

Keystone

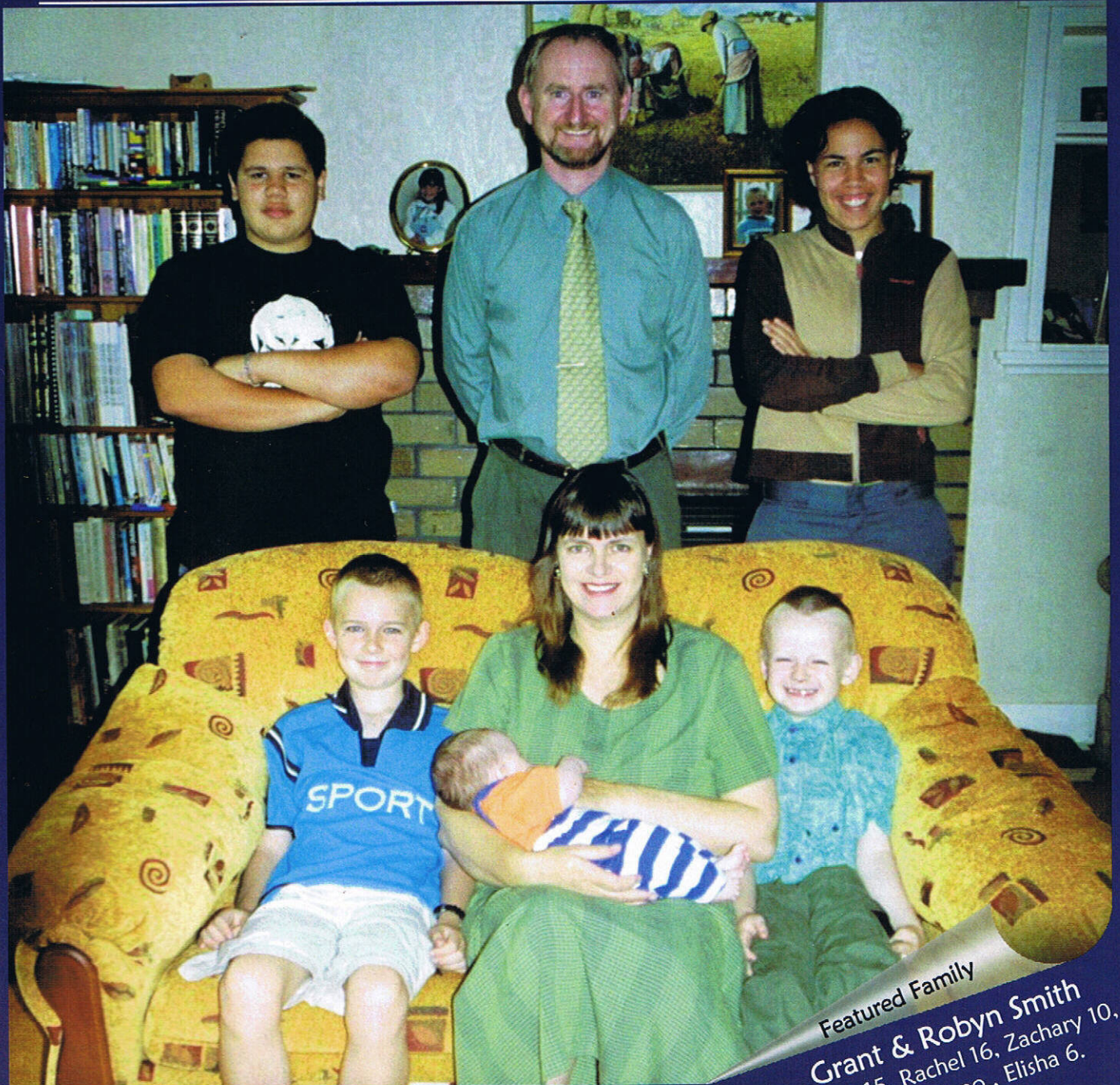
The Journal of Christian Home Schoolers

of New Zealand

Vol. IX No. 3

May 2003

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

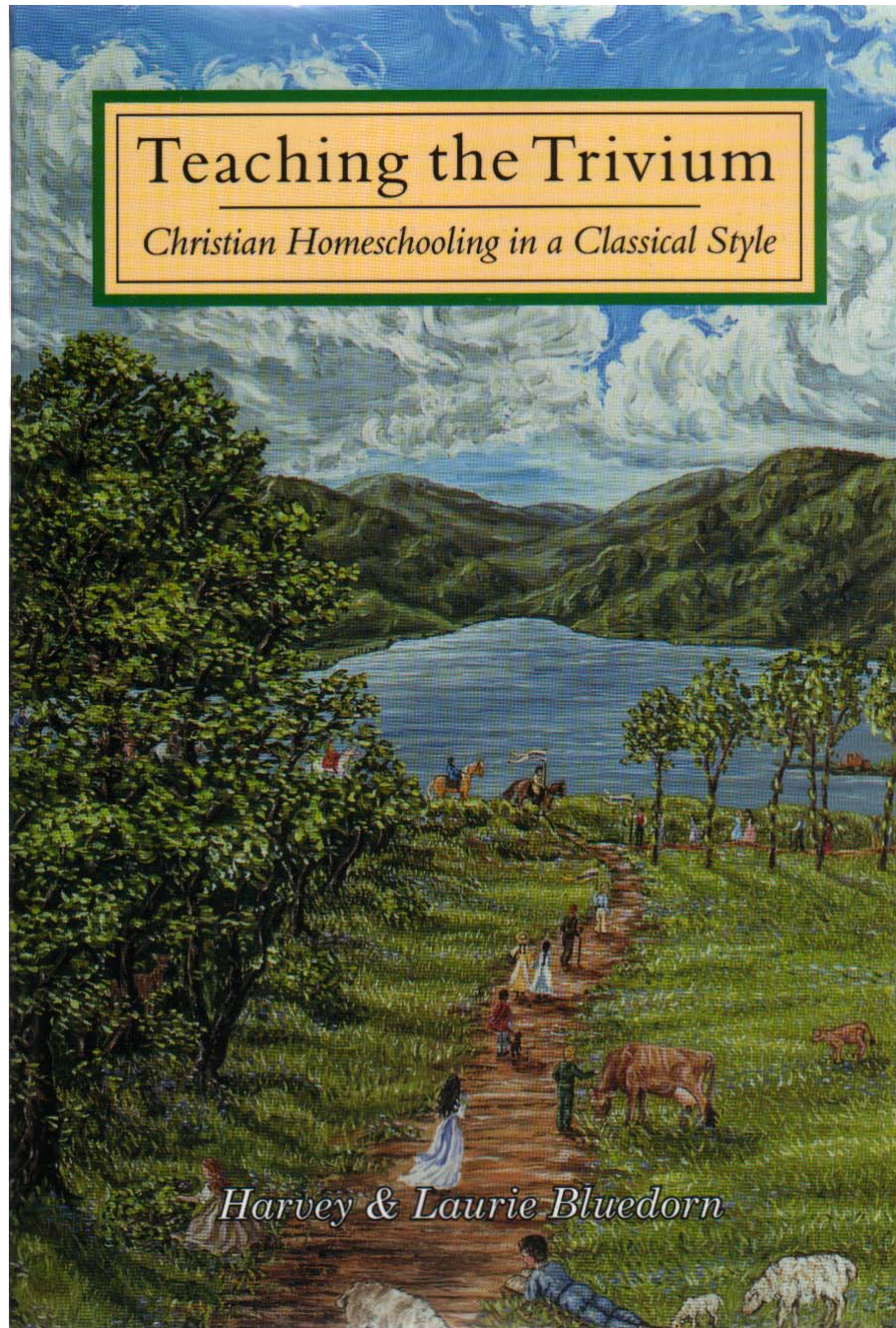


Featured Family

Grant & Robyn Smith
Joshua 15, Rachel 16, Zachary 10,
Nathan 3mo., Elisha 6.

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Thoroughly Classical
Thoroughly Explained

Paperback, 637 pages, (Table of Contents is 14 pages long!), 16 Chapters (including "What is the Trivium?", "Principles for the Study of Literature", "Ten Things to Do with Children Ages Ten Through Twelve" and "Life's Goals Begin at Home") and Two Appendices, the first containing 16 articles on the history and significant aspects of education, the second listing hundreds of resources in over a dozen subject areas. The first three chapters (82 pages) give a thorough rationale of the imperative nature of Christian home education and are worth the purchase price of the book all by themselves. The Trivium is designed to teach one how to learn: to discover, to reason and to apply. The traditional Classical Education must be sifted through the critical screen of the Scriptures. A workable plan is presented here, acknowledging that there is only so much time in a day. Home education was here first, and the family is at the heart of God's plan for restoring Christian culture by restoring Biblical order to education.



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Joshua 15, Rachel 16,
 Zachary 10, Jonathan 3mo., Elisha 6.

Matthew (15), David (10),
 Sharon (8), David (13),
 Ruth (2mo.), Lydia (3), Jessica (5)

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...more than just a home education curriculum; it is a way of life. The goal of ATI is to train sons and daughters to be mighty in God's spirit and to have an impact for good in our nation.

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E-mail: ati@iblp.org.nz ◆ Ph. (06) 327-8277 ◆ P.O. Box 192, Marton

*"And He shall turn the heart of the fathers to the children
and the heart of the children to their fathers."
Malachi 4:6*



THE GIFT OF MUSIC

A BIBLICAL PERSPECTIVE ON MUSIC

We are excited to offer this excellent Workshop for the second time this year. *The Gift of Music (TGOM)* family workshop is a unique programme which explores music from a Biblical perspective. This programme has been developed over the last decade by Australian music teacher Wendy Hill. *TGOM* was designed by a home educator, with home educators in mind. It is being used widely by home educators and in classrooms throughout New Zealand, Malaysia, Singapore, Australia and the USA.

TOPICS

- ♫ Specialised classes for beginner and advanced students are included
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WHO SHOULD ATTEND?

All are welcome to attend this workshop – those with or without musical experience, classroom and instrumental teachers, music students of all levels, parents, pastors, church leaders, those involved in worship ministries, school principals.

The workshop is designed for families with children twelve years and older, however students aged 14 years and older may attend unaccompanied by an adult. Students who are looking to teach music would benefit greatly from this course, and are then able to pursue qualifying as a registered *Gift of Music Instructors* by attending a *Gift of Music Registered Teachers Seminar* at a later date.

"IT HAS HELPED ME TURN MY FOCUS BACK TO THE PURPOSE OF LEARNING MUSIC, TO GLORIFY GOD."

"I LOVED EVERY MINUTE OF IT AND MY LIFE WAS TOUCHED. I'M GOING HOME WITH A NEW PASSION FOR PRACTISE AND STUDY."

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Wendy Hill - Founder

B.Mus., Dip.Ed., A.Mus.A. (Piano)

Wendy has 28 years of music teaching experience in Australia which includes private piano teaching using the Suzuki and Yamaha methods, serving as a secondary school music director and also home educating her two children.

Matthew Field

A.Mus.A. (Piano), Dip.Mus. High Distinction

Matthew has been teaching *TGOM* workshops for several years and has been involved with music ministry for almost 10 years.

COST: *The cost for this workshop includes food and accommodation at the Arahina Training Centre, however, please note that spaces for accommodation are limited.*

\$365.00 Individual

\$295.00 Family Fee

(for 3 or more family members)

WHEN:

Monday 28th July – Friday 1st of August

WHERE:

Arahina Training Centre

457 Wellington Road ◆ Marton

Ph: (06) 327 8277 ◆ Fax: (06) 327 8376

Email: ati@iblp.org.nz

HOW TO REGISTER:

Please contact the Arahina Training Centre to receive a Registration Form.

REGISTRATION DEADLINE:

14th July 2003

(Continued from page 6: *Smith*)

years. Presently we have morning devotions with a time of prayer and reading through the chapter of Proverbs that corresponds with the date.

Then later I read through the *Ergermeier's Bible Story Book* with the younger boys. The older children are encouraged to have their own daily devotions. Last year we memorised the first two chapters of James and worked through the Greenleaf Press *Guide to Old Testament History*. Although we have had different approaches at different times, we still try to make God's standards the guide to all that we do.

