rotorua

backgrounds are somewhat different to where we now attend, we are now at Fenton Park Bible Church (a Brethren assembly) because of its strong family emphasis and sound Biblical foundation. This is something we believe contributes to the Godly character building we want to see in our children's lives (not to mention our own!).

Eventually we hope to get back into a more active role in the Lord's work. Perhaps this would be in short-term missions as a family, or in a ministry of some kind again. At the present moment we are content to focus our energy and time on our family. This is by far the greatest of God's callings!

David 6, Elise 13, Christy-Lynn 1 1/2, Melissa 11 and Anna 9.

Mark: Heidi and I are fortunate in that we both come from Christian homes. We both became Christians early during our childhood. I am the third of seven children while Heidi is second of five. My parents emigrated to NZ from the Netherlands before I was born. Heidi's folks emigrated from Austria to the USA before she was born. In 1985 Heidi joined the Doulos – a Christian missionary bookshop. I joined in 1986. Both of us (trained teachers) had our own class on board with Heidi as a Primary teacher and I as the High school teacher. Our time on board was fantastic – so conducive to spiritual growth! I hope that all of our children will take the opportunity to spend a year or so on the ship some time in the future.

You would think that since we were raised by Continental parents and came from such similar backgrounds we would have lots in common. The truth is, we really didn't know each other that well when we got married (in 1988), and found that we've had to really work at making our home a place of love, peace and security. I would hate to think where we would be if it weren't for the grace of God working in our lives and our home!

Currently I teach mathematics at Western Heights High School in Rotorua, run my own tutoring business after school and develop study skills materials for Karmichael Education, a nationwide study skills provider. Heidi is a full time mother, teacher of our children and taxi driver (to numerous children's activities). Needless to say, we are having a very busy year!

We came to Rotorua to continue with a church-planting project from our home church in Auckland. Having Pastored a small fellowship for seven years we decided it was time for a break. Although our church

Heidi: When asked to write something for *Keystone* magazine, my

immediate thought was, "We're just an ordinary family trying to keep up with the demands and challenges of home schooling. What can we write that would be of interest?" The more I reflected and wrote down, the more encouraged I became as I had begun to realise how far we've really come!

Although our convictions behind home schooling have remained firm, our approach toward home schooling has progressively developed along the way. Needless to say, it has been a continual learning curve and a journey of faith for us. During this process, we have had to reassess our priorities for education and have inadvertently created a natural home environment conducive to learning, allowing for the individuality of each of the children.

Our conviction for homeschooling began when our first child, Elise, was nearly school age. My husband and I knew that if we sent her to school she would never be the same sweet and innocent little girl so full of imagination and creativity. As teachers, Mark and I knew what it was like at school. We knew our daughter was not prepared to enter the school environment without it having a negative affect on her emotionally, mentally and socially. The last thing we desired was for her to become a student of her peers and become 'wise in her own eyes'. On the contrary, we wanted her to continue to view herself and the world through the eyes of her Creator, not through textbooks and Hollywood. We wanted her to grow in a loving, caring home environment that was more conducive for learning. There was no question - home schooling was our best option.

To begin with, I (Heidi) thought teaching at home would be a cinch. By the time Elise was 6 years old, I ordered a curriculum that I was familiar with and set up my little classroom. What a disappointment to find that

our little girl didn't like "school work"! I didn't want to pressure her. So, without burdening her with too much bookwork, we plodded along with the occasional phonics, letter writing and number – the essential "3Rs" — and we read books and Bible stories. The rest of the time Elise would play, sing, do art, listen to story tapes and help mother. She enjoyed being a child.

Then the pressure came! When Elise was nearly 7 years old she still couldn't read! Our daughter was being compared with her school-going friends and relatives. No doubt she would have been labelled a "remedial reader" at school. Concerned but well-meaning grandparents urged us to send her to school to get properly 'educated'. (Believe me, I was tempted, especially since I had two preschoolers and a baby at home and was tired most of the time.) Elise was anxious and I was beginning to feel like a failure. I wanted to provide an enjoyable learning experience for my child that resulted in her retention of knowledge, yet I couldn't seem to accomplish this within the confines of "schoolwork". My teacher training and my common sense were at conflict with one another.

God answered my plea for help one day during a conversation with a home school mother on the phone. I became intrigued with her 'relaxed' manner of homeschooling. She encouraged me with the fact that we could never teach our children everything about everything, but we can provide them with a natural environment and the right experiences that will be conducive to their learning and yearning for knowledge. As I skimmed through the books by Raymond Moore that she loaned me, I realised then that my children's natural style of learning didn't fit into the 'school' mould or time frame. As a result, I began to view education as a learning *process*, not of cramming facts into one's mind. All I had to do was provide my children with the appropriate experiences and tools for learning. Thus began a new, exciting, less structured approach that allowed each child to focus on his/her needs and interests. We spent less time doing "school" and more time exploring and discovering the world around us.

Elise especially loved animals. From an early age she loved to narrate Mother Goose rhymes and retell stories from Beatrix Potter books. We visited farms, went on nature walks, attended animal shows, babysat a lamb, baked, created poems, narrated stories and "pretended". From time to time I would bring out the phonics, reading and writing and basic arithmetic and was amazed to witness her progress. It was not due to any formal teaching on my part, but these concepts were all intertwined within the activities we were doing. In no time at all she was reading and writing stories about animals, particularly cats and rabbits. Her fascination with Brer Rabbit books led to having her own pet rabbit and thus, began a real learning adventure! Several studies on animal life have followed.

Within this process of "lifestyle learning" we allow our children to learn through living while they self-educate through units of their own choosing. Our textbooks and workbooks have become resources, not the basis of our learning. Academically, very little is compulsory learning, other than their Bible reading and devotions. In my

heart I knew that beyond the 3Rs, our curriculum must centre on the character education of the children. Proverbs 9:10 says, "The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One understanding." My hope is that, as Mark and I lead the children toward the "knowledge of the Holy One," they will serve God and honour him with their lives, talents and work. Practically, of course, we expect that each person contribute in the home by doing chores and housework every day. This kind of service develops their sense of value and the feeling of belonging in the family.

Now Elise is 13, loves reading and still loves animals. Believe it or not, she now runs her own tutorial business — teaching phonics/reading to younger students after school! She has also been running her own little rabbit breeding industry and hopes to raise chickens in the near future! Recently, Elise has done several independent studies on horses with great relish and enthusiasm resulting in the full time care of a real horse named Charlie, whom she loves to ride a few times per week. Having to manage her own money and record her earnings, savings and expenditure on the computer have been very practical life learning experiences for her.

Besides being the "farmer" in the family and "tutor" (like her Dad), Elise is very gifted in music, particularly piano and has been chosen to perform in the Promising Musicians Concert in our town. She loves sport and is interested in pursuing archery, fencing and rock climbing. She is a good swimmer and was a top gymnast in her club.

God has added four more unique individuals to our family, each with his/her own talents and learning style. Melissa, our 11 year old, is our "entertainer." She loves to dance, sing, play the piano and perform on stage and at home. For several years she has been involved in classical ballet and dance classes. Her artistic style became very evident at an early age. Ever since she could hold a paintbrush, she has been creating beautiful pieces of art. She even expresses herself in her poetry writing and loves writing to her pen pals. Many reflective moments are spent in her "Secret Garden" which she has created in a special spot near the house.

Anna, our 9 year old, is our "Chef." She can whip up a cake or muffins and a "cuppa" with ease and takes delight in serving her delicious treats to family and friends. Anna is a good sport and will try her hand at almost anything. Swimming and ball sports are among her favourite sports. She and her sisters are involved in the local home school water polo team. She loves to read, is very capable at art and desires to learn an instrument, perhaps the violin or flute. Her charm and outgoing personality causes her to make friends almost anywhere she goes.

David is 6 years old. He is our "Engineer." From an early age he has had a fascination with trains. He spends much of his day constructing railroads, roads, bridges and tunnels with his train set, Lego, blocks and

(Continued on page 26: Breetvelt)

study is to simply note down all the passages which point to the divinity of Christ. Here are a couple of starters: John 1:14, John 10:30, Titus 3:4 & 6.

Humanists and Marxists posit Atheism for their theology. This is a logically self-defeating stance, which few even pick up on. They have to first posit the existence of God, theism, in order to then take their stand against it, a-theism. New Agers are pantheistic, believing that God is or is in everything.