Reading aloud together has been such a lot of fun! When we had Joshua SPELD-tested last year, the instructor was amazed at his large vocabulary. Josh explained to her it was because I had read aloud so much! I can't quite get up to the two hours per day the Blue-dorns suggest, but I do try to make it at least one hour. The older ones still listen in if they are around while I am reading. I asked the children for their favourite book I had read to them. Here are the results:

Rachel: *Lord of the Rings* (took me six months in 1999).

Joshua: All of Elizabeth George Speare's books: *Calico Captive*, *Sign of the Beaver*, *The Bronze Bow*, etc.

Zachary: *The Red Keep* by Allen French.

Elisha: *Stories of Famous Sea Fights* by Captain Frank Knight (which we are reading at the moment).

I particularly remember *Watership Down* by Richard Adams because of the interesting discussions that ensued. Grant's favourite was *The High King* by Lloyd Alexander. Sharing good books has given us such a unity and feeling of all pulling together.

Curriculum: I love curriculum and resources! Actually I love books! I would love to buy lots and lots of curriculum and try them all, but I am not able to. So I find I pray a lot about what to use. We have tried various books for various subjects over the years, but here is what we use now:

(We sort of follow the suggestions in the *Well Trained Mind*, but not slavishly.)

Language: Presently we use ABeka. Zach is working through *God's Gift of Language, A*, but I don't necessarily make him do all the busywork. Elisha has just started Language 1 and loves it. Also with Elisha I am using *First Language Lessons for the Well Trained Mind* by Jessie Wise, which is working well. Aligned with that we memorise poetry, Zach does copywork and dictation, and Elisha does narration. (We don't do all of these on one day!)

Spelling: Over the years, because of Joshua's problems with words (dyslexia), we have tried many different spelling curriculums to try to improve his spelling. The most successful was one lent to me by a friend in the

fourth term last year: *Sequential Spelling* (see www.avko.org) especially written for dyslexics, which I have just ordered from the USA. I found it worked well for Zach too. We also use the *Phonetic Zoo* (see www.writing-edu.com).

Writing: Last year I treated myself to some teacher training, buying the *Teaching Writing — Structure and Style* DVD's from the Institute for Excellence in Writing. I love it! Zach's writing has improved so much, and he actually enjoys it, instead of having to be dragged kicking and screaming to write something (see www.writing-edu.com).

Maths: We currently use Miquon for the younger years, then move on to Saxon. Zach is working through Saxon 65 at present.

Latin: Last year we started using *Latin Primer Book I* by Martha Wilson. We have all enjoyed it.

Science: At the moment we are working through *Adventures with Atoms and Molecules: Book 1* by Robert C. Mebane and Thomas R. Rybolt (chemistry experiments for young people), which the boys love. We also use experiments from *More Mudpies to Magnets*.

History: This year we are working through *The Usborne Book of World History*. We will read the page about a topic and sometimes look up more about that topic in an encyclopaedia or library books, often using that section for narration or for writing practice. Sometimes the boys will draw a picture related to the topic, and we will check out that area on a map or globe. We love history and learn a lot of our history by reading aloud a historical novel or biography then checking out the facts in an encyclopaedia. The boys are looking forward to starting their projects for the History Fair which I am organising, to be held at Kiwitahi, Morrinsville on July 2nd 2003.

To finish this article, I asked the children for some comments on homeschooling. How do they feel about it?

"It's fun!" Zach said.

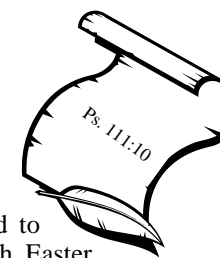
"I like our homeschooling group. It's cool that we belong to two groups", says Elisha. No comment from Rachel.

Joshua said, "It's good for dyslexic people to be homeschooled, and you get to see more of your parents. But it's good to have friends outside of homeschooling too."

May God bless you all and encourage and help you on your homeschooling journey which is probably quite different to ours. That's the amazing thing about our God and Creator (apart from the fact that He was prepared to come down and die for us!) — each of us is unique and follows a Person not a pattern.

If there's any way I can help or encourage anyone, I can be contacted at robyn_smith@clear.net.nz .

Editorial



Well, you know, it looks like an old dog can learn some new tricks! Barbara & I were invited to speak to a Church Senior Youth Easter Camp last month. Now, we haven't even *been* to a youth camp in donkey's years, and I wondered if we could even communicate to 19 to 25 year olds. Of course, we didn't make it any easier on ourselves by selecting the topic of "Purity". But, hey, pioneer types are always pushing the boundaries to see what's out there, right? That was the only thing we felt needed talking about, but I must admit, I was really worried about how we'd be received.

For preparation I read through the New Testament in a day, looking to classify verses that fell into four categories like, "To what are we called?", "How shall we live?", etc. I was stunned by what I found. We all know that the Bible tells us to live holy lives, blameless, righteous, and all that. Well, when I read the entire NT in one hit, I found it repeated this message in very definite terms over and over and over again.

We are commanded to be *really* different, way out there in the vast uncharted virgin territories of exemplifying love, joy, peace and patience, living lives that consistently demonstrate kindness, goodness, faithfulness, gentleness and self-control. Now, unlike the negative fleshly qualities of anger, jealousy, lust, greed, selfishness, etc., where both civil and social sanctions provide limits, there are *absolutely no boundaries* to how good or kind or faithful or self-controlled we can let ourselves be! We can *totally go for it* without any limits!! Check it out in Galatians 5:22-23.

So in the presentation to these youths, we weren't paddling around in the boring shallows of wondering "How far is too far?" or "How much is too much?" like youth groups did when I was involved as a youth. No, we were way in up to our necks and more, us oldies as well as the youth, "forgetting what lies behind and straining forward to what lies ahead" we struggled to come to terms with ways "to press on toward the goal for the prize of the *upward* call of God in Christ Jesus." — Philippians 3:13-14.

So many youth responded really positively, and many of us together hungered and thirsted for that kind of righteousness, for the Lord promises to satisfy us who so hunger and thirst! (Matthew 5:6.) It was quite an exciting time, though the future is a bit scarier now that we perceive the standards He requires of us are so much higher than we'd previously bothered to think about. Man, our friends and relations already think we are hopelessly strict, conservative and old-fashioned. Let me clue you: they ain't seen *nothing* yet!

You've all got to sit down right now and fire off letters to the Greens in Parliament and most of the Cabinet members saying they must vote against the Prostitution Reform Bill being voted on 11 June. No stamp needed: just address to (for example): Hon. Rick Barker, MP—Parliament Buildings—Wellington. Here they are: Tim Barnett, Georgina Beyer, Sue Bradford, Mark Burton, Chris Carter, Helen Clark, Michael Cullen, David

Contents

Feature Family	
Grant & Robyn Smith.....	5
The Faith of Us Fathers	
A Father's Greatest Strength:	
Inadequacy.....	7
Bits of Books	
Public Schools, Article 1	
by Dr RL Dabney.....	9
Learning Disabilities	
Seeing the Big Picture vs.	
Labelling Weaknesses.....	10
Difference, Difficulty or Disability?.....	11
Home Education Research	
Brain Development in Babies.....	12
Schools Don't Teach the Way	
Children Learn.....	13
Exploring God's Creation	
It Wasn't Always So.....	14
Tough Questions People Ask	
How Can My Husband Get That	
"Involved in School" Feeling Without	
Sending My Children to School?.....	19
Home Educators Did It	
David Munroe of North Shore City.....	20
Over a Cuppa	
Keeping Going When	
the Going Gets Tough, Part 4.....	21
Parenting	
Spanking vs. Violence.....	24
CHomeS Roundup	
A Home Schooling Convention	
in the United States of America.....	25
World Views in Focus	
What Every Christian Should Know	
About Intelligent Design, Part 1.....	27
Theologically Speaking	
Evangelical Pragmatism.....	29

Cunliffe, Lianne Dalziel, Rod Donald, Ruth Dyson, Ian Ewen-Street, Jeanette Fitzsimons, Phil Goff, Ann Hartley, George Hawkins, Marian Hobbs, Jonathan Hunt, Sue Kedgley, Annette King, Keith Locke, Steve Maharey, Trevor Mallard, Lynne Pillay, Jim Sutton, Paul Swain, Nandor Tanczos, Judith Tizard, Tariana Turia, Metiria Turei, Mike Ward, Margaret Wilson. Just write: "This Prostitution Reform Bill is dreadful. Please vote against it." Sign and put your address.

KEYSTONE

is the Journal of
Christian Home Schoolers of New Zealand.
It is read by subscribers in New Zealand,
Australia, Japan, Brunei, the USA,
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KEYSTONE is the journal of Christian Home Schoolers of New Zealand, a part of the Home Education Foundation, a Charitable Trust established to promote the concept of home education to the Christian community and beyond.

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

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

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Deadlines:

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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!

Theologically Speaking



Dr. John MacArthur, pastor of Grace Community Church in Sun Valley, California, says many church leaders today do not recognize the dangers that evangelical pragmatism poses.

Pragmatism is, for example, using a "seeker-sensitive" approach to boost attendance, one that tends to replace sound Bible teaching with drama, music and other forms of entertainment.

MacArthur, host of the popular syndicated radio show *Grace to You*, says pragmatic churches often find themselves stuck in the mode of meeting superficial needs by attempting to become more creative, clever, and entertaining. As a result, he says, many people in such churches have not gone through a sincere conversion experience. "[T]he sanctifying work of the Holy Spirit is not going on, and you're going to be dealing with sinful people who then are in increasingly important positions in the church and defining what the church is." MacArthur says pragmatic churches are often more focused on meeting an individual's felt needs, instead of pointing them to Christ.

Christian researcher George Barna (www.barna.org) says America remains one of the largest mission fields in the world. Through a dozen national telephone surveys over the 12 months of 2002, Barna has identified seven paradoxes regarding America's faith:

The Success Paradox Only 7% identified spiritual wholeness and development as the factor that will produce a successful life. Most focused on personal accomplishments, family solidarity and emotional fulfillment. "How is it possible to have more than 120 million adults attending Christian churches on a regular basis but only 15 million who grasp the message that success is not about personal accomplishment or material possessions?" he asked.

The Commitment Contradiction Americans identified faith as a key factor in their life. Large majorities claimed that their "religious faith is very important" in their life and described themselves as "deeply spiritual." Yet those same studies revealed that less than half of the people who describe themselves as Christian also described themselves as "absolutely committed to the Christian faith." Less than one out of every ten regular attenders of Christian churches give 10% or more of their income - a tithe - to their church. A majority of teenagers attend a Christian church today, but only one-third is likely to do so once they reach adulthood. The persecution delivered by the terrorist attacks has produced no increase in spiritual practices, such as attending worship services, reading the Bible, praying, or serving the needy. Giving levels have actually decreased this year. In fact, not even half of Americans indicated that their faith had been an important factor in helping them process the effects of the 9/11 terrorist attacks.

Deceptions Regarding Truth Virtually all believe truth

exists. But a large majority contends there is no absolute moral truth. More than 66% of adults and 80% of teenagers say truth is always relative to the individual and the circumstances. While describing themselves as followers of Christ, they believe truth is based on feelings, experience or emotion. "This is one of the great deceptions of our age," Barna pointed out. "Embracing relativism under the guise of Christian faith facilitates comfort with sin. What an affront it is to God for us to claim His name and protection but to resist His moral truths on the basis of human feelings."

The Deception of the Worship Wars While most people believe churches all over the country are paralysed by infighting over the style of music to use in worship services, the real problem is that few even know what worship is or who it is for. This has left millions of individuals spiritually crippled rather than spiritually empowered.

The Contradictions Regarding Religious Beliefs More than 80% of Americans claim to be Christian, about 40% can be classified as born again, 90% own a Bible and a huge majority claim they know all of the basic teachings of the Bible. Yet most say Satan does not exist, the Holy Spirit is merely a symbol, peace with God can be earned through good works, over half contend that Jesus committed sins and that the Bible, Koran and Book of Mormon all teach the same truths. "People are more prone to embrace diversity, tolerance and feeling good than judgment, discernment, righteousness and limitations. People are more focused on temporal security than eternal security and its temporal implications," Barna lamented.

The Paradox of Ineffective Outreach Among Protestant pastors, evangelism and outreach ranked as the top priority with churches raising and spending more than \$50 billion on domestic ministry in 2002. Pastors also suggested that the September 11 attacks had created a new spiritual awareness among non-Christians. However, the actual proportions of both non-Christian adults and unchurched adults have remained unchanged since 2000. Ministers, born again Christians and evangelicals are uncool in the eyes of non-Christian Americans. In fact, lawyers, real estate agents and actors all have a better image than do evangelicals. "Regardless of its true character and intent, the Christian community is not known for love, nor for a life transforming faith," explained the researcher.

The Deception of Effective Leadership Most pastors reckon they are doing an excellent or good job in leading people spiritually in relation to 12 of the 13 areas of performance evaluated. (The exception was in raising money.) "It's a bit troubling to see pastors feel they're doing a great job when the research reveals that few congregants have a Biblical worldview, half the people they minister to are not spiritually secure or developed, kids are fleeing from the church in record numbers, most of the people who attend worship services admit they did not connect with God, the divorce rate among Christians is no different than that of non-Christians, only 2% of the pastors themselves can identify God's vision for their ministry they are trying to lead and the average congregant spends more time watching television in one day than he spends in all spiritual pursuits combined for an entire week," said Barna.

(From Agape Press, 20 May 2003.)

The Authority of Scripture

Design theorists would find no fault with evolution on Biblical grounds for two reasons:

First: They believe theology and biology have nothing to say to one another, that the two realms are completely separate and shouldn't be mixed. "The design theorists' critique of Darwinism begins with Darwinism's failure as an empirically adequate scientific theory and not with its supposed incompatibility with some system of religious belief. Critiques of Darwinism by creationists have typically conflated science and theology. Design theorists will have none of this."²

This is obviously contrary to Scripture⁵ and cannot be a part of a Biblically consistent Christian worldview. "There are not two realities, but only one reality, and that is the reality of God, which has become manifest in Christ in the reality of the world."⁶ Scripture contains ramifications for the various areas of life such as ethics and biology, and to continue in an area while ignoring those ramifications is to proceed blindly and in ignorance. "[The Apostle] Paul recognized that man cannot compartmentalize aspects of his life into boxes marked 'sacred' and 'secular'. He understood not only that Christianity was both a worldview and a religion, but also that all worldviews are religious by definition."⁷ Thus evolution is part of a religious worldview as much as creation is a part of the Christian worldview.

Second: Science is more authoritative than Scripture in their minds. While one might have a hard time actually finding a design theorist who would say it like that, it is clear from other things they say and believe that at the base of their thinking is the fundamental belief that science is more intellectually respectable and therefore carries more weight.

Design theorists acknowledge that for our secular culture "the only universally valid form of knowledge...is science" and that "religion in particular is seen as making no universal claims that are obligatory across the board."² Instead of realising that these beliefs are humanist and not to be accepted by Christians, they seem content to operate within this context. This would certainly explain their desire to rid ID of any semblance of "religion" and ensure it is recognised as a truly scientific theory.

From what I've read, it would appear to me that if there seemed to be a discrepancy between scientific data and Scripture, they would say the error was in Scripture, so highly do they place science.

Take for example the following quotes from Dempski:

"Some critiques of evolutionary theory are nothing more than religious. Thus to reject evolutionary theory simply because it conflicts with a literal interpretation of Genesis 1 cannot constitute a scientific critique of evolutionary theory."⁸

"It is one thing to hold as a faith commitment that an intelligence underlies the world, but then be unable to read the book of nature in a way that makes this intelli-

gence evident. It is another thing to look at the world and find features in it that can be reliably correlated with intelligent agency. In the latter instance, attributing the world to an intelligent cause is no longer simply a faith commitment, but actually constitutes a scientific inference."⁸

"The important question is whether there are good scientific reasons [not religious reasons] for thinking that an intelligent cause is at work in the universe."⁸

What Dempski is saying implies that we need science in order to prove Scripture. Sola Scriptura is certainly not any part of his mantra. He appears to find or anticipates irregularities or contradictions between the "book of nature" and Scripture and yields to science to straighten us out on which is really correct. These dangerous statements of his are made because he, like other design theorists, work from the world to Scripture not visa versa. Indeed, "Intelligent Design presupposes neither a creator nor miracles,"¹ and this presupposition attacks directly the sovereignty of God.

Notes:

1. "The Intelligent Design Movement", William A Dembski, Ph.D, www.origins.org.
2. "What Every Theologian Should Know About Creation, Evolution and Design", William A Dembski, Ph.D, www.origins.org.
3. Dr Ross distinguishes between organisms with a body size of less than one centimetre and those with a body size larger than one centimetre. He believes that mathematically evolution is only problematic for those organisms whose body size is larger than one centimetre.
4. "Summary of Reasons to Believe", Dr Hugh Ross, www.origins.org.
5. "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness." 2 Timothy 3:16. For references relating to the authority and reliability of Scripture, refer to Isaiah 40:8, Matthew 5:18, 24:35, Mark 13:31, Luke 16:17, 21:33, Acts 1:1-3, 2 Peter 1:16, Rev 22:18-19.
6. Quoted from "Bonhoeffer, Dietrick," by H Burtress in *Baker's Dictionary of Christian Ethics*, ed. Carl F H Henry (Grand Rapids, MI: Baker, 1973), page 67.
7. *The Battle for Truth*, David A Noebel, p. 13.
8. "Teaching Intelligent Design as Religion or Science?", William A Dembski, Ph.D, p. 4, www.origins.org.

(Genevieve Smith is a native born Palmerstonian. "I inherited my love of philosophy and debate from my father who homeschooled me. Most of my education consisted of my Dad discussing things with me. From history to religion and politics to economics – we discussed it all. When I came across the Intelligent Design movement I was horrified and became determined not to let anyone I knew accept the theory blindly." Genevieve Smith works for the Home Education Foundation and is active in importing books to sell in New Zealand on Christian living. She may be contacted at: 4 Tawa Street, Palmerston North, New Zealand, or beefsters@thelanddownunder.com.)

Grant & Robyn Smith

of Morrinsville



Joshua 15, Zachary 10,
Rachel 16, Jonathan 3mo., Elisha 6.

I, Robyn, was always interested in homeschooling, from the time I saw a clip at the end of the news on TV showing some children dressing up and playing knights while their mother was interviewed. Maybe it was Jean Hendy-Harris who wrote *Putting the Joy Back Into Egypt*? I don't know. When the time came for my eldest, Rachel, to start school, I was a solo mother, after a marriage breakup, and couldn't imagine trying to home educate her. Rachel did well at school, enjoying her lessons and her friends.

When the time came for Joshua to start school 14 months later, I was married to Grant, pregnant with Zach and attending Bible College five days a week! I needed Josh to go, to free me up. Poor child! Josh hated school. He cried every day and clung to me. I felt so guilty but still left him. Thankfully this only happened for three weeks, until Bible College in Hamilton finished, and we shifted to Bulls where Grant had come from. Looking back, Joshua was not ready for school at all.

When we arrived in Bulls, it was early December and we told the children they did not have to go to school straight away...but they wanted to. At this school Josh was a lot happier but didn't seem to be learning much, except bad social habits. As we became part of the Bulls AOG Church, I found that most of the families homeschooled, which was intriguing. Grant and I decided that we would start at the end of the following year, 1993, when I'd finished the Massey paper I was doing extramurally. So I spent the time before that visiting homeschoolers (including Craig and Barbara Smith in Palmerston North) and reading books on homeschooling from the library.

I still remember our first day. I was so excited!! We had our whiteboard out, wrote the date on it and started with Bible. Then we did simple English, Maths and

Science from second hand books. I was thrilled! Rachel, seven, was not so thrilled to be away from school friends, but within a week she had settled in happily. Josh was very happy to be home.

Over the six weeks until Christmas, I gradually felt my interest waning. "Playing schools" had seemed exciting at first, but Josh was hard work. He could not read or do the most rudimentary maths it seemed. When the time came to start the new year, I felt flat and uninterested. To add to that, we were reviewed by ERO within three months of starting homeschooling! I made the nicest cake I could think of, and thankfully we passed.

I was finding it hard to have the children home all day, particularly as my baby didn't sleep well at night, and I felt constantly tired. I seemed to be losing my temper all the time. I cried out to the Lord for help. I wanted to homeschool, felt called by the Lord to do it, but it seemed such a battle. To add to the mix, we started fostering a three-year-old boy as well, Lawrence. About this time, friends came to stay who were on the ATINZ (Advanced Training Institute of NZ) homeschooling programme. I had known their children before they started on the programme, and the change was amazing! They were really growing in character, respectful to their parents and servant-hearted. Through this, the Lord gave me vision for our homeschooling. I came to realise that academics wasn't enough. Character was far more important. We moved to Wanganui for Grant's job that Christmas, and started ATI in 1994.

This new programme would be the answer to all our problems! From the beginning I was challenged. I realised all the flaws in my character and realised that my expectations of my children were way too high when I couldn't even change myself! Meanwhile, Josh was still not reading. Our friends who mentored us said not to worry; academics were not important, just character. We didn't seem to have either!!

I borrowed *Why Johnny Can't Read* by Rudolph Flesch and started to make some progress. As part of the ATI programme, we started the day with Wisdom Searches — family devotions reading through Psalms and Proverbs. Slowly, Josh started to read. In fact, he could read words like "righteousness" and "majesty" before many other common words! Phonics had helped him to start, but reading the Bible aloud daily together was the key to our eventual success.

Meanwhile life was full of trials. The office where Grant worked closed, fostering was challenging us, and I miscarried a much-wanted baby. Through all this I was so glad we were home educating because we were all learning together. The children were learning about life, and I was learning to work hard and not be lazy and to depend on the Lord for everything. I must also say that one of the greatest helps at that time was fellow homeschoolers and their support; both the ATINZ

community, with their twice yearly conferences, and the local Wanganui homeschool support group. This group met weekly at the local pools, and as I poured out all my frustrations at Joshua's lack of progress, those "further on" (thanks Sharyn and Ruth!) encouraged me to relax, take my time, and "take little bites of the cherry" i.e. do a little bit of each thing each day, and I would see progress (which I did).

After a couple of years of being our church administrator, the Lord led Grant in 1997 to Polytech to start a computing degree. During that year, we also had our next son, Elisha. (Lawrence had gone back to his mum after we had had him for nearly a year.) At the end of 1997, we moved back to Hamilton and found at our church a great homeschooling group which meets fortnightly on Wednesdays, the Hamilton West Christian Homeschoolers, which we still belong to and love!

At the end of 2001, after seven years on the ATI programme, Grant felt the Lord had something new for us, and we weren't to re-apply for the next year. I felt sad about that as I'd miss the conferences and the feeling of belonging to something. I also felt excited though, as I'd just read *The Well Trained Mind* by Jessie Wise and Susan Wise Bauer and had discovered classical homeschooling, which I was keen to try. So last year we started that with the younger boys, also using the ideas of *Teaching the Trivium* by Harvey and Laurie Bluedorn. (See their websites www.welltrainedmind.com, www.triviumpursuit.com, and the back cover of this *Keystone*, p. 32.)

I would love to be able to write at this stage all about our children's great academic success (like Rosalind's in the last issue of *Keystone*), or of our children's great character, like Craig and Barbara Smith's. But I'm afraid we have neither. We are just an ordinary family who are trying to follow the direction we feel the Lord is leading us. We are all quite strong minded people, who sometimes clash. However, we haven't come to the end yet. We have yet to see the full results of our investment in the lives of our children; both in their adult lives and in their eternal lives and in our grandchildren. We believe "faithful is He who calls you, and He will be faithful to complete the work in you" (1 Corinthians 1:9, Philippians 1:6).