The down-stream implications of any of these positions are quite dramatic: A Creator means a creation that reflects the Creator's character in its workings, that is, in its biology, history, law, politics and all the rest and strongly implies a purpose to existence. No creator implies things just got here by themselves somehow and there probably is no purpose to anything, apart from whatever purpose you as an individual care to attach to things. No Creator, no God, means Man is the ultimate, if he so chooses, and can call all his own shots, a very popular philosophy among tyrants over nations and tyrants over their fellow kindergarten classmates. The Pantheist sees no distinction between the divine and the creation: they are one. So you are god, I am god, the whales and dolphins are gods, the earth is too.

Philosophy: A world view seeks to understand the nature of reality (ontology) and how one would determine what is real, what is knowledge, what is truth (epistemology). For Christians, all truth and knowledge are found in Jesus Christ, "The Logos of God." John 1:1; John 14:6; Colossians 2:3. There is a material world and a spiritual world, both created good by God, but fallen into sin and corruption. So the world around us and everything in it, both material and spiritual, both natural and super-natural, is reflective of God's glory, yet not as good as it was originally. There are things which are always true. Whatever we know to be true, we only know because God has revealed it to us.

Other views are naturalism, materialism and dialectical materialism which deny any spirituality or the super-natural. Because they've put on these blinders of denial, the first two are fairly fatalistic. Things are the way they are because natural or material forces, action and reaction, stimulus and response, pretty much determine everything. Dialectical Materialism is much more dynamic, and if you're at the top, you can have a lot of fun manipulating others through the common acceptance of this process. When two ideas seem to be at loggerheads, just find the common ground and synthesize the two. This new idea will eventually come against an opposition, so, as before, look for the common ground and synthesize once again. There is no permanent truth in this process. Whatever works (for you) right now is true, is best. This is pragmatism with no parameters.

The Cosmic Humanist / New Ager is not exactly spiritual as Christians would understand it, but more like non-naturalism, that is, denying the reality or ultimacy of the material. The super-natural is all there is:

"may force be with you" kind of thing.

Can you see the extremism of non-Christian world views? It is either all one or the other, totally materialistic or totally non-material, while the Christian is not so narrow minded as that and recognizes both! The others say all is run by the mind of man or determined by the blind forces of nature, while Christians see mankind given the opportunity to work with or against God, to be driven by or to harness the natural environment around him. If you want to do some reading on philosophy to find out a bit more, please be careful what you start with: a non-Christian work in this area can really get you totally confused and twisted up. And don't start with "Christian Philosophy" where you get into arguments for the existence of God. For crying out loud, surely we'll just take that as a given. It might be best to begin with some basic logic lessons: Christian Education Services, 55 Richards Ave, North Shore City, cesbooks@intouch.co.nz, ph. (09) 410-3933 and Geneva Books, 13 Tararua St., Upper Hutt, wibo.lisa@actrix.co.nz, ph. (04) 527-0565 have books in this area. And two home educated young men in the USA, Nathaniel & Han Bluedorn, have published material as well as a website dedicated to this pursuit; www.christianlogic.com .

Biology: The origin of life on earth is an essential ingredient of every world view. The stance one takes here is not only determined by the previous disciplines (Theology and Philosophy) but also determines so much of other disciplines down-stream. Jesus is "The Life," John 1:4. If God did not make life, but it made itself, then life is not sacred, it is simply impersonal bits of matter cobbled together, and there are no areas of research / experimentation one should rule as off limits. If you have already ruled God out of existence, evolution is your only biological option. There are lots of excellent resources in this area: Answers in Genesis, PO Box 39005, Howick, Auckland, ph. (09) 537-4818, www.answersingenesis.com or do a web search on Creation Science.

Psychology: A worldview will explain the nature of man. Jesus reveals the evil intentions of man's heart as a result of the Fall and indwelling sin. This is not the way man was created – he was created good – and man can be redeemed from this fallen state: not by his own efforts, but by the unmerited grace of God in Jesus Christ. So the Christian understands that humans are not innocent at birth nor do they live at any time on earth in a state of "normalcy", but are always carrying in their bodies the cancer of sin which manifests itself in a tendency to rebel against all authority and to hate others. Jeremiah 17:9; Jeremiah 10:23; John 3:19; Romans 3:23-25.

NonChristian psychologies see man in a state of innocence and normalcy. He may be able to order his own ways, individually or collectively, toward certain goals or he may be destined to no more than what his personal genetics and material environment allow. If collectively man could eliminate those things in his environment that cause him to do evil

Teaching Tips

Multi-Level Teaching

by Laurie Bluedorn
www.triviumpursuit.com



Question: How do you handle teaching several students at the same time? I think that I have too often tried to have the 13 and 12-year olds at the same level when they probably are not. How do I not become overwhelmed with it all? The three oldest are girls aged 13, 12, and 10. The next two are boys aged 8 and 6. Then there are three little ones aged 4, 2 and 1. Also, we are in an academic environment for one year where there are 89 international army officers from 79 countries. We are studying the world (continent by continent) and taking advantage of having internationals into our home.

Answer: I think one of the keys to successfully homeschooling several children at different levels is to keep all the children together as much as possible.

When the children are below age 13, this can be done successfully in the subjects of Bible, history, geography, literature, science, Greek and Latin root word studies, art, and music. Now, when I say keep them together that doesn't mean you expect the same from each child, but that you all study the same general topics. Everyone is in the same historical time period, but the older ones will be given harder assignments than the younger ones. The older ones might study three Latin roots a week while the younger ones will study one. Everyone studies the same Bible passage, but the older ones will have more difficult assignments.

Also, one rule I made early in our homeschooling life and always enforced was that if I am reading anything aloud, then everyone must listen. If I was going to expend the effort in reading aloud then everyone will benefit from it.

Another key to successfully homeschooling several children at different levels is to help the children become self-motivated. The goal is to get to the point where the student is able to teach himself as much as possible and to be able to do many of his subjects on his own. This will free you up to work with the younger ones.

Math and grammar are the two subjects where children will need to be at their own level. With your children aged as they are, right now will be the most time-intensive period. As your older ones advance they will need less and less of your attention (that is, if you help them to become self-motivated).

I would definitely take advantage of your unique situation this year — perhaps you might need to drop some of the typical subjects in order to do so.

World Views in Focus



Defining a Word View, Part 2 (Final)

by Craig Smith

Part I ended with rhetorical questions about the suitability of using Dr David Noebel's set of ten defining disciplines of any world view as a basis for one's home education curriculum. In his landmark book, *Understanding the Times* and also in later works such as *The Battle for Truth* and *Mind Siege*, Dr Noebel compares and contrasts the four major world views of the Western world (Biblical Christianity, Marxist/Leninism, Secular Humanism and Cosmic Humanism/New Ageism) in regards to a set of 10 areas of thought and study. It is Dr Noebel's contention that any world view of consequence will address each of these areas: Theology, Philosophy, Biology, Psychology, Ethics, Sociology, Law, Politics, Economics and History.

How often do you reach for a book in any of these subject areas? For most of us, all of these subjects, with the possible exception of history, would rarely be given a second thought. Yet, when you do think about it, our children (not to mention ourselves!) need to be clued up in each of these areas, for we deal with them in essential ways virtually every day. Understanding these things will allow us and our children to be incredibly well-equipped to run our own families and households, to be leaders in the church and to be sought after in the community for our wisdom. Hey, do you see a pattern here? It's what the Lord has promised ages ago: read Deuteronomy 28:1-14. Part of the promise — as well as the condition to its fulfillment — is in verse 13: "And the Lord will make you the head, and not the tail; and you shall tend upward only, and not downward; if you obey the commandments of the Lord your God..." Having a Biblical world view is knowing what the commandments are in every area of life, being able to think God's thoughts after Him because our minds are molded and drenched in His word as opposed to being polluted by the stuff disgorged from TV, radio and the papers.

Let's look at each of these 10 disciplines in turn.