This would probably be a good time to introduce you to the members of our family:

Grant, "Dad", is an IT manager for a Risk Management business in Rotorua, although he works from our home near Morrinsville. Grant is interested in all sport, plays golf and tennis and has coached several of Zach's sports teams. Grant's special interests are in Creation Science and apologetics, and he sings on our church worship team.

Grant is our homeschool superintendent, my sounding board, who says he sees his role as keeping the teacher happy. He is very helpful for discipline, direction and helping me keep my cool.

I, **Robyn**, "Mum", am a fulltime homemaker who

used to work as a registered nurse before I had children. I have 2/3 of a BA in history and education, which I work on when I have the time (and money!) I enjoy the intellectual stimulation. My favourite hobby is reading, followed by scrapbooking. I am working on creating an album for each of the children up to the age of 21, as well as family albums. I also sing (and sometimes lead) in our church worship team. We attend Morrinsville Baptist Church.

Rachel at 16 ½ is now on fulltime Correspondence School as an adult student. Rachel is hoping to join the Police Force in the long term and in the short term would like to study sport at Polytech. She is interested in music, all sport, plays for two netball teams and is learning self-defence. Rachel works part-time for farmers around us, milking cows etc., and is a visual learner. When we do Scripture memorisation, she needs to look at the verses to learn them, whereas her next two brothers just need to hear them. Rachel is very social and has lots of friends.

Joshua at 15 ½ is this year attending a furniture making course at a Salvation Army training centre. He is learning good practical skills, as well as employment skills, and to "stand alone". Josh also works part-time on local farms. Long term Josh would like to be a boat-builder. He is interested in music and shooting. Josh is an auditory and kinesthetic learner and still doesn't like to read much. Josh is full of humour and is a great comic!

Zachary is nearly 10 and would like to be a singer and design houses. His favourite sport is hockey, which he plays in winter and would like to play in summer too! Zach is an auditory learner who would like nothing better than for Mum to read to him all day. When he was nearly four, I read the Narnia series to the children, and he sat and listened to nearly the whole thing! Zach is good at maths and is looking forward to going fishing for his birthday.

Elisha is six and would like to be a professor of history when he grows up! (That's the latest anyway.) Elisha is looking forward to starting soccer this year. I think Elisha is a visual learner. He finds it hard to listen to a book unless he can look at pictures, but he is learning to read quickly himself. He is very busy, always making things and having projects on the go.

Jonathan is three months old and everyone's darling. A special gift from God.

Learning about learning styles, both from Diana Waring when she came to New Zealand and from books, has been quite freeing for me. I no longer expect the same thing from different children. I feel much freer now to pass over certain things or do them later or to do them a different way.

Probably the most enriching things we have done through 9 ½ years home educating have been to study the Bible together and to read aloud good books. The way we have studied the Bible has varied over the

(Continued on page 30: *Smith*)

World Views in Focus



What Every Christian Should Know About Intelligent Design, Part 1

by Genevieve Smith

Introduction

"I charge you therefore before God and the Lord Jesus Christ, who will judge the living and the dead at His appearing and His kingdom: Preach the word! Be ready in season and out of season. Convince, rebuke, exhort, with all long-suffering and teaching. For the time will come when they will not endure sound doctrine, but according to their own desire, because they have itching ears, they will heap up for themselves teachers; and they will turn their ears away from the truth, and be turned aside to fables. But you be watchful in all things, endure afflictions, do the work of an evangelist, fulfil your ministry." — II Timothy 4:1-5

Within the last ten years a movement called Intelligent Design (ID) has sprung into the field of science and entwined itself into the creation/evolution debate. Its proponents (who like to be called "design theorists") have attempted to formulate a fully scientific theory as a positive alternative to Darwinism. On the surface, their intentions seem credible. However, the nature of their theory undermines the authority of Scripture and attacks the sovereignty of God.

Design theorists are, in fact, not even creationists. For many reasons it would appear that those at the helm of this movement are ashamed of the Gospel. As those who profess faith in Christ and rely on the authority of Scripture and the sovereignty of God, we Christians cannot be ashamed of the Gospel but must stand on Genesis and shout with a mighty voice, "This I believe, and this will I defend."

Intelligent Design: On the Surface

While evolution denies the existence of God, ID acknowledges that some sort of intelligence is necessary to explain much of what we see. Design theorists have put it this way: "Intelligent Design begins with the observation that intelligent causes can do things which undirected natural causes cannot."¹ One arena in which ID plays itself out is in the classroom. Some folks get really excited, believing it to be a colossal victory for Christianity and/or creationism if ID can be taught in biology class alongside evolution. But this isn't so, for ID is neither Christian nor creationist.

Some of those favourably disposed towards ID have seen bits of ID's downside. For example, they recog-

nise that ID does not give a name to the intelligence, but they have been content to justify ID with one-liners such as, "We can't always win the battle with the first step," or "ID may not be perfect, but it is progress." However, ID does not view itself as a first step. And this author would submit that if ID is progress, it is not progress for the Kingdom of God. It attacks the basic tenants of Christianity too much for that.

Many people who are favourable towards ID don't get past the surface. The rest of this article will deal with what is underneath ID and the dangers inherent in this movement.

Design Theorists Are Not Creationists

So far from being creationists, design theorists are rabidly anti-creation. William A Dembski uses scathing words whenever he refers to six-consecutive-24-hour-day creationism calling it "narrow"² and insinuating that it is intellectually bankrupt. Dembski claims that "Intelligent Design is compatible with everything from the starkest creationism to the most subtle and far-ranging evolution,"¹ while making it clear that a literal interpretation of Genesis 1 and 2 is way too conservative to fit within his definition of "the starkest creationism." He has said, "Design is not young earth creationism."²

Dr Hugh Ross views creationism as negative. Believing that God created the universe and all that is in it in six, 24-hour periods is so repugnant to him that he has reinterpreted Genesis 1 and 2 and so contorted Scripture to fit within his evolutionary beliefs. His radical manoeuvring complete, he now is able to say with perfect impunity (from his point of view) that:

"Genesis offers this explanation for the survival of large animals³: God repeatedly replaced extinct species with new ones. In most cases the new species were different from the previous ones because God was changing Earth's geology, bio-deposits and biology, step by step, in preparation for His ultimate creation on Earth – the human race."⁴

This idea that God was continuing to perform creative acts like this is not supported by Scripture and must be called for what it is – heresy.

In a nutshell, those design theorists who appear to be spearheading the ID movement *are* evolutionists. The faults they find with evolution (or to be precise, Darwinism) are:

"...[It is] hopelessly entangled with naturalism."
"...[It is] an inadequate framework for biology."¹

"Design theorists' beef is not with evolutionary change per se, but with the claim by Darwinists that all such change is driven by purely naturalistic processes which are devoid of purpose."² However, their "beef" is based on scientific and philosophical grounds. They find no fault with evolution on Biblical grounds.

saved much on postage and handling! (“This has been a wonderful two days. I think I’ll be back next year – and I’ll bring my hubby along too!”)

Conventions can cost US\$75-80 per couple for a Friday/Saturday. If you are a member of the organization which ran the convention, the price is usually significantly lower. The convention brochures usually provide Moms with much advice to prepare them for getting the most out of the convention experience:

1. Put on a smile – you’re going to be with some of the friendliest, most helpful people on earth.
2. Draw up a shopping list.
3. Draw up a “thinking about these materials but need questions answered” list.
4. Cut out pictures of the curriculum you are after from advertisements. They will be helpful to jog memories once you are surrounded by material in the vendor hall.
5. Wear really good walking shoes.
6. Eat lightly, drink lots of water (carry your own water bottle).
7. Bring a notebook and pens and pencil (many women also bring their Rainbow catalogues).
8. Bring mailing labels or address stamps for catalogue sign-ups or free drawings.
9. Bring a sturdy back pack.

The Conference as a Vendor

“Aaaagh, half an hour until the vendor hall closes, and we aren’t even there yet to set up our booth!” When Zach and I were working for the Warings, we found ourselves running rather late for a convention. It usually took us an hour and a half to set up their booth, so we were a bit worried at the thought of arriving so late. We surprised ourselves and began to realise how well we were beginning to work together when the booth was assembled in a record 28 minutes!

After Zach and I started to work for Rainbow, our time with the Warings seemed like “the golden era” of homeschool conventions. Setting up booths went from a leisurely one and half hours to a gruelling 10 hours. But there was a pay off! As a discounter, the Rainbow booth was always busy with people. It felt good to always be busy running the cash register or restocking the tables with more material. At one convention, our booth was so huge, we needed six cash registers. Many times throughout the convention we’d look up and realise that every single one of the cash registers had a huge line behind it, each 15-30 minutes long. And our cash registers had scanners, so we were going fairly quickly too!

Working with the Warings meant being able to eat with other speakers. Speakers were usually treated really well at the conventions, being provided with special food and accommodation and other services. We were able to have many conversations with home school greats in America, introduce them to the Home Education Foundation and let them know what was happening on the home education scene in New Zealand. Most were pretty excited to hear that homeschooling was so well organised in New Zealand. Compared to NZ and the USA, most of the rest of the world has a long way

to come. There would appear to be very little structure, support or Christian material available in some parts of the world. People and organizations in NZ and the USA have begun to look and move further a-field to help homeschoolers out in places such as Australia, the UK, South Africa and parts of Europe.

Working for the Warings and Rainbow also meant moving amongst the vendor crowd. We often found ourselves part of dinner invitations or round the fire sing-a-longs after a long hard day at a convention. Meeting vendors often also meant meeting the authors of books and the brains behind curriculum. The people and their children were always oh-so-friendly. However, it was sad to note that the “missionary syndrome” had not left the homeschool community in the States unscathed. In funnelling so much time and energy into selling homeschool commodities or speaking at conventions, some folks seemed to have forgotten for whom they were doing this in the first place – their children. I say this to encourage those in leadership/support positions within homeschooling in New Zealand to be diligent to live by your priorities.

Conclusion

There are quite a number of differences between homeschooling conferences in New Zealand and the States. In the USA the conventions are big and professional and mind-boggling. The choices, in terms of curriculum, speakers to listen to, materials to buy and vendor stalls to shop at, are staggering. In New Zealand, we don’t have so many choices. Material is much harder to acquire and more expensive given exchange rates and international postage costs. Perhaps because of the difficulties in obtaining curriculum, Kiwis seem to be fairly free of “curriculum bondage syndrome.” In other words, instead of feeling like it is necessary to find the Cadillac of all curriculum and forcing it on your children, Kiwis seem to be able to make up their own curriculum, utilise the library and shop and hop between curriculum to use what will suit their situation and their children’s learning styles. Three signs of being in bondage to a curriculum would be the following:

1. All the math problems on every page have to be completed.
2. A textbook is used as a textbook rather than as a resource book.
3. Workbooks are bought for each child rather than buying one and having them write their answers in a notebook.

When we attend a conference here in New Zealand, we may have only five or six speakers to listen to rather than 30 or 40. However when a conference is so small, we have something else which many of us have grown to appreciate. There is a community and a closeness. Conferences are quiet and peaceful. There are opportunities to talk with one another and to speakers. Friendships are developed, and support groups have sprung up from the conferences that have been organised here.

We have been blessed!

Note:

1. Founder of the Home School Legal Defence Assn.

The Faith of Us Fathers



A Father’s Greatest Strength: Inadequacy

by Phil Lancaster

The Overwhelming Task of Fatherhood

A father who truly understands what he’s gotten himself into should be terrified. Terrified, that is, to the extent that he faces fatherhood with nothing but his own resources to call upon.

How can anybody do this job?! Children to feed and clothe for a couple of decades. Guiding their total readiness for life: spiritual preparation, academic learning, life skills, gender-distinctive roles, vocational training. Teaching the Bible. Praying with discernment. Finding the right mate for each one. Providing direction without being dictatorial, giving love without being lax. Modelling God while being a man of flesh, demonstrating faith while being full of fear. Who can do this job? If a man isn’t overwhelmed by it all, he just doesn’t grasp the full scope of his responsibilities!

When considering his calling as a servant of Christ, Paul cried out, “Who is adequate for these things?” (2 Corinthians 2:16). Truly any man sensible of his calling as a father could echo those words: Who is adequate for the task of fatherhood?