Theology: A world view will have a position on the existence and nature of God. This is foundational to any world view. In the Christian world view Jesus is God. There are statements to this effect and situations described which indicate this all through the New Testament. Prophecies in the Old Testament indicated the same. Next time you read through the New Testament as a family, a fascinating, faith-building

The Faith of Us Fathers



We Must Rescue Our Children from State Schools

by Craig S. Smith

Over the years, being the convinced home educator that I am, I tend to hear — and remember — some pretty hard-line comments in regards to public schools. I have even been known to author some myself! When driving through town, if we see a bunch of children in a school playground, I invariably say to whoever is in the car, "Oh, look, they've let the prisoners out into the exercise yards!" Dr Raymond Moore is fond of saying, "The sooner you institutionalise your children, the sooner they will institutionalise you!" R.J. Rushdoony once said that a Christian father who sends his children into the secular state school system shows himself to be a fool. Another American, David Sant, is even more scathing: "The time has come for Christians to recognise that sending their children to these humanist institutions is sinful and idolatrous. Churches should discipline members who insist on continuing in this sin. Public schooling is spiritual adultery and is every bit as serious as breaking the marriage vow." Harsh words indeed.

The New Zealand Council for Educational Research, an organisation apparently established by an act of Parliament to provide scholarly and rigorous academic research into educational issues — a task which supposedly had to be funded by statute, the implication being it couldn't pay its own way — recently released an interim report on how the implementation of this new NCEA qualification has been progressing among the year-11 guinea pi... I mean, students in 5th Form. The NZCER themselves, with no help or suggestion from me, titled the report "From Cabbages to Kings". So now we have distinguished research organisations themselves in effect calling high school students cabbage heads. So now when I'm driving around town and see what I used to call a prison, I am just as inclined to call it a cabbage patch instead.

This is naughty, I know. Some would say it is worse than that. But please bear with me. I have been publishing *Keystone* journal since 1995: this is the 42nd issue so far. *TEACH Bulletin* has been going since 1997: I've cranked out 65 issues to date. There are authoritative research articles reprinted and quoted in virtually every one of these issues, and there are often several in the *TEACH Bulletins*. These articles are either telling of the superior quality of home teaching / mentoring / tutoring or they are telling of the inefficiencies and dangers of state schools. I have a very fat file of newspaper clippings describing the bad effects of public schooling. I subscribe to the world's only

home schooling research journal. I read *TheSchoolDaily.com*, New Zealand's schooling email newsletter, every day without fail. This source alone is enough to put you off state schooling forever as it keeps you abreast of the politics-power-money issues which seem to dominate schools, the vandalism, the horrendous acts of violence and bullying, etc. My phone number is in the Yellow Pages of many (not all) phone books under Home Schooling Advice Network. Through this I am privy to more tales of mistreatment of parents and their children by the many bullies at state schools (inmates, wardens, trustees) than you would want to hear. Any home education support group leader who has been going for a few years will also have a store house of such tales, enough to make your skin crawl. I get a weekly update from the (American) Home School Legal Defense Association. Now that one is just plain scary. And yet home schooling has been legal in all 50 of the United States since 1995. Conservative writers, not necessarily Christian, appear in the *TownHall.com* to criticise the state school system's many failings. The most diverse coalition of them all, Alliance for the Separation of School and State, has a newsletter which just makes the system look like a haunt of incompetent idiots and control freaks. Groups that used to work for the good of the state system, are now calling on parents to pull their children, no, to *rescue* them out of these institutions. *ExodusMandate.org* is one, and the latest to go public with this message was none other than Dr James Dobson of Focus on the Family. Even kindly Dr Raymond Moore has referred to schools at times as places of institutionalised child abuse.

That is to say, after examining the issue through the resources listed above plus many more, I personally am totally convinced that no matter how you slice it, theologically, pragmatically, philosophically, economically, educationally, emotionally, spiritually, intellectually, familiarly, psychologically or just looking at physical health and safety: compulsory, tax-payer funded, secular school systems are inherently bad news.

Object to compulsory secular schooling because:

1. It starts by legally forbidding the Christian faith into the classroom as if it is either irrelevant or untenable. No proof is offered, no dialogue is entertained, just raw political fiat. This is on the same level as the wisdom in sayings like, "The only good Indian is a dead Indian".
2. The Bible repeatedly tells us that the fear of the Lord is the BEGINNING of wisdom. As a Christian my only logical perception of a school system that BEGINS by tossing this concept overboard is that it just crossed into Fantasy Land and burned the bridge behind it.
3. The system is solely concerned with this temporal world and rules the spiritual world and spiritual considerations out of bounds. This is a hopelessly narrow-minded view of the world we live in. It simply declares huge areas of wisdom and knowledge as irrelevant by a unilateral declaration, again with no attempt to establish the truth of the assertion. This is not an intellectually honest academic approach.

4. The system is solely concerned with this temporal world of the student as it is now: history is largely irrelevant, an environmentalist view of the future is all that is allowed, and considerations of life after death are again ruled out of bounds. This kind of thinking is short-sighted in the extreme.
5. While most people think the teachers are *in loco parentis*, “in the place of parents”, the teachers come to see themselves as “in place of the parents”. They inflict moral and intellectual damage on children by their own “teaching” (sex and sexuality education, values clarification, situation ethics, politically-correct revisionist history plus the entire non-subject of “social studies”) and allow children to inflict emotional and physical damage on each other (verbal and physical bullying, especially when out of sight or ear-shot), sometimes joining in themselves. This generalisation is of course unfair to the many excellent and even gifted teachers in the system who see themselves as missionaries or mavericks who refuse to toe the party line and who are valiantly fighting to preserve islands of true intellectual acumen and sanctuaries of real and useful learning. But their ranks are thinning.
6. The system separates children from their parents and from their siblings, doing great damage to family coherence, cohesiveness and unity. What is worse is that it removes children from their parents’ authority and responsibility and puts them under authorities which are often not just foreign in their standards, values and expectations, but actually hostile to the standards, values and expectations of the children’s parents and families. Parents can become so used to this state of affairs that they unconsciously abdicate much of their child-rearing, leaving it for the schools to do.
7. Children are treated as a group, not as individuals. They are processed by the system, more than actively taught by the system. Those whose learning styles and / or capabilities do not match the stream into which they have been placed are doomed to fail within the system and could well be tagged as failures for many years to come.
8. Schools are totally artificial environments, sheltered from the real world of the home, the community, the workplace and the marketplace.
9. Schools cause children to remain children for longer than they need to. They are sheltered from real-life responsibilities by adding homework, extra-curricular activities, sports, summer school and various field trips and camps to the normal classroom regimen, keeping their focus at school and school-related activities and away from family, community and work responsibilities.
10. Age-segregating peer groups, as in putting all 9-year-olds into one class, concentrates the immaturity of 9-year-olds into one place. Mob dynamics, wherein everyone in the group sinks to the lowest common denominator, is easy to take hold in such a peer-group. The group is also socialised by other immature 9-year-olds and the tendency is to become strongly peer-dependent.
11. State secular schooling pushes its own religious values without even trying to hide the fact. The Hon Trevor Mallard, Minister of Education, when launching the UNESCO and Living Values Trust

“Values Education” seminars in July 2000, said the following: “Whether we like it or not schools and teachers have a strong influence on the developing values of young people and they have that influence whether they plan to or not. We have to acknowledge that all people live by a set of values and that there is certainly no such thing as value neutrality in education. *It is not an easy thing to meet the obligation to include attitudes and values as an integral part of the New Zealand curriculum.* The implicit values education that comes from the way a teacher behaves, the way they speak to children, the kind of control they operate in their own classroom, what is sometimes referred to as the hidden curriculum, cannot be overestimated.” (Emphasis added.) The Hon Margaret Austin, at the 125th Jubilee of the Christchurch College of Education, reminded her fellow school teachers that they could not ignore values and stated, “...values were vital and central to everything we taught.”