And indeed many fathers live with a sense of quiet dread. They are in fact overwhelmed by it all from the moment they first hear those words, “It’s a boy” (or girl). They cover over their sense of inadequacy pretty well. They go through the motions of fatherhood according to the broad outlines: help change some diapers, earn a paycheck to pay the bills, give the daughters away at their weddings. But they never feel like they’ve mastered the job description, if indeed they’ve even understood what it all entails. They’re not very good fathers, and they know it, but who could ever do this job right?

“Our Adequacy Is from God”

A few verses beyond the question about his adequacy for his task, Paul offers the only answer that will ever relieve any man of the terror of his manly callings: Our adequacy is from God (2 Corinthians 3:5). And here lies one of the most profound, most freeing

truths a man can ever know. While no man has what it takes to accomplish his job as father successfully in every respect, he can be made adequate by the work of God through him.

As a matter of fact, the only way a man can ever become truly adequate as a father is by realizing his own utter inadequacy for the task. The man who thinks himself sufficient has a date with disaster. Time will prove his self-confidence unfounded. But the man who knows he cannot do the job and depends upon the grace of God to work despite his failings is the man who just may qualify for the fatherhood hall of fame.

Of course, this is true not only concerning fatherhood; it is true about any duty any Christian tries to perform. Christians walk a thin line all the time between self-confidence and despair. On the one side is the deception of self-sufficiency and confidence in our own strength; on the other, the lie that we can’t live the life we’re called to and are guaranteed to fail. To walk the narrow way is to realize, moment by moment, that we are totally unable to obey God and do our duty; and yet His grace at work in us makes us able. A sense of inadequacy is a gift. It is the starting point for the working of the grace of God in our lives.

Paul wrote elsewhere: “work out your salvation with fear and trembling; for it is God who is at work in you, both to will and to work for His good pleasure” (Philippians 2:12,13). What an amazing statement! We are encouraged to work hard at fulfilling the calling we have from God, even as we do so with a fear and trembling that results from an awareness of our inability and of our accountability to God. We can do this because we know that our adequacy is from God. He is the one who gives us the desire to do the work and then actually enables us to get the job done. Our awareness of our own weakness does not lead us to inaction, it simply assures that our actions are successful because God is at work in and through us.

Jesus taught the same concept in John 15:5. “I am the vine, you are the branches; he who abides in Me, and I in him, he bears much fruit; for apart from Me you can do nothing”. Our success in any spiritual endeavor, our fruitfulness, depends on the work of God in and through us to bear the fruit He desires. So again, realizing my utter inability is not a hindrance to accomplishing the task. It is rather the necessary starting point for truly accomplishing the job, because God works through weakness (see also, 2 Corinthians 12:9,10).

So, yes, a man should be terrified at the prospect of all that he is supposed to be and do as a father. It is essential to realize the enormity of the task, the eternal implications, the many dangers of failure. Without this fear and trembling he may not assume the posture of absolute dependence upon God which is vital to his success. But with the right attitude of heart, any man can apply himself to fathering with confidence. As Paul wrote, “Therefore my beloved

brethren, be steadfast, immovable, always abounding in the work of the Lord, knowing that your toil is not in vain in the Lord" (1 Corinthians 15:58).

God always puts his children into a position in which they are assured of failure apart from His grace. Isn't that where we all began when we fell as helpless sinners at the foot of the cross? Well, taking that same posture is the primary ingredient for success throughout the remainder of the Christian journey. When I am weak, then I am strong. We are guaranteed of failure apart from grace.

Some Examples

Let's picture a couple of examples from the life of a typical father. A homeschooling father works hard to provide for his family. His wife doesn't work outside the home, so while the demands are greater (usually including more children than the average), the resources may be less. He feels like he is spinning his wheels, barely able to keep up with the bills, seldom having anything extra beyond the essentials. Such a father is being realistic if he lies awake some nights terrified at what would happen if he lost his job, or lacking that crisis, if he just tries to think how to squeeze more blood from his income turnip.

Yet the gift of inadequacy principle can assure this man that God is at work in his work to provide for his dear wife and children. He can remember that his heavenly Father cares more for their welfare than he does and that He has promised that the essentials will always be given (Matt. 6:33). He can rely on God's providentially controlling the availability of work. He can count on God giving him wisdom as to how to economize still further if necessary. He can be assured that God is able to open up new doors of opportunity if and when they are needed. In short, he can sleep well if he reminds himself that he is just a branch attached to the Vine. Yes, he must work hard and plan for the future, but the Controller of all things is at work in and through his work and can be trusted to provide for the family.

Or let's take the man who sees a dangerously willful spirit in his two year old daughter. He knows that there will only be worse trouble for her and him if she is not dealt with at this age. Yet his corrections and spankings seem to do no good and almost seem to make matters worse. He is at his wits' end (and so is his wife). He feels like an utter failure. What does he do?

Well, he just keeps on obeying God. He doesn't judge his situation by how he feels or even the results he sees with his eyes. He remembers that God says the rod used consistently will save a child's soul from death (Proverbs 23:14). He presses on with obedient discipline, trusting in God to work through his imperfect efforts. He prays a lot for the character of Christ to be formed in his little girl (Galatians 4:19). In time he will see the fruit he desires because his sense of inadequacy leads him to trust all the more in the grace of God. The Lord makes up for this father's inadequacy and works through his obedient faith. He is a successful father despite, and because of, his weakness, when his sense

of weakness leads him to absolute submission to God.

Our Children Need Grace, Too

The more you think about it, the more obvious it becomes that everything God requires His children to do requires grace for its accomplishment. Our children cannot become godly children on their own. They may outwardly conform to our standards, but for their hearts to be yielded to God's will is beyond the capacity of their sinful natures. So we must teach them that they need to give their hearts to us and to God. We must stress that they cannot do this in their own power. We must teach them to cry out for the mercy of God so that they have the capacity for true, heart-level obedience.

We may raise good Pharisees without grace, but we will not raise Christ-like children. Unless God changes them from the inside, none of our training from the outside will do any good. At best (or worst) they will smilingly conform their outward behavior to our rules without ever yielding their hearts to God. What a tragedy! And yet this has been the outcome for many a father: mere outward conformity to rules rather than an inward love for God and hunger to do His will.

Fathers need to teach their children the same lessons they themselves are learning: You can't do what God calls you to do in your own strength. You must be willing to be a failure in order that the Lord can work through you to bring forth His life in you.

A Blessed Terror

Aren't you glad you decided to homeschool your children? Aren't you glad you are committed to Biblical discipline? Aren't you glad you have committed yourself to finding a spouse for each of your children? Isn't it terrifying?! What a blessed terror that throws us and our children upon the boundless grace of our God! If you hadn't embarked on this more difficult journey you may never have needed the extra measure of grace that you in fact do need today. What a marvelous training program our dear Father has arranged that calls us to the performance of tasks that we cannot do in order that He can do them through us.

Why did He set it up this way? Simply this: He wants us. He wants our hearts. He wants our fellowship. And when we realize that we cannot do what He asks, then we have no choice but to come running to Him for grace. Learn this lesson yourself, and teach it to your wife and children. There's none more important.

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CHomes Roundup

A Homeschooling Convention in the USA

by Genevieve Smith



Introduction

(Genevieve and Zach, Craig and Barbara Smith's two eldest children, embarked early 2001 for a 21 and ½ month tour of the United States of America. Before leaving for the States, work had been organised with Diana Waring History Alive! and Rainbow Resource Center. Over the course of their time in the States they visited relatives, saw 47 of the 50 United States, travelled through six Canadian Provinces and visited Mexico. While working for Diana Waring and Rainbow, Genevieve and Zach went to many homeschooling conventions. The following article is a fictional description of the average homeschooling convention in the USA.)

Remind me again: How many homeschoolers are there in New Zealand? Last I heard I think there were 6-7,000 children being homeschooled in good ole Kiwiland. Can you imagine bringing together every single homechooler in the whole country to a National Homeschooling Convention? It would be huge! Yet every year in the USA, *each* State puts on its own State-wide convention where thousands of people turn up! Naturally these conventions also draw hundreds of vendors and curriculum distributors!

In all, I've been to something like 22 homeschooling conventions in the USA. The smallest was a cosy Kiwi-sized crowd of 120 people all the way up in snow-coated, Houghton, Michigan (fish fry country!). The largest convention was in a Farm Show Complex in Harrisburg, Pennsylvania. There were 10,000 people there! When they opened the doors at this convention, I started to wonder at the heavy rainfall and thunder I could hear crashing presumably from outside. Soon it dawned on me that the thudding noise was the sound of 20,000 feet rushing across the concrete floor. The other conventions I attended usually had between 3-5,000 people.

The Convention as an Attendee

As you arrive and register at the convention, you would be given a very professional conference brochure the size of this *Keystone* journal you are reading. Within, it describes the keynote speakers for the convention ("Ooooh, Michael Farris, Clay and Sally Clarkson and Steve Lambert") and some of the other guest speakers ("Great! Richard 'Little Bear' Wheeler, Diana Waring, Heather Paulsen, Dr Tedd Tripp...!"). As you read the description of each talk, trying to decide which ones to attend, you see Michael Farris¹ himself walk by (dressed in a dark suit — "He looks very

tall."). When you step into the vendor hall, you pull your nose out of the convention brochure and take a look around. The hall seems to stretch for eternity both to the left and to the right. Each end of the hall is simply a sort of haze, and to make your way anywhere, you have to walk through crowds of people, pushchairs and carts. Carts? Yes, walking past you is a mother pulling her son's shiny red wagon behind her. Already it is piled high with curriculum and resources she has purchased. You see she has several shopping lists scrunched in her hand. Many of her items have already been crossed off, and she has quite a satisfied smile on her face. Evidently, she had just come from the Rainbow Resource Center booth. Rainbow, you have been told, not only sells everything but nearly 100% of the time sells whatever you are looking for at a vastly cheaper price than anywhere else. Evidently others have discovered this too, for their booth is swarming. ("I'll try back later"). You decide to get a complete overview of all the vendors before stopping at any particular booth. You see Bright Ideas Press, Alpha Omega Publications, Calvert School, YWAM Publishing, KONOS, Power-Glide Foreign Language, Patrick Henry College, Good Steward Books, Total Language Plus, Bob Jones, Rod and Staff Publishers, Beautiful Feet, Critical Thinking Books and Software, Usborne Books, ACE, Sonlight, Veritas Press, A Beka Books ("All their representatives are wearing maroon jackets!"), Apologia...already your head is spinning. There are at least a hundred more. ("So many vendors, so little time.")

Looking back at your brochure, you try to make the final decisions regarding what workshops to attend. The decision is a hard one. There are six periods each day, and each period has 10 options from which to choose. Some of the talks you notice are encouraging and motivational, and others are exhibitors explaining how to use their curriculum. ("I was thinking of using Diana Waring's History Alive! history unit study this year. Perhaps I should go and hear her."). In the end, you make your decisions and decide to just buy the tapes of the talks you'll miss.

By the middle of the day, you are tired and weary. Your hands hurt from all the plastic bags you are carrying, and your brain has already hit saturation point. ("This place is so huge and feels so impersonal.") The constant noise in the auditoriums and vendor hall has produced a buzzing sound in your ears, and you've just dropped your coffee and splashed it all over your shoes. At this moment two smartly dressed young men in blue uniforms approach. You recognise them as being part of the ALERT programme (a training course originally started by ATI). One says, "Let me fix this mess up for you Ma'am," and the other tells you about the bag check facility the conference organizers have provided and offers to carry your bags there for you. ("Great ambassadors for homeschooling!") During the rest of the conference you notice many other products of homeschooling running around, helping parents man booths, carrying and fetching and performing other odd jobs. As you talk with vendors, you are able to have many questions answered and have been given many pointers for using different resources. You have been able to buy all your curriculum for the year and have

Parenting

Spanking vs. Violence

by Craig Smith



(In debates on this issue, I have found that opponents of spanking typically equate even a mild tap on the wrist with violence and abuse of the worst kind and otherwise show a total misunderstanding of the traditional institution of spanking. Spanking and abuse, spanking and violence are not the same thing: they are not even on the same continuum. I hope the following will help set the two apart in our thinking as distinctly as they are in reality.):

Spanking is spanking, smacking, discipline, or corporal chastisement.

Spanking is motivated by love, a commitment to the child's best interests.

Spanking has a methodology of controlled, measured, judicial smacks on the clothed buttocks.

Spanking has the objective of correction, of seeing the child's behaviour brought back into line.

Spanking seeks to restore the parent-child relationship ruptured by the child's unacceptable behaviour.

Spanking is applied to a child who consciously submits to the discipline for breaking specified rules of which the child was made aware beforehand.

Spanking is the Biblical remedy for expressions of serious spiritual rebellion such as disobedience, dishonesty, disrespect and destructiveness.

Spanking is done in a wider context of active, authoritative parental involvement plus loving and consistent verbal affirmation, admonition and training;

Spanking has a further context of stable and committed family relationships, the most stable and caring of which is a legally married husband and wife plus their children.

Spanking is done with an eye to increasing the child's underdeveloped maturity, understanding, self-discipline and independence.

Spanking is totally centred on positively contributing to the child's growth and maturity.

Spanking is discipline applied to the undisciplined child by a parent/guardian who is more disciplined than the child and who is seeking to be a role model.

Spanking, consistently applied, is needed less and less each year and rarely after the ages of 8 to 10.

Spanking produces the peaceful and orderly life of self-discipline in those who have been trained by it.

Violence is belting, punching, hitting, beating, kicking or giving someone a hiding.

Violence is motivated by anger, frustration, revenge or some other volatile desire to get back at the child.

Violence lashes out uncontrollably to strike anywhere, is often inflicted with excessive force and duration and may include the humiliation of undressing the victim.

Violence has the objective of punishment – inflicting pain, revenge or humiliation – for bugging the offender beyond his or her own ill-defined limits.

Violence seeks to relieve the offender's perceived level of "stress".

Violence is perpetrated against a child arbitrarily, at the whim of the perpetrator, often without warning or explanation.

Violence is dished out for accidents, mistakes, misjudgements, carelessness, being silly or other expressions of normal physical immaturity.

Violence has a context of parental neglect, indulgence or arbitrary, dictatorial authoritarianism, often including impatient and unwarranted verbal abuse.

Violence is associated with contexts of unstable and uncommitted family relationships such as de facto set-ups or an unmarried parent with serial "partners".¹

Violence is done to assert the offender's position of control over the child.

Violence is totally centred on restoring the offender's, not the child's, equilibrium.

Violence is abusive, arbitrary, inconsistent attempts at discipline on the now confused and undisciplined child by one just as or more undisciplined than the child.

Violence, because it stems from unresolved issues in the life of the perpetrator, can occur at any time.

Violence breeds continuing violence and a lack of self-discipline in those who have been abused by it.

Note: 1. Data from the UK shows that compared with the intact married family, serious child abuse is: six times higher in the stepfamily; 14 times higher in families with single mothers (divorced and single mothers combined); 20 times higher in families with single fathers (predominantly divorced fathers); 20 times higher with de facto biological parents; and 33 times higher where the mother cohabits with a boyfriend. (Greg Fleming, Managing Director of the Maxim Institute, *New Zealand Herald*, 25 June 2002, "Parents need secure option before giving up smacking.")

Bits of Books



Public Schools

Article 1

by Dr. Robert Lewis Dabney¹

Your "free schools" are in fact exactly the opposite to the name falsely assumed. The great bulk of those who pay the money for them do it, not "freely", but by compulsion. The salary of its teachers is exacted by the tax-gatherer from unwilling hands to pay for [a type of teaching] of which they disapprove. And they not only make the payment compulsory, but the attendance also. The only freedom of your system is your freedom to compel other people's money.

We begin by reasserting the familiar objection, so often contemptuously dismissed, that the principle upon which the State intrudes into the parental obligation and function of educating all children, is dangerous and agrarian. It is the teaching of the Bible and of sound political ethics that the education of children belongs to the sphere of the family and is the duty of the parents. The theory that the children of the Commonwealth are the charge of the Commonwealth is a pagan one, derived from the heathen Sparta and Plato's heathen *Republic*, and connected by regular, logical sequence with legalized prostitution and the dissolution of the conjugal tie. The dispensation of Divine Providence determines the social grade and the culture of children on their reaching adult age by the diligence and faithfulness of their parents, just as the pecuniary condition of children at that epoch is determined.² The desire of procuring for their children a desirable condition in all these respects is the grand stimulus which Providence has provided for the efforts of parents. It is His ordination that youth shall inherit the status provided for them by their parents, and improve it by their own exertions as aided by the Christian philanthropy of their fellow-men.

Now, by what apology does the State justify itself in stepping in to revolutionize that order? By the plea that it (the State) is so vitally interested in the intelligence of the citizens that this entitles her to take effectual means for preventing their ignorance.

See, now, whither this assumption leads:

a) The morality of the citizens is far more essential to the welfare of the State; and the only effectual basis for morals is the Christian religion. Therefore the State would be yet more bound to take order that all youth be taught Christianity.³

b) Again, physical destitution of the citizen is as dan-

gerous to the State as ignorance; therefore the State would be entitled to interfere for her own protection and repair that calamitous condition of destitution which their own and their parents' vices and laziness have entailed on a part of the people, by confiscating, for their relief, the honestly earned property of the virtuous and thrifty and their children.⁴

We often hear this apology for the State's wholesale intrusion into education advanced with the exactness of a commercial transaction. They say: "It costs less money to build school-houses than jails". But what if it turns out that the State's expenditure in school-houses is one of the things which necessitates the expenditure in jails?

The fruits of the system show that such is the result, and hence the plea of the State's intrusion is utterly delusive. The regular result of the kind of education which alone it can give is to propagate crime.⁵

Allison's History of Europe (Vol. V., page 15) states that forty years ago (around 1836) two-thirds of the inhabitants of France could neither read nor write. In Prussia, at the same time, the government had made secular education almost universal by compelling parents to send their children to school from seven to fourteen years of age. Statistics of the two countries show that serious crime was at that time 14 times as prevalent in intelligent Prussia as in ignorant France. Again it has been found from the official records of the 86 counties of France that the amount of crime has, without a single exception, been in proportion to the amount of scholastic instruction given in each. Again, we are told that much the largest number of the lewd women of Paris come from those counties where there is most instruction. In Scotland the educated criminals outnumber the uneducated four and a half to one.

M. De Toqueville remarked of the United States that crime increased most rapidly where there was most instruction. The ancients testify that the moral condition of the "Barbarians" was comparatively pure beside that of the Greeks and Romans, and that the most refined cities were the most corrupt. But let us bring the comparison nearer home. The Northern States of the Union had previously to the war (the Civil War of 1861-65) all adopted the system of universal State schools and the Southern States had not. In 1850 the former had 13.5 million people, and 23,664 criminal convictions. The South (without State schools) had 9.5 million people, and 2,921 criminal convictions — that is to say, after allowing for the difference of population, the "educated" masses were something like six times as criminal as the "uneducated". The same year (1850) the North was supporting 114,700 paupers, and the South 20,500. The "unintelligent" South was about four times as well qualified to provide for its own subsistence as the "intelligent" North!

But Massachusetts is the native home of the public school in America. In Boston and its adjacent county the persons in jails, houses of correction or refuge, and in alms-houses bore among the whites the ratio of 1:34 (one of every 34 citizens was in one of these institutions). Among the wretched, free blacks it was 1:16. In

Richmond, the capital of “benighted” Virginia of the South, the same unhappy classes bore the ratio of 1:112.

Such are the lessons of fact. Indeed, it requires only the simplest ocular inspection to convince any observer that the economical plea for the State schools is illusory. In the South State school-houses were unknown, and consequently jails and penitentiaries were on the most confined and humble scale. The North is studded over with grand and costly public school-houses, and her jails are even more “palatial” in extent and more numerous than they.

(Edited and abridged by Craig Smith from a series of four articles written as open letters to Dr. W.H. Ruffner, Esq., Superintendent of Virginia State Schools, April 18, 1876.)

Notes:

1. Robert Lewis Dabney, 1820-1898. Chief-of-Staff and official biographer for General Stonewall Jackson; author of *A Defense of Virginia and the South*; “Old School” Presbyterian theologian, philosopher and political economist; seriously considered emigrating to New Zealand during the post-Civil War years of Reconstruction, late 1860s.
2. Dr Dabney reckons parents are responsible for the way their children “turn out”, though each person and each family begins, in the Providence of God, with a unique mix of wealth, skills, intelligence, faith, opportunities, etc. It is this unique mix of factors which shapes and directs, again in the Providence of God, how a person will set the priorities of his or her life’s efforts. When the State interferes by endeavouring to equalise resources and opportunities, much character development is lost, as well as creative work and investigation in any number of projects necessity might have engendered in the human imagination.
3. While this is a logical outcome, remember that the first assumption, that children belong to the State or Commonwealth, is false. It is not seriously being suggested, for a secular State could never properly inculcate the true Christian faith, nor is it part of its Biblical mandate to do so.
4. Exactly what the modern welfare state does today: redistribute to the destitute (as well as the lazy and irresponsible) money taken from the well-off (as well as the industrious and responsible). Such social welfare handouts by the State rather than by Christian Deaconate organisations was considered unthinkable State interference and oppression in Dabney’s day.
5. This is an astounding statement: because the secular State can only give secular education, the result will always be to propagate rather than to reduce crime. Dabney, unlike us, lived in a day and a place where there was no compulsory State schooling and then watched the changes which took place as such schooling was introduced. He marshals some statistics in the following paragraphs. There are a lot more: see *Keystone* Vol. VI, No. 4, July 2000, “Poison Drops in the Federal Senate”, p. 11-14 or http://www.axon-family.net/kaleb/poison_drops/. What Dr Dabney is saying is that State schooling is not neutral, but in fact drags people down.

Learning Disabilities



Seeing the Big Picture vs Labelling Weaknesses

Mel Levine, M.D., a paediatrics professor at the University of North Carolina at Chapel Hill and director of the university’s Clinical Center for the Study of Development and Learning, doesn’t believe in a one-size-fits-all education such as is the norm in conventional schools. Instead, the Harvard-educated physician and education expert is challenging parents and teachers to develop individual management plans that are unique to each child’s personal struggles.

Levine is working to get rid of negative labels professionals so often stick on children with learning disabilities and to help educators and families overcome children’s learning, developmental and behavioural hurdles with a more optimistic approach.

An organisation he founded, All Kinds of Minds, has developed eight neuro-developmental constructs that affect learning: attention, language, memory, neuromotor function, spatial ordering, temporal-sequential ordering, higher-order cognition and social cognition. These constructs were developed through seeing patients, clinical experience, keeping pace with the literature and recognizing that people who treat children with learning difficulties tend to have fairly narrow views. For example, Levine reckons that somebody who diagnoses attention deficits may label too many children “ADD”; people who study language diagnose most problems as language disorders; neuropsychologists identify everything as a nonverbal learning disability. That is, everybody seems to have a back-pocket diagnosis.

Levine insists that everybody has only a piece of the truth. They neglect to consider how children are wired up: how their language skills affect attention or how their memory impacts language and attention. Levine and his colleagues saw a need to develop a model that has more of a profiling orientation than a labelling one. To make a profile they had to decide on the major ingredients, so they came up with the eight constructs. Within each construct, of course, there are more specific functions – types of memory, components of language – and one can get as detailed as one wants. The basic philosophy underlying this was, “Let’s stop reducing children by using labels like ADD or LD.”

Actually, Levine doesn’t even like to think that these disorders exist. “I believe there are some children who have trouble with attention, but labelling all of them ADD doesn’t make sense to me. It implies some homogeneity that doesn’t exist.” Labels oversimplify children – they don’t take into account a child’s strengths. Labels are pessimistic because they imply you’re always going to be one way.

his attitude *and* master the times tables as well. I know: it is a pain and a hassle having to stop and deal with bad attitudes, disobedience, whining and complaining, getting their own ways, etc. But it is a hassle not dealing with them, too.....a much bigger and uglier hassle, one that only gets worse, if you ask me. Our five year old sees all this, and he is also being trained by it. However, I was concerned that Jeremiah was still needing to be spanked at 10.