12. State schools are used as experimental laboratories for educationalists and social engineers. The entire NCEA controversy of late has demonstrated this fairly clearly. “It is of serious concern to me that, despite the far-reaching effects of teaching on society, few educational practices have a sound research basis,” said Christchurch Teachers’ College principal Dr Colin Knight in the *Manawatu Evening Standard* of 4/12/90. He said changes in what went on in schools were mainly brought about by politically initiated reviews and reports on questionnaires and Gallup polls, by parliamentary debate and political expediency. Former head of the PPTA, Phillip Capper said, “What I would like to see in the political debate about education is a recognition that public education is an exercise in social engineering by definition.” (*Dominion Sunday Times*, 14/10/90.)
13. Children captive at state schools are subjected to propaganda by various special interest groups. Pro-homosexual groups are given access to classrooms to assure an understanding ear for children who may feel they have emerging homosexual tendencies. Ruling political parties push certain curricula material that presents their favoured world view. Long-time MP David Caygill has said that Governments should mold public opinion, not follow it. He said it was the politician’s responsibility to pursue policies that were in the public interest even when the public disagrees. Officer Frank Mault of the Palmerston North Police was asked why the Keeping Ourselves Safe programme in primary schools was aimed at potential victims of rape, incest, molestation and exhibitionism rather than at potential offenders. He replied with a shrug of the shoulders and the words, “I guess it’s because the children are a captive audience in the classroom each day.”
14. State secular schools are used as political tools by successive Governments. Karl Marx had as one of his 10-points-plan for world conquest by the Communists the establishment of free, compulsory and secular state schools to train up the next generations in the philosophy of the state. Abraham Lincoln, a contemporary of Marx, understood this. He said, “The philosophy of the classroom is the phi-

(Continued on page 26: *Rescue*)

Notes:

- 1 *Reforming Marriage* and *The Fruit of Her Hands* are available from Geneva Books, Wibo and Lisa de Jonge, 13 Tararua St., Upper Hutt, ph. (04) 527-0565, wibo.lisa@actrix.co.nz.
2. You can often pick up *His Needs, Her Needs* from a second hand book shop or from Geneva Books.
3. *I Kissed Dating Goodbye* is available in all Christian Book Shops including Geneva Books.
4. *The Five Love Languages* is available in all Christian Book Shops including Geneva Books.

Home Education Gives Unexpected Benefits

by Janice Mannex
New Plymouth

I am a solo parent with two sons. John, 15, is intellectually and medically disabled and attends the Special Unit at a local high school. James, 12, is a very bright dyslexic who is also a chronic asthmatic.

Last year I got concerned about how James would manage multiple teachers at high school when a previous teacher change had unsettled him greatly. About the same time last year an American, Jonathon Mooney, was brought out by a trust to speak, and James and I were fortunate enough to hear him. Jonathon suffers from ADHD and dyslexia but had recently gained Honours in a Literature degree. He was very interesting, and the four most helpful things I got out of his talk were:

1. A lot of dyslexics and ADHD people are kinetic thinkers and need to be moving to learn. This can be as simple as squeezing a stress ball in one hand.
2. Teachers of these students need to make use of modern technology and also to concentrate on the person’s good subjects while not stressing out on the poor ones.
3. Such students should be provided the opportunity to learn in a quiet area with the option of adopting the learner’s best learning position.
4. To further help them achieve their potential, provide untimed testing for these students.

After hearing this talk, homeschooling leapt into my thinking. I thought, “No way! Not with John’s health being so unstable.”

Then toward the end of last year we got a bombshell. James’ teacher was leaving and a reliever would be taking the class for the Fourth Term. And then, of course, he would be having another teacher change at the start of the next year (this year), his Form Two year.

I added James’ education to my regular prayer list and in only a few days the Lord’s message came loud and clear: “You need to trust Me with everything, not just John’s health.”

A few days went by and I got moving. I picked up the phone book, turned to the Yellow Pages, found the Home Education Foundation’s phone number and gave

them a ring. A lengthy talk followed, and by the end of it my earlier idea of starting in 2003 had changed to starting at the beginning of 2002. I phoned two people that had been helpful to James. They both said it would be ideal for James but were a little concerned I would get enough support. Next was the discovery of the North Taranaki Home Educators and the wide range of services they have. At this stage I asked James if he would like to try it. “You bet I would!” was the reply!

We decided to start in 2002 so that if it didn’t work he could start high school with others in the Third Form year. However, God had other ideas!!

The reliever was a retired teacher who had no tolerance for any learning problems and no control over the class troublemakers. Previous bullying problems snowballed and continued to get worse. Late in October, after prayer about the situation, I picked up the phone and rang the Ministry to enquire about how my exemption application was getting along. As soon as I had explained the reason for my enquiry, they said it was on its way! So by the 5th of November 2001 we had started home schooling.

We have had heaps of unexpected benefits. A huge improvement in marks, no more early mornings trying to catch up, no flak about having a disabled brother and coming home grumpy. This means James is able to be more tolerant with John. While these were all great, the startling one has been the improvement in his asthma. He is now on 1/3 of the inhalers he previously needed. The previous two years James was on and off Prednisone and missed a lot of school despite being on heavy preventers.

The other day I caught up with some friends I hadn’t seen for months. They commented on how well I was looking, saying it was obvious the boys were well. They were astonished when I told them John was extremely unstable healthwise. I added that the only thing that had changed was that I was home schooling James.

With James being dyslexic, we have not just used one curriculum. We are using ACE through H.E.N.Z. as a backbone. Building around this, James has a morning a week with a local Christian electrician and does technical at Devon Intermediate and extra work using the Davis Way Dyslexia Correction Method, Mavis Beacon typing and printing work. We have chosen for James not to handwrite and to use this time and energy in strengthening his weak areas. We only work two subjects a day and continue to work through school holidays but only ½ an hour a day. James is a kinetic thinker and so we have re-arranged the classroom by moving furniture to enable more than one person to work in there without being distracted.

Finally I would like to thank Craig Smith from the Home Education Foundation for the encouragement and information he has given me especially at the very beginning.

If I can do it, so can many others. God Bless!

relationship or how to enjoy making love, complain, 'All he wants is my body; he never just wants to be affectionate.' The frustration that results on both sides can easily lead to an affair and possible divorce. It need not be! Let me show you why."

Harley says marital breakups occur when one or both partners lack the skills or awareness to meet each other's needs. "I want to show you how to affair-proof your marriage by building a relationship that sustains romance and increases intimacy and closeness year after year."

The Love Bank

The thing that really helped me to understand myself and our marriage was when Harley said, "Figuratively speaking, I believe each of us has a Love Bank. It contains many different accounts, one for each person we know. Each person either makes deposits or withdrawals whenever we interact with him or her. Pleasurable interactions cause deposits, and painful interactions cause withdrawals."

"As life goes on, the accounts in my Love Bank fluctuate. Some of my acquaintances build sizable deposits. Others remain in the black, but have small balances, perhaps because of fewer interactions with me...Two love Banks constantly operate in marriage: his and hers".

So the question is: who is filling our Love Bank? Oh, to have never been trained in emotional detachments before we were married! Oh, to train our daughters and sons to be emotionally attached to their fathers and mothers until marriage then have their first attachment to their spouse!

Joshua Harris in his book *I Kissed Dating Good-bye*³ mentioned how a girl Anna had a dream of when she walked down the aisle to David. As she took his hand, one by one all these other girls stood and came forward to stand on the other side of him. She felt betrayed. These were all the girls that David had dated. He had given each one a bit of his heart. They all came into his marriage even though they meant nothing to him now. She thought about it and realised that there was also a line of men standing next to her! She wondered, "How many times have I given my heart away in short-term relationships? Will I have anything left to give my husband?"

Anna and David had many people filling their Love Banks. Those old Love Bank accounts remain high because those who made the deposits are not doing anything to cause withdrawals. Once we have been married for a while and have a few children, if we are not constantly working on keeping our spouse's Love Bank account balance high, there will be lots of withdrawals, possibly more withdrawals than deposits. Consequently the Love Bank balance of our spouse can

actually get lower than the balance of those with whom we had previous relationships. It can also get lower than new relationships that come into our lives.

Before marriage, we had been trained in going into and out of emotional relationships. Do you think this behaviour pattern just stops because we get married? Not unless we work hard to stop it. So when the difficulties come and our spouse is making more withdrawals than deposits in our Love Bank, and we find ourselves in a negative balance with our spouse, it could happen, if we don't fight against it, that we are back into previous or new emotional relationships, "usually work mates or the spouse of good friends" according to Harley. We experience what Paul describes in Romans 7:15-25: "I

"In numerous counselling situations I have found men incredibly inept in regard to showing their wives affection."

do not understand my own actions. For I do not do what I want, but I do the very thing I hate." There are plenty of Christians who have done what they hate: broken their marriage vows of faithfulness simply because they weren't watching their marriage's Love Bank balances.

We need to seek God and the sanctifying power of His

in-dwelling Holy Spirit through faith in our Lord Jesus Christ so that we can be delivered from this body of death and can serve the law of God with all our heart, soul, mind and strength. We need to work hard at being pure in all areas: intellectually and emotionally as well as spiritually and sexually. This is especially true of those who have been trained in the worldly ways of emotional fornication in their earlier years. But if we are filling our spouse's Love Bank and our spouse is filling our Love Bank, then it will be so much easier to be pure in all areas. Loving your spouse, striving to meet his or her needs, is a great investment in more ways than one!