Diet

Then I remembered Sharyn in Wanganui, a home schooling mother we had known for a long time, and thought that it was about time I gave her a ring. You see, Sharyn is associated with the Wanganui Allergy and Hyperactivity Awareness Association (Inc.). Maybe Jeremiah’s behaviour was food related. I talked with Sharyn for about 30 minutes, and at the end of our conversation she put Jeremiah on a very restrictive special diet. Actually it is an elimination diet. We took out of Jeremiah’s diet a lot of foods and other household products for a period of time and have since been testing these as we slowly try to introduce them back in one at a time over several days. We have found that nearly every time we introduce something new, Jeremiah has a bad reaction to it. So Sharyn’s strict diet seems right for him. The amazing thing to us is that whereas Jeremiah couldn’t seem to control his behaviour before, he can control what he eats, and this actually helps control his behaviour! He actually polices it better than we do. He is in control, in a round about way, of his behaviour because he can control what he eats. Sharyn is happy for people who suspect their child’s behaviour could be food related to contact her at phone (06) 345-8393 or email cabri@xtra.co.nz.

Movement

I want to finish this article talking about another book that I am reading at the moment: *Pain Free for Women: The Revolutionary Program for Ending Chronic Pain* by Pete Egoscue with Roger Gittines, authors of *Pain Free* and *Pain Free at Your PC*. This book is not written from a Biblical World View, but it does have some wise insights. The authors say things like:

Children from five to twelve years old are supposed to be hyperactive. They are intended to be nearly non-stop motion machines...Step by step and hand over hand, children build mental capacity and competency as they move....Children in motion also experience an interplay between activities that require finer eye-hand coordination and those that call for gross locomotor skills....If the child gets less than 90 minutes a day of energetic free play, then there’s not much chance that his musculo-skeletal system will remain functional. With 90 minutes or more — preferably more, and with the activity broken into morning, afternoon, and evening segments — children, even those who didn’t get enough crawling time as infants and toddlers, can develop and maintain full musculoskeletal system function.

We need to look at our children’s behaviour and determine if they are just being normal, active children, perhaps requiring a bit of coaching in self-control at appropriate times, or are they displaying in some of their hy-

per-activities a heart attitude that needs to be dealt with? Are they normal, active children just having fun, or are they being deliberately Disobedient, Disrespectful, Dishonest or Destructive? If they appear to be chronically rebellious, constantly displaying one of the 4 Ds, could it be rebellion made worse by food intolerances or allergies? Or now that we’ve got them sitting reasonably still, do we require them to be this peaceful and “good” for unreasonable lengths of time at the expense of their need for active motion?

The authors of *Pain Free* write:

Parents who feel frustrated by an unruly child and are genuinely concerned that the youngster is losing ground educationally and socially need to take a hard look at these so-called symptoms and ask questions. Among them:

1. *How much energetic free play does the child get each day?*
2. *If left to choose his activities, does he run, jump, climb, crawl?*
3. *Does he sleep through the night?*
4. *Does he get enough sleep?*
5. *Does his hyperactivity follow sedentary periods?*
6. *Do his focus and attention span improve after a period of energetic activity?*
7. *Are you feeding him a diet high in salt, sugar, nitrates, caffeine, dyes and other chemicals?*
8. *How many hours of TV (or videos) does he watch each day?*
9. *How structured are his routine and his environment?*
10. *As a parent, how much time do you spend with him in energetic, unstructured play and interaction?*

This line of inquiry has two purposes. The first is to determine whether the child is just trying to blow off steam and behave like a normal, active and functional six- to twelve-year-old in a modern motionless world. The second is to find out if the symptoms are caused by musculoskeletal system dysfunction rather than a disorder that requires drug therapy. I have to admit that there is a downside to functional children. They are a handful, two hands full. The world is their playground. The upside, however, is that they are healthy, strong, and smart.

We need to be training our children in the spiritual as well as the physical. I Timothy 4:8: “For while bodily training is of some value, godliness is of value in every way, as it holds promise for the present life and also for the life to come.”

As we work on the spiritual training of our children, we also need to keep in mind the physical training. We need to think, “Is this physical behaviour from lack of exercise and motion, as a result of eating the wrong foods, or is it a heart issue?” Are one or more of the 4 Ds being displayed in this situation, or do we need to take something out of the child’s diet? Or do we simply need to go outside with our children, let off some steam and unwind with a good old game of tag or hide and seek? Whatever action you take, it’s probably best to get out and play that game of tag as well! Try it!

a biblical view of discipline. They tend to think of discipline as revenge or getting even with the children for what they did. Hebrews 12 makes it clear that discipline is not punitive, but corrective. Hebrews 12 calls discipline a word of encouragement that addresses sons. It says discipline is a sign of God's identification with us as our Father. God disciplines us for our good that we might share in His holiness. It says that while discipline is not pleasant, but painful, it yields a harvest of righteousness and peace. Rather than being something to balance love, it is the deepest expression of love."

"What is the first rule for disciplining children? You must have more discipline than the child." This quote came from Lou Priolo's book *The Heart of Anger*. This is so true. In our home Craig and I use the 4 Ds of discipline to help us in this task. It helps us to be and to appear more disciplined because they are so easy to remember. Making up rule after rule on an ad hoc basis is useless: "If you bounce that ball in the house again, I'll take it from you for a week." "If you don't turn that thing down, you won't be allowed to have it on for a month." Your children will remember every detail of every one of those rules made by you on the spot.....but will you? If you don't back your threats up with action, you are teaching your children to both disregard your authority and to gamble with disobedience. The fallen nature of our children making sin attractive is bad enough without us adding the addictive gambling attraction of, "Can I get away with it this time or not?"

These 4 Ds are to help us identify heart issues of rebellion as opposed to maturity issues of clumsiness and mistakes. Rebellion is sinfulness or what is at times called foolishness, as in Proverbs 22:15: "Foolishness is bound up in the heart of a child, but the rod of correction will drive it far from him." When this rebellious heart attitude, or foolishness, which the Bible tells me is part of my child's makeup, manifests itself, this Scripture tells me it must be driven out with the rod of correction. We take that to mean a spanking, applying stripes across the backside with a rod. Backside means buttocks, clothed not bared. It does not mean back, legs, arms, torso or head. Rod means not your hand but something light and flexible which also doubles as a symbol of authority, like a septer.

A key objective of parenting is shepherding our children's hearts, not just controlling their behaviour. It is important, therefore, that any discipline should be used for training the heart of the child, driving the foolishness out so that it does not become a permanent fixture. The discipline is not to be used for our "convenience" as a quick way to shut them up or get our own back or unload our anger or frustration. In fact, if any of these things are the motivating factors of the "discipline", whether that "discipline" be of a corporal nature or yelling or sarcasm or removing privileges, that "discipline" is not corrective, but retributive. It has jumped from the track of discipline onto the track of child abuse.

The 4 Ds of Discipline are:

1. Disobedience
2. Disrespect
3. Dishonesty
4. Destructiveness

Craig and I use the rod of correction — or call it Biblical chastisement, the discipline of spanking, corporal correction — when we see any of these four things in their behaviour. Now, dropping a dish so it breaks while setting the table and tossing a dish into the air so it breaks when you smash it with a baseball bat are both destructive: but one displays a heart attitude of destructiveness while the other is an accidental act of clumsiness. One needs a spanking to drive that lousy attitude out, the other may only need a bit of light verbal admonition to please be more careful, or not to carry so many dishes at once or whatever.

So *consistent* discipline "yields the peaceful fruit of righteousness to those who have been *trained* by it" — Heb. 12:11. *Inconsistent* discipline breeds contempt for you and your authority: "Because the sentence against an evil work is not executed speedily, therefore the heart of the sons of men is fully set in them to do evil" — Ecclesiastes 9:11. *No* discipline is a disaster: "The rod and reproof give wisdom, but a child left to himself brings shame to his mother" — Proverbs 29:15. And so-called "discipline" motivated by anger, frustration and the like is just plain abuse: "For the wrath of man does not produce the righteousness of God" — James 1:20 and "There is a way which seems right to a man, but its end is the way to death" — Proverbs 14:12.

The beauty of *consistent* discipline is that by doing some hard work now, it means a lot less work later on. There is no way that sending our children to school "because I can't discipline them" will make it any easier. If we are not motivated enough to discipline our own child properly, how on earth can we rationally expect anyone else to be? We parents each need to get on top of the disciplining of our children ourselves.

I have gone for long periods where I focused on the discipline and not the home educating. At such times, whatever studies and work we get done is a blessing and a bonus! Even so, my main focus is always on the discipline, for if that is not right, no academics will be accomplished anyway. At the moment I am working on my 11-year-old son Jeremiah's attitude and his tendency to be disrespectful. We (the children and I) learn verses like:

Philippians 2:14: "Do all things without grumbling or questioning."

Proverbs 21:23: "He who keeps his mouth and his tongue keeps himself out of trouble."

Proverbs 22:15: "Foolishness is bound up in the heart of a child, but the rod of correction will drive it far from him."

Colossians 3:20: "Children, obey your parents in all things for this is well pleasing to the Lord."

Psalms 141:3: "Set a guard, O Lord, over my mouth, Keep watch over the door of my lips."

So when Jeremiah has a bad attitude, I drop everything and deal with it. Sometimes it requires that I do this over and over in a single day. Getting on top of his attitude is more important than his times tables; i.e., if he never learns his times tables yet has a good attitude, I reckon that is better than him learning his times tables and having a bad attitude. But we aim to get on top of

When dealing with learning disabilities, it is best to focus a lot on optimism, strengths, possibilities — try to use a much less pathological view. By substituting description for labelling — rich description with much greater specificity about where the breakdown is occurring — one may more accurately track down the source of the problem. When a child has trouble with writing, instead of calling it dysgraphia one could ask, "Is it a motor problem? A language problem? An organization problem? Trouble generating ideas?" And so on.

Levine would look at samples of the child's work, get the observations of his teachers and parents and ask the child, "Why do you think you're having trouble writing?" Asking the child is very important. How he responds can provide valuable information: "Because my hand hurts," or "I have some terrific ideas, but I can never figure out how to say them." Routinely, people never bother to ask the child to be a part of the diagnostic team.

Direct testing of certain functions is always a good idea: motor function, expressive language, aspects of memory. The goal is not to generate a bunch of test scores, but to build up an overall picture of where the strengths and weaknesses lie.

A lot of what All Kinds of Minds advocates involves helping the child understand himself. It's a lot healthier to say, "I'm really smart, but I have a sequencing problem, so I'd better write this stuff down," than to say, "Boy, am I a dummy." And it's remarkable what children come up with themselves once they have a very clear understanding of what they need to do. That's much more helpful than telling a child he has ADD.

Levine can see a lot of reasons for home schooling. If school personnel have no sensitivity toward a child's struggles, if they keep saying he's immature or not too bright, they've probably written him off. When a child is being brutalized by his peers, he may need time out of the jungle to recuperate. From the moment a child gets up in the morning until he's tucked in at night, there's one central mission: avoid humiliation at all costs. If you feel your child is being humiliated repeatedly in school, you have to do something. Children have very little insulation.

Sadly, though, Levine suggests getting children back into school. Why? "Home schooled children are missing the social and political experience of school, though probably not much else. Sometimes home schooling engenders tension between the parent and the child because some parents find it hard to assume two roles, but others pull it off quite well." Too many people carry in their minds this false idea of a "teacher" being a very different role from a "parent". Most Christian home educators see the two roles as complementary if not simply as one and the same.

Levine has recently written a book¹, one purpose of which is to educate parents so they can be tougher consumers of their children's education and testing, as opposed to just having blind faith. It's hard to advocate for your child if you don't know what you're talking

about. Parents who have a child who's struggling in his studies need to become very knowledgeable about how learning works, where it's breaking down in their child and what the words to describe it are.