So Craig and I are working now on filling each other's Love Banks. The aim is to keep it as full as possible so that we can break away from the habits and behaviours which make emotional withdrawals. We need to finish reading *His Needs, Her Needs together*, and then we want to read *together The Five Love Languages* by Gary Chapman⁴ so that we can learn to better meet each others needs.

This has not been easy to share with you. We are all walking different roads with our marriages. This information will not be helpful for some who have not been trained in the way we were. But others of you will be struggling with these same issues and not know how to break out of it. This was written for you. No matter where we are in our marriages, I believe Harley when he says, "The husband and wife who commit themselves to meet each other's needs will lay a foundation for lifelong happiness in a marriage that is deeper and more satisfying than they ever dreamed possible." If the writing of this article helps to bring this about for you then it will have all been worth it.

Bits of Books



The Politics of Survival: Home Schoolers and the Law, Part 4 (Final)

by Scott W. Somerville, Esq.¹

Active Citizens²

In the 1996 National Household Education Survey (NHES), the U.S. Department of Education's National Center for Education Statistics surveyed 9,393 parents of school age children. The survey asked numerous questions about the extent of family involvement in a variety of civic activities. Some of the questions asked whether the parent had voted recently, telephoned or wrote a public official, signed a petition, attended public meetings, contributed to political campaigns, participated in community service activities, worked for a political cause, or participated in a boycott in the past twelve months. The survey differentiated public schoolers from home schoolers and both religious and non-religious private schoolers. Christian Smith and David Sikkink of the Department of Sociology at the University of North Carolina analyzed the data, which was published in 1999.

By comparing differences in family participation in these various forms of civic involvement, Smith and Sikkink found that home school families and private school families are consistently more involved in all of the civic activities examined than are families with children in public schools. In fact, by an average margin of 9.3%, the private and home school families are more likely than the public school families to engage in any listed forms of civic participation. Up to 13% more private and home schoolers have given money to political causes and up to 15% more have voted in recent elections and telephoned elected officials. An amazing 26% more private and home school families are members of community groups and volunteer at local organizations. (Smith & Sikkink, 1999, pp. 16-20)

The researchers conclude that home schoolers and private schoolers are "definitely not the isolated recluses that critics suggest they might be. It is rather the public schooling families that are clearly the least civically involved of all the schooling types." Smith and Sikkink state:

"The empirical evidence is clear and decisive: private schoolers and home schoolers are considerably more involved in the public square than are public schoolers, even when the effects of differences in education, income, and other related factors are removed from the equation. Indeed, we have reason to believe that the

organizations and practices involved in private and home schooling, in themselves, tend to foster public participation in civic affairs . . . the challenges, responsibilities, and practices that private schooling and home education normally entail for their participants may actually help reinvigorate America's civic culture and the participation of our citizens in our public square." (Smith & Sikkink, 1999, p. 18)

Smith and Sikkink ponder the surprising civic lifestyle of home schoolers. Their comments explain a great deal about the success of the home school movement:

"Of all types of nonpublic education, home schooling as a practice — by so closely uniting home, family, education, and (usually) religious faith — might seem the most privatized and isolated from the concerns of the public sphere. But in fact, most home schoolers are not at all isolated. Indeed, most are embedded in dense relational networks of home schooling families; participate in local, state, regional, and national home schooling organizations; and engage in a variety of community activities and programs that serve the education of their children. Home schooling families meet together at playgrounds; frequent local libraries, museums, and zoos; organize drama productions, science projects, and art workshops; enroll their kids in YMCA, soccer and swimming classes; organize home school association picnics and cookouts; and much more. Home schooling families also frequent home education conferences and seminars; pay close attention to education-related legislative issues; share political information with each other; and educate themselves about relevant legal concerns. Far from being privatized and isolated, home schooling families are typically very well networked and quite civically active." (Smith & Sikkink, 1999, p. 20)

Strength in Diversity

Kathy Collins, the attorney who used to supervise home education in Iowa, wrote home schoolers off as Christian fundamentalists. Ms. Collins was wrong. The diversity of home schoolers is a great strength of the home school movement.

The increasing popularity and acceptability of home education has given it a foothold in some communities that might otherwise have never considered it. The first wave of home schoolers was far to the left of the American political spectrum, and the second wave of evangelical home schoolers was well to the right. The new waves of the home school movement are rapidly filling in the vital center of American politics. Each new wave makes it harder for politicians to take away the right to teach a child at home.

Diversity is especially useful when home schoolers interact with legislators. There are home schoolers who are very comfortable with the most conservative politicians, and others who are equally at home with the most liberal. When home school freedoms are genuinely threatened, every faction of this diverse community will quickly join together to fend off government control of home education.

Legislators must remember the diversity of home education when they consider how (or whether) to regulate it. A legislative proposal might be perfectly acceptable to most home schoolers, yet fundamentally violate the deepest convictions of others. Dr. Mary Hood, a home schooler herself, dealt with this issue in her doctoral dissertation:

“[I]t is important for policy-makers to recognize that no single individual, group or organization, either on a local or a national level, can possibly hope to represent the views of all home educators adequately. Whenever policy decisions are made, it is important to include representatives of the homeschool movement in the planning process in order to ensure that decisions are fair and plans are feasible. However, the views of minorities should be given consideration and the concerns of those individuals or groups who are most noticeable or vocal in a given area should not be allowed to dominate the discussion completely.” (Hood, 1991, p. 3)

Diversity makes a huge difference in the way the media report on home schooling. If home educators were uniformly conservative Republicans, many in the press would have been quick to label them part of the “vast right wing conspiracy.” But any reporter who has ever actually covered home schoolers knows this just isn’t true. Home schoolers come in too many different flavors to be stuffed in one box.

Conclusion

Home schooling is the movement that should not have happened, yet somehow ordinary parents have overcome the combined barriers of compulsory attendance laws, social disapproval, and a hostile teacher’s union. This could never have happened if home schoolers had all been cut from the same cloth. Any movement capable of uniting Marxist teachers and fundamentalist lawyers is probably destined to be a smashing success or a startling failure. Home schooling managed to succeed.

Home schoolers value this freedom and aim to keep it. In the immortal words of the Preamble to the United States Constitution, we intend to “secure the blessings of Liberty to ourselves and our Posterity.” Home schoolers would not quit unless they were put in jail. As Mahatma Gandhi and Martin Luther King, Jr. knew, Western democracies lack the will to punish honest people with good motives. A totalitarian state can stamp out home education. A free people will not.

Western democracies lack the will to punish, but do not lack the will to regulate. The most remarkable thing about the modern home school movement is that it is still so unregulated. Almost 2% of America’s school-aged population is now taught at home by uncertified parents, free of any day-to-day government control of content or method. As long as the National Education Association continues to resolve to abolish home schooling, home schoolers view any regulation as the first of a thousand cuts. Any possible restriction on home schooling, from the ambiguous language of [a Bill in Congress] to the development of a national test, will be met with fierce resistance from well-organized home schoolers.

Letters



Far-Reaching Blessing

I am distributing more copies of your “Training Children to Worship” article to friends who’ve asked about how to train their little ones. Your ministry is a far-reaching blessing.

Kendra Fletcher
Modesto,
California

Passion for Home Education

Thank you so much for having such a passion for home education and sharing it with us. I am very committed to home educating our children and was floundering a little as to what I should be doing. I was feeling that I had to “set up school” at home in order to satisfy others and the law. The information you shared at the conference has empowered me to go beyond that of school and into disciplining our children, which is one of the main reasons we are doing this.

Don & Dina Kidd
Christchurch

Why Am I Doing This?

Thank you also for all your hard work encouraging us novice homeschoolers. I heard you speak at the THEN conference after hearing you at the HEART retreat and the South Auckland Home Educator’s conference last year, and I really appreciate the advice you and Craig give and the inspiration you provide for the times when I find myself wondering, “Why am I doing this?!” So thank you for the sacrifices you and your children make — you are making a difference to a whole lot of families.

Kirsty Swears
Hamilton

Home schoolers still practice the politics of survival. Many still see themselves as a micro-minority, fighting to maintain a way of life in a society that may tolerate them today but could turn on them at any moment. Politicians respect groups that successfully fight for the rights of a discrete and insular minority. No candidate seeking national office would ever intentionally irritate the Jewish Anti-Defamation League, for example. Home schoolers have not earned that kind of respect — at least, not yet.

References:

- Hood, M. (1991). Contemporary philosophical influences on the homeschooling movement. *Home School Researcher* 7 (1).
- Smith, C., & Sikkink, D. (1999). Is private schooling privatizing? *First Things* 92, pp. 16-20.

Notes:

- 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 This section is taken, in large part, from Chris Klicka’s “Home-School Families: Involved or Isolated?” from *Private School Monitor*, Vol. 20, No., 3, p. 9 (1999).

self sufficient and other strong leadership characteristics which are great in themselves but not helpful to my role as a submissive wife.

It took me a long time to recognise all of this. It was also very painful for both Craig and I to understand it and to deal with it. I am still working on the effects of this early training.

Emotional Fornication

The first emotional relationship (whether it is real or in our imaginations, like a secret “crush” on a movie star) we grasp with all our being, we give everything emotionally to it. We don’t hold back. This is exactly what God intended for our first emotional relationship, only He planned it for when we get married, not as adolescents. Then something happens to break up this first emotional relationship. Oh, the pain and heartache, just like all those early 1960s rock ‘n’ roll songs told us about. So when we give ourselves to the next one, we hold back a little. We have been hurt, so we keep a little of ourselves for protection. Then as we go to the 3rd, 4th, 5th, etc., etc., etc., relationship, we give less and less of our emotional selves each time. The odd thing is, a common pattern of such behaviour is to become increasingly more physically involved each time, leading to physical as well as emotional fornication.

When we finally get married after a number of these broken relationships, we are only holding onto our spouse by the emotional finger tips. Along comes the first argument and it is just so easy to let go. I was talking to a friend’s sister recently. I explained all this to her, and she said that in her current relationship she was holding her arms across her chest and leaning backwards with her emotions. How many of us are doing this in our marriages and don’t even recognise it and can’t break from it? We know we are in trouble but cannot figure it out and don’t know what to do.

Well, praise God, Craig and I are now seeing the light at the end of a long tunnel for us. We did not know what to do, but thankfully Craig made an appointment with a minister in our church denomination who is a good friend and who we really respect. We knew he would treat us with boxing gloves and / or brass knuckles as needed rather than with velvety soft kid gloves. He got us reading two books that began to change our lives: *Reforming Marriage* by Douglas Wilson and *The Fruit of Her Hands* by Nancy Wilson.¹ From these I realised that I needed to bring God more into our marriage and into my reactions. Driving a stake into the ground, I determined that my sole purpose on earth is to please God. So when I came to a hard place in our marriage, instead of reacting away from Craig, I needed to react toward him in a way that would be pleasing, conciliatory instead of reactionary. But it was too hard, too hurtful, too painful for there were too many things in the way after many years of wrong reactions. So I just could not do it.

From reading *The Fruit of Her Hands*, I was challenged to react to Craig not for Craig’s sake but to please God. And do you know what happened? As I reacted positively to Craig, he reacted positively back to me, which made it easier for me to react positively back to Craig.

His Needs; Her Needs

So it began to make a difference in our marriage. But we still had plenty of difficulties. Then we began reading *His Needs Her Needs* by Willard F. Harley Jr.² This book is amazing! We are reading it **together**, and after reading the first three chapters, we saw our marriage do a complete turn around. It was unbelievably instant. It wasn’t easy at first, as we faced the need to read this book **together**, but once we got into it and both wanted to work on it, all things came together for us. Harley begins talking about the fact that we each have five basic needs.

“The man’s five most basic needs in marriage tend to be:

1. Sexual fulfillment
2. Recreational companionship
3. An attractive spouse
4. Domestic support
5. Admiration

The woman’s five most basic needs in marriage tend to be:

1. Affection
2. Conversation
3. Honesty and openness
4. Financial support
5. Family commitment

These basic needs may not apply equally to everyone. Harley says that this disparity between men and women in regard to the priority of these ten needs makes it difficult for the two sexes to empathise with each other. “Why,” each asks the other, “are these five things so important to you? None of them strikes me as so vital that I couldn’t get along without them, at least for awhile. What’s the matter with you?”

“Because of this lack of understanding, the couple unknowingly works at cross-purposes, each trying to fulfill the needs he or she feels, not the needs the mate feels. So wives often shower their husbands with affection because they appreciate it and want it so much themselves. Conversely, husbands smother their wives with sexual advances, because sex is one of their most pressing needs. Each becomes confused when at best their mate responds with mild pleasure and at worst becomes annoyed, irritated, or frigid.”

“This sort of behaviour — in which one spouse gives the other something he or she really doesn’t need that badly — becomes self-defeating and destructive. Because the priorities of men’s needs are different than the priority of women’s needs, each partner must take the time to discover and recognise the other’s most important needs: those with the highest priority. Amazingly, many people think they can do this simply through intuition, but I’m convinced it can only happen as a result of clear communication and effective training.”

“In numerous counselling situations I have found men incredibly inept in regard to showing their wives affection. With few exceptions these men complain bitterly about ‘not enough sex.’ Meanwhile, their wives, who don’t really understand how to have a fulfilling sexual

Over A Cuppa



Keeping Going When the Going Gets Tough — Part 1

By Craig and Barbara Smith

“Most of us are the authors of our own stress. We want everything to be perfect and go according to schedule, everyone in the family to be happy all the time...well, life just doesn't run that smoothly” Nancy Plent (Unschoolers Network)

Let us look at some things that make life tough for us. What are the symptoms that make or break us.

Symptoms of Burnout

- *Marriage difficulties
- *Lack of discipline in children
- *Lack of Patience
- *Overeating or no appetite
- *Overreacting to minor issues
- *Making irrational decisions
- *Unable to make rational decisions
- *Irritability
- *Feeling overwhelmed
- *Lack of confidence
- *Yelling
- *Feeling frustrated
- *Crying easily
- *Depression
- *No Motivation
- *Physical symptoms
- *Clutter
- *Nightmares
- *Blowing up - short fuse
- *Blaming others
- *Not enough time
- *Wanting to throw it all in

Causes of Homeschool Burnout

- *Not having regular time alone with God
- *Not putting our marriage first
- *Illness
- *New baby
- *Added responsibility
- *New job
- *Moving
- *Change in routine
- *ERO review
- *Over-scheduling activities
- *Unrealistic expectations
- *Rigid adherence to a curriculum
- *Lack of support
- *Too many commitments
- *Falling into a repetitive pattern
- *Forgetting to take care of and take time for ourselves
- *Pushing children ahead before they are ready
- *Child with a different learning style
- *Special needs

- *Death in family
- *Feeling pressure from family and friends
- *Children feeling/thinking they should be at school
- *Pre-schoolers

Strategies for Avoiding Burnout

- *Plan for time alone with God each day
- *Dealing with marriage difficulties
- *Implementing the 4 D's of child discipline
- *Declutter
- *Exercise and diet
- *Map out ERO Visits
- *Take time off when stress levels are too high
- *Be flexible
- *Lower your expectations
- *Change your teaching style
- *Limit scheduled activities
- *Get support
- *Raise independent learners
- *Strategize for meal times
- *Fathers taking charge

In this first of three articles we will be dealing with the first two on this strategy list. The second two will be covered in the second article, and the third article will deal with all the rest, Lord willing.

Plan for Time Alone with God Each Day

We need to be meeting with God each day individually and as a family. This is number one. Our thorough devotion to our God, or lack of it, will direct everything else we do. Individual and family devotions are covered brilliantly in many books and tapes. We like keeping it varied yet simple. I (Craig) read the Scriptures, we all sing a couple of hymns or Psalms and we take turns praying.

Helpful Hints for Dealing with Marriage Difficulties

Craig and I were both *trained up to have marriage difficulties*. I believe that many of you were as well. Let me explain.....

At primary school it began with little crushes on fellow class mates. This was followed by school or Church dances in the local hall even before I went to high school. I used to hate going to them, but my mother took great delight in taking us to them. My mother was never allowed to go to them as a child, so she made sure my sister and I got along to them. Being at Boarding School for four years was no barrier to having boy friends, then after leaving school it was one boyfriend after another until the Lord saved me at 20 years of age. But do emotional entanglements finish when you stop dating or get married if you have been trained in them? We will look at this further a bit later on.

I then got involved with The Navigators, an organisation which was involved in evangelism and personal growth. They were also known as “Navigators, never daters”. In this organisation I was being trained for leadership. So my early life I was trained in emotional entanglements and to be a leader, to be independent,

Learning Disabilities



Mum Is Best Specialist

by Karen Smith
San Antonio, Texas

We have seven children (3, 5, 7, 7, 9, 11 and 13). We have always home schooled, but I just read *Teaching the Trivium* by the Bluebirds (Classical Christian Home Schooling). Their developmental “stages” are right on! What a relief to know that we are very normal! I am excited this year about adding Greek, Latin and Logic.

We also have a child that is delayed in speech, language, motor skills and other areas due to a genetic disorder (NF1). He also has a seizure disorder that requires medication that can also affect mental processing. When this all came to the surface four years ago (Amos was only 3), I was told by numerous doctors that he would benefit from being placed in the Early Educational Program in our public school system. (“It’s free!” they kept explaining). We knew that we did not want to do that, so we simply told them that we were pursuing private resources. I immediately began to educate myself by reading books written for “special ed” teachers and talked to family and friends that had any kind of experience in these areas. I found out that, even with multiple degrees, these teachers must work one-on-one with each child to see what works with that particular child. Sounds like home schooling! One area that I knew I would need outside help was with speech therapy. After much prayer and searching, I found a speech therapist at a private Christian school who was willing to work with Amos once a week and allow me to sit in so she could explain to me how to work with him at home. She was going to do this for a minimal fee, but after working with Amos for a month, she loved it so much that she wants to bless us by offering her services free of charge.

We have decided that the best approach to Amos’ education is to educate ourselves in how best to help him. Yes, it is more time consuming, but this child at age 7 (developmental age 5) does not need hours of school a day! An hour a day in addition to the time I spend on speech (30 min a day) is all he needs academically. There are other things that are so much more im-

portant, such as the confidence and security he feels by being in a loving, accepting environment where he is not made fun of or required to perform in areas that he is not developmentally ready. Doctors and friends at church are amazed how loving and confident he is, despite his obvious delays. Most children that have to deal with these problems develop anger and bitterness because they feel that they are not worth anything. Our priority: to see that Amos knows he is loved and that God has a special plan for his life and that we are going to help prepare him to accomplish God’s will for him. That is the role of the parent, isn’t it?

I recently spoke with an educational consultant at MD Anderson Cancer Center in Houston where Amos is enrolled in a research program. They evaluated him free of charge for their research and have offered free consultations as needed to the educators (in this case his parents). At the end of the conversation, she asked me if I had an education degree, and I told her no, just years of experience as a home school mom. She told me she was very impressed with all I was doing and she wouldn’t change a thing. She was extremely supportive, and said if I ever have any questions just to call her. She taught special ed in public school for 20 years, and she felt home was the best place for Amos not only academically, but also because he is protected in a loving environment!

I share this just to encourage those with special needs children. God gave us our children and He will equip us to teach, train and disciple them. He will provide the resources you need! I won’t list all of the resources that I have found, but anyone can e-mail me. I have found many former educators who are now home schooling their own children and are wanting to help families who are struggling in this area. He is Faithful!

(Karen may be contacted at: joyfulmother@ev1.net)

With husband Robin she has been homeschooling their seven children for the past 12 years. Robin is a worship minister at Oak Hills Church of Christ under their minister Max Lucado. Their passion is to see parents grow in their desire to disciple their children and raise up a godly generation for His glory.)

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Elaine Heumann Gurian — Deputy Director, US Holocaust Memorial Museum
Emily Fisher Landau — Foundation President (From The Lab School of Washington, 4759 Reservoir Rd. NW, Washington, D.C. 20007, ph. (202) 965-6600, <http://www.labschool.org/achievers.html>).

Does It Require a Specialist?

Sometimes it does. But a recent exchange between a mum and an experienced Home Educator on a USA discussion e-group resulted in the following:

One of my three children, at age four, has a serious language processing disorder and has been receiving Exceptional Education intervention by a specialist that began last spring. The only way he can receive this is to go to school for six hours in a small class within the public school. He loves it there. I am feeling guilt and doubt in myself for wanting to send him, because I want him to benefit from staying home with his mother and sisters and learning while being loved. But I believe school is helping him, and I have so far found it impossible to do what his teacher does — she has several advanced degrees in early childhood learning disabilities and has over 20 years' experience with little ones like my son. This causes doubt in myself for not wanting to send him, as I may be depriving him of the best way for him to gain skills and work on his thinking at this stage in his development. I envision using this special expertise as a tool to help my son develop his abilities to the point where I can successfully teach him at home. At the age of 4 he has social and verbal development of an 18 month old, but he has many, many other skills, two of which are excellent musical ability and what may be a truly photographic visual memory (he can see just one small part of a car, such as a grill or bumper and tell you what kind of car it is, even if it is a car from the sixties — he just has to have been told what kind it is one time). He has no ability to grab abstract concepts of any sort that other kids of his age seem to understand. The question "Why do we sleep?" (because we get tired and need to rest) might be answered by him as "For a bed." He also has about a five minute attention span and has not yet gone past the "parallel play" stage of the toddler. My question is: are there ever times when a child is even briefly better served by being educated outside of the home? I am unsure of what best to do for this special boy. — Mum

Does it really require six hours a day? Does it really require a classroom? Does it really require a specialist? Or might it only require some diagnostic tests and a little training for the mother so she can do a little one-on-one tutoring? Late bloomers do happen, especially with boys. Four-year-olds are still in the process of bonding with Mommy and Daddy and brothers and sisters. Put a four-year-old in a classroom with lots of his peers and the bonds will develop in the wrong directions. You mentioned that he loves it in the class — that probably means he has started to bond with his teacher and his peers. — Expert

Tough Questions People Ask



Don't You Use NZ Books? Why Aren't You Studying NZ?

by Rosalind Peterson

If, like most NZ home schoolers, a lot of your resources come from overseas, you're likely to be asked those questions quite often by relatives and even by the ERO. Here are some ideas of how to answer them.

NZ Resources vs World Resources Our family uses Maths books from overseas because we believe that they are *the* best for our children. My criteria for a Maths book is the quality of the *Maths* teaching. (In my opinion the quality is not improved by calculating distances from Auckland to Wellington, rather than from New York to Boston.) When I look for any resources for our children, I want the resources that are most suited to their abilities and interests. For that reason I don't want to limit my search to one small country. I'm often asked about how I deal with having American

money (eg nickels & dimes) and American measurements (eg miles & gallons) in our Maths books. Well, 100 cents equals one dollar — just like in NZ — and our children see plenty of NZ coins in their daily lives. The chapters on imperial measurement we ignore, but we do the chapters on metric measurement that are in the same book. Some other home schoolers do the chapters on imperial measurement as well, knowing the children will often meet the terms "miles" & "gallons" in their reading, even in 20th century NZ fiction. In addition, the Internet has made much more information available, and the world has become a smaller place because of it. People in the 1800s were restricted to mainly locally produced resources, but in the 21st century we have the ability to search the world for whatever resources best suit us. Let's use it!

Studying NZ The thinking that we must spend all our time studying the country that we live in is probably a follow-on from the (incorrect) thinking in the African proverb "It takes a whole village to raise a child": if the village is bringing up our children, then they must learn about the "village".

I want my children's education to extend way beyond the one small "village" we live in, and to grasp more history than just the past 200 years or so. Recently I was asked why our children are learning French, the assumption being they should learn Maori if they are going to learn a second language. Why learn a second language at all? Our reasons include communicating with people we would not otherwise be able to and to understand English better. There are millions of people in the world who cannot speak English but who can speak French and several countries where a knowledge of French means you are able to read signs and so catch the right train! Maori is unknown outside of NZ, but French has a wide application. Studying French has helped our children's understanding of English, their mother tongue. They have enjoyed picking out (English) words that have French roots: eg, mutton, banquet, antique and fiancée.

Yes, we do study NZ. Every 5 years or so, I'll prepare a unit on it. In between, the children are learning heaps about NZ from living here!! They use NZ money in NZ shops. They read books from NZ libraries. We have a NZ map on the wall and their Dad's business trips are tracked thereon. We go on holiday to NZ locations. They visit lots of NZ museums, NZ historic sites, NZ zoos etc. They study maps of NZ to work out "how long until we get there." They see NZ culture all around them! I've heard the assertion that children *should* read NZ fiction to better learn NZ English. Yeah, right. Like the kids don't hear it all around them? I don't want a narrow education for our children; I want the best fiction, the best Maths book, the best education.

(Graham & Rosalind Peterson have enjoyed homeschooling for over 12 years. Their 6 children are currently aged between 18 to 3.)

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Exploring God's Creation

Language & Speech

by Dr. Walt Brown



Language

Children as young as seven months can understand and learn grammatical rules.¹ Furthermore, studies of 36 documented cases of children raised without human contact (feral children) suggest that language is learned only from other humans; humans do not automatically speak. If this is so, the first humans must have been endowed with a language ability. There is no evidence language evolved.² Even the renowned Richard Dawkins has had to admit, "Nobody knows how [language] began. There doesn't seem to be anything like syntax in non-human animals and it is hard to imagine evolutionary forerunners of it."³

Nonhumans communicate, but not with language. True language requires both vocabulary and grammar. With great effort, human trainers have taught some chimpanzees and gorillas to recognize a few hundred spoken words, to point to up to 200 symbols, and to make limited hand signs. These impressive feats are sometimes exaggerated by editing the animals' successes on film. Some early demonstrations were flawed by the trainer's hidden promptings. As the prestigious journal *Science* wrote: "Projects devoted to teaching chimpanzees and gorillas to use language have shown that these apes can learn vocabularies of visual symbols. There is no evidence, however, that apes can combine such symbols in order to create new meanings. The function of the symbols of an ape's vocabulary appears to be not so much to identify things or to convey information as it is to satisfy a demand that it use that symbol in order to obtain some reward."⁴

Apes have not demonstrated these skills in the wild and do not pass them on to others. When a trained animal dies, so does the trainer's investment. Also, trained apes have essentially no grammatical ability. Only with grammar can a few words express many ideas. No known evidence shows that language exists or evolves in nonhumans, but all known human groups have language.⁵

If language evolved, the earliest languages should be the simplest. On the contrary, language studies show that the more ancient the language (for example: Latin, 200 B.C.; Greek, 800 B.C.; and Vedic Sanskrit, 1500 B.C.), the more complex it is with respect to syntax, case, gender, mood, voice, tense, and verb form. The best evidence indicates that languages devolve; that is, they become simpler instead of more complex.⁶ The scholars say, "The evolution of language, at least within the historical period, is a story of progressive simplification;"⁷ and "The so-called primitive languages can throw no light on language origins, since most of them are actu-

ally more complicated in grammar than the tongues spoken by civilized peoples."⁸ Noted evolutionist George Gaylord Simpson sums it up thusly:

*Many other attempts have been made to determine the evolutionary origin of language, and all have failed. ... Even the peoples with least complex cultures have highly sophisticated languages, with complex grammar and large vocabularies, capable of naming and discussing anything that occurs in the sphere occupied by their speakers. ... The oldest language that can reasonably be reconstructed is already modern, sophisticated, complete from an evolutionary point of view.*⁹

Most linguists reject the idea that simple languages evolve into complex languages. It was Charles Darwin who first linked the evolution of languages to biology. In *The Descent of Man* (1871), he wrote, "the formation of different languages and of distinct species, and the proofs that both have been developed through a gradual process, are curiously parallel." But linguists cringe at the idea that evolution might transform simple languages into complex ones. Today it is believed that no language is, in any basic way, "prior" to any other, living or dead."¹⁰

To explain away the lack of evidence for evolution, the age-old practice of clutching at straws is employed by eminent scholars. Norm Chomsky ends up in a position virtually the same as Creationists when he claims grammar and syntax are innate. Others such as Derek Bickerton of the University of Hawaii insist that this faculty must have come into being all at once!¹¹

Speech

Speech is uniquely human.¹² One author wrote: "If we are honest, we will face the facts and admit that we can find no evolutionary development to explain our unique speech center [in the human brain]."¹³ Humans have both a "prewired" brain capable of learning and conveying abstract ideas, and the physical anatomy (mouth, throat, tongue, larynx, etc.) to produce a wide range of sounds. Only a few animals can approximate some human sounds.

Because the human larynx is low in the neck, a long air column lies above the vocal cords. This is important for making vowel sounds. Apes cannot make clear vowel sounds, because they lack this long air column. The back of the human tongue, extending deep into the neck, modulates the air flow to help produce consonant sounds. Apes have flat, horizontal tongues, incapable of making consonant sounds.¹⁴

Even if an ape could evolve all the physical equipment for speech, that equipment would be useless without a "prewired" brain for learning language skills, especially grammar and vocabulary.

Notes:

1. G. F. Marcus et al., "Rule Learning by Seven-Month-Old Infants," *Science*, Vol. 283, 1 January 1999, pp. 77-80.
2. Arthur Custance, *Genesis and Early Man* (Grand

(Continued on page 26: **Creation**)

Home Educators Did It

Leave 'em Alone for Only a Few Hours, and What Happens?

My husband and I had spent a good part of the day away from our four homeschooled children as we had to do some business in Auckland. We live on a small island in the Hauraki Gulf and getting to town is a bit of a mission.

When we returned home, rather late in the day, we were greeted at the door by our two younger boys. They welcomed us home and presented us with a beautifully wrapped gift which they had purchased with their own pocket money. On going inside, we were forbidden to enter the kitchen and made to sit at the kitchen table. Our biggest son presented us with a very humorous menu card that he had crafted. All the children then proceeded to serve up a marvellous four course dinner which would have been a credit to any restaurant.

During the time that we had been away, my two largest children had worked hard to produce the meal. The ingredients had been bought by them and the house was clean and tidy. We were both flabbergasted, but should we have been? I began to think and I realised that with a different sort of bringing up, the results would have been a lot different. Most people would have expected the house to be in a mess and the children unhappy and demanding, due to having been left to their own devices all day. Instead, what a wonderful scenario.

Because we have homeschooled our children all their lives, we have been able to train them up in the way that they should go. (Proverbs 22:6.) When we follow this Biblical principle, we should not be surprised at the outcome, but rejoice!

(Stephen and Joanna Tysoe have home educated their four children since birth. They have lived all over NZ and even overseas. Luke (17) has completed his second year of part-time University work, studies music and is writing a novel. Rebekah (16) studies piano, singing and interior design and is active in a theatre group. Joseph (12) and Michael (10) are still doing core subjects and explore Waiheke Island's bush and beaches.)

Professor Pearson Hunt

Former Harvard Business School (HBS) Professor Pearson Hunt, an authority on corporate finance whose research helped shape modern financial management practices, died Sunday (June 30, 2002) at Mt. Auburn Hospital in Cambridge, Massachusetts. An advocate for improving the teaching and learning processes in business schools worldwide, Hunt was 93.



Joanna, Luke (17), Joseph (12), Rebekah (16), Michael (10).
(This picture was taken in Norwich in 1999.)

Hunt was born in 1908 and raised on Staten Island, New York. He did not formally attend school until the eleventh grade, when he entered the Lawrenceville School in Princeton, New Jersey. Instead his grandmother, a former teacher who lived with the family, tutored him. "I think some of my characteristics of looking at novel ways of doing things came from her," he said in an interview in 1983 upon receiving the HBS Distinguished Service Award, the highest honour the School can bestow upon a retired faculty member.

Hunt graduated *magna cum laude* and Phi Beta Kappa from Yale University in 1930, completed the first year at Columbia Law School, and then studied economics for a term at King's College, Cambridge University. After a cousin who was a student at Harvard Business School convinced him to enrol, Hunt earned an MBA with high distinction in 1933. Six years later he received a doctorate in commercial science — the precursor to today's doctorate in business administration (DBA) — from HBS.

Although Harvard Business School was his professional home from 1940 to 1975, Hunt also taught on five continents during his HBS tenure and after his retirement from the School. He liked to say that he had "two strings to my bow" — his passion for finance and his passion for teaching.

Among his proudest accomplishments, said Hunt, were advocating modern management practices in post-war Europe and establishing an international teachers program that enabled several hundred young faculty from Europe and Latin America to visit American business schools for a year, including HBS. He also led management development programs in Britain, Canada, Chile, Guyana, Italy, Kenya, and Mexico.

Affectionately known by HBS students as "fearsome Pearson" due to a demanding presence in the classroom and persistent questioning of anyone who was off the point of a discussion, Hunt believed that teachers have an obligation to grow intellectually and admit when they are wrong. "It takes courage to get up in front of a group and say, 'I used to think so and so, but I don't anymore.' But say it you must," he said.

(Press Release, 2 July 2002, Harvard Business School)