Notes:

1. *A Mind at a Time* by Mel Levine, M.D. (Simon & Schuster, 2002)

(Condensed and edited by Craig Smith from an interview with Mel Levine by Carin Gorrell in *Psychology Today*, July-August, 2002, http://www.findarticles.com/cf_0/m1175/4_35/91752208/print.jhtml)

Difference, Difficulty or Disability?

While it is true that a label in and of itself is *never* the solution, I am concerned that in our haste to make ourselves more comfortable, we have been left with nothing but a bunch of "politically correct" terminology that is no more helpful than the original "distasteful" labels. Instead of worrying about whether or not a child has a difference or a difficulty or a disability, I believe that what we need, more than anything else, is accurate knowledge if we are to work with our children successfully.

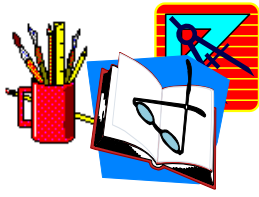
My own daughter was given a diagnosis of "severe, pervasive developmental delay". When you hear that, it doesn't sound all that bad...just a bit of a delay in development. But my daughter is autistic and that conjures up a whole different set of images. When we "tone down" the terminology of disabilities, we also give misleading impressions of what we, as parents, are dealing with on a day-to-day basis.

One objection I often hear is that if we call all these children disabled, aren't we saying that God made mistakes with them? I think even a quick look through the Bible dispels this idea. Moses apparently had some speech problems, but God says to him in Exodus 4:11, "Who makes him dumb or deaf or seeing or blind? Is it not I the Lord?" When Jesus was asked who had sinned, a man or his parents, He answered, "It was neither...but it was in order that the works of God might be displayed in him" (John 9:3). So how could He have made my daughter autistic on purpose? I have come to realise she is a unique creation of God, made for His purpose and pleasure, giving me challenges to face that are molding me into the person He intended me to be.

By being uncomfortable with the term "disabilities", I think we also give our children a mixed message. We say we want them to be unique, but we mean unique only in *good* ways, *normal* ways. I was thinking of my daughter as *less* because she was different. By God's grace I now accept her as she is, autistic, as God made her. Not a mistake, but my daughter Alison.

(Condensed from *Home Schooling Children with Special Needs* (Noble Publishing: Gresham, OR, pp. 15-18) by Sharon C. Hensley, home schooling mother of three with Master's Degree in Special Education, founder of Christian support group for families with special needs children.)

Home Education Research



Brain Development in Babies

by Val Aldridge

Throw away the flash cards and the computer programs. What a baby's growing brain really thrives on is cuddles, kisses and songs.

Parents who want their children to succeed in life and who force-feed knowledge into their babies and pre-schoolers in the hope of producing a brainy kid have got it wrong, according to New Plymouth, New Zealand, paediatrician Robin Fancourt.

Dr Fancourt, who is part of an international research group on infant brain development, has written *Brainy Babies: Build and Develop Your Baby's Intelligence* (published by Penguin, 192 pages)¹, on how a baby's brain grows and how to develop a baby's potential. And, surprise, surprise, the answer is not in reading and maths lessons for three-year-olds, or pre-schoolers learning how to use a computer, or babies watching flash cards and word and image videos. The answer lies in what granny knew all along. Babies and toddlers need loving and cuddling and being sung to and talked to, played with and laughed with and told stories. They need firm guidelines and lots of approval. Now science tells us why. They are some of the ingredients needed to "wire" an infant's brain to reach its potential.

Science now knows much more about brain cells and their connections and about the chemicals and hormones that are used by the brain to develop and function.

Dr Fancourt writes that research has shown it is the day-to-day experiences of babies, infants and toddlers that orchestrate the brain's development, that lay down the brain's physical structure and chemical balance. An eight-month-old baby, cuddled and communicated with, could have 25 per cent more brain connections than an under-stimulated child. A mother's touch releases hormones in the infant's brain that help it grow, and singing to a baby triggers the brain to start building vital language circuits.

Humans possess 100 billion brain cells but, unlike most other species, a significant proportion of the human brain develops and matures after birth. Dr Fancourt says that children raised in a nurturing, enriched environment will develop brains with lines of communication that will serve them well for the rest of their lives. This brings benefits to learning and behaviour and lowers the risk of physical and mental

disorders in later life.

Imposing educational videos on babies and imposing early maths and reading on toddlers disregards the unique pace at which each child acquires knowledge and interests.

"The baby will most likely be confused when watching the video. Her brain will capture none of the messages in any useful way. The older children may or may not absorb these skills prior to school. But at what cost?" asks Dr Fancourt.

Music enhances a child's motor skills, coordination, creativity and socialising, but playing foreign language or music tapes to a sleeping infant is not the answer. Such messages never reach the brain's cortex.

"Memory requires the sensory reception of an experience, its processing, storage and retrieval. This doesn't happen in sleep. It requires a conscious mind."

Trusting television to improve a child's knowledge and communication won't do. Children, says Dr Fancourt, learn information best in an emotional and personal context.

"The concept of 'more' is learned more readily when attached to the chance of extra ice cream than being heard in isolation in front of television."

Children not surrounded by speech are disadvantaged, as wiring the brain for language starts before birth and wanes by four. Lack of exposure to language and effective communication can be serious and will interfere with normal social interaction and developing relationships. "Verbal skills are essential to reading and writing, and language disorders bring high risks of other problems – academic, social and behavioural."

Computers may be essential to adult life, she says, but there are more appropriate times to learn how to use them. Though simple educational programmes are available, pre-school children lack quick hand-eye coordination and response to rapid images such programmes require.

"More importantly computers deliver socially isolating, artificial experiences. These are negative influences for children and should not be allowed to erode their involvement in the real world."

She cautions that children indulged with material possessions but without nurture and compassion are at risk of becoming adults who have no empathy with others and whose only interest is money and the external display of wealth.

Much of Dr Fancourt's work during 22 years in paediatrics has been with mistreated, neglected and abused children. She says that a child witnessing family violence, even before it can speak, may be left with no visible scars but with changes in the brain's

Lord of the Rings.

In the past he has attended a chess club and can claim to have played Jordan Wilson, one of the legendary Jesse Wilson's teachers! More of David's favourite games include Scrabble and the highly addictive card game Nertz, also called Dutch Blitz.

Of course David was home educated too. He really appreciated home schooling because the love of learning is not "drummed out of you" by the time you get to university. Dave has noticed a difference between his standards and expectations and that of state-schooled students. David's goal in terms of grades starts at 80% (he has an "A" average), while generally school students tend to aim for a pass and do the bare minimum. Lecturers notice, he says, when you are keen to learn, because you stand out! His work ethic is attributable to the Christian background shared by most home schoolers, he remarks, as much as anything else. "If you aim high", he adds, "you're more likely to hit high."

"Home schooling also prepares you in a distinct way for university," says Dave, "because you start self-motivated and knowing how to learn by yourself. There's no jump between home schooling and university in that sense - in fact it's a luxury to have someone (the lecturer) preparing the lessons for you and giving you the frameworks to learn from!"

"On the other hand, school students", Dave theorizes, "have to learn to learn by themselves; this may be a bigger adjustment."

...So that's my bro and he's home educated like so many others out there. I'm looking for more of you home educated achievers to write about in this column, so let me know what you're achieving and don't be shy! Email or Phone! Now! Ph.: (09) 410-3933 or email: andrea.munroe@intouch.co.nz

Andrea Munroe of North Shore City was home educated all her days. She is an aspiring journalist, despite being currently 2/3 of her way through entirely the wrong degree (bachelor of business). She hopes to graduate and complete a journalist post-graduate diploma, then go on to write lots of things (articles, books, music, doggerel, you name it), turn NZ completely upside-down and retire.



"Ignorance is our greatest enemy." It was this faith that led humanists to see the school as man's true church and saviour, bringing an end to crime and evil coming with universal public education. As this humanistic education has prospered, so too have crime and social decay. On all sides we see education heavily financed as the key to social salvation but producing instead social decay. R.J. Rushdoony, "Education as a Panacea", *Chalcedon Report*, March 1992.

Over A Cuppa



Keeping Going When the Going Gets Tough – Part 4

by Craig and Barbara Smith

Implementing the 4 Ds of Child Discipline

We will find it really difficult to home educate/discipline our children if we do not have a system in place for disciplining/training them. In fact, to produce a disciple of Jesus Christ takes another disciple of Jesus Christ, one who has himself been disciplined and trained. That is, Christian discipline starts with us parents.

Tedd Tripp in *Shepherding a Child's Heart* says that :

You must shepherd his (your child's) thoughts, helping him to learn discernment and wisdom. This shepherding process is a richer interaction than telling your child what to do and think. It involves investing your life in your child in open and honest communication that unfolds the meaning and purpose of life. It is not simply direction, but direction in which there is self-disclosure and sharing. Values and spiritual vitality are not simply taught, but caught. Proverbs 13:20 says, "He who walks with the wise becomes wise." As a wise parent your objective is not simply to discuss, but to demonstrate the freshness and vitality of life lived in integrity toward God and our family. Parenting is shepherding the hearts of your children in the ways of God's wisdom.

If you are to really help him, you must be concerned with the attitudes of heart that drive his behaviour. We demand changed behaviour and never address the heart that drives the behaviour. What must you do in correction and discipline? You must require proper behaviour. God's law demands that. You cannot, however, be satisfied to leave the matter there. You must understand, and help your child to understand, how his straying heart has resulted in wrong behaviour. How did his heart stray to produce this behaviour? In what characteristic ways has his inability or refusal to know, trust and obey God resulted in actions and speech that are wrong?

Remember that Proverbs 4:23 instructs you that the heart is the fountain from which life flows. Your child's heart determines how he responds to your parenting. Training and shepherding are going on whenever you are with your children. Whether waking, walking, talking or resting, you must be involved in helping your child to understand life, himself and his needs from a biblical perspective (Deuteronomy 6:6-7). Genesis 18 calls fathers to direct their children to keep the way of the Lord by doing what is right and just.

Then most importantly Tripp says, "Many parents lack

Home Educators Did It

David Munroe

of North Shore City
by Andrea Munroe



“While you’re sitting here Dave, I may as well interview you...?”

It is Sunday evening, and my brother is stretched out full length in a chair at the dining table, curly head resting atop the chair back, ankles crossed, sipping coffee. (It’s really quite a feat, “sitting” doesn’t describe it effectively.)

“For what?” he inquires drowsily.

Last month David graduated with a Bachelor of Information Science with a double major in Statistics and Computer Science. This year he’s continuing his studies to do honours in statistics, and he is quite an interesting person to have around the house when you can find him (since he is away at Massey University from around six in the morning until eight at night most days).

Talking to Dave about the weather is not like talking to other people. Only last week I found out all sorts of things I didn’t know about sunspots, for example, about how they recurred in cycles which, if one could only decipher the pattern, may result in an estimation of the sun’s age which poses problems for evolutionists. At least...that is what I think it was...

Dave originally started his degree intending to go into computer science but fell in love with statistics because the papers were more interesting, and he got to do projects of his own choice. He started with an unusual mix of papers; his first ever semester included a level two paper, his second semester three of them and one level three paper to boot. In that same first year he started tutoring post-graduates — from other degrees, mind you — and ever since then, on and off, he’s been mentoring or tutoring. This year he is marking papers as well, as part of an internal scholarship from Massey.

In fact David has had several windfalls in terms of scholarships. (I’m scared that if he ever ventures out of doors he might get knocked out by falling moneybags or treasure or something.) Next semester he is taking up a scholarship from the Ministry of Health involving some research analysis on their behalf on a health-related issue, as a nutrition survey perhaps, which will be attributed as a project paper. And last year he walked into a top-secret job working for the programming-company Esphion. He worked there part-time for about a year, but I have no idea what he

did. The uniform was some kind of leather jacket thing and sunglasses.

The future is a little hazy; a Ph.D. in statistics is in the wings but dependent on a number of things yet, such as whether he can find an interesting enough topic to engage him for a further three years, whether he gets first class honours and can thus jump straight into Ph.D. studies without doing Masters and whether he can arrange pre-requisite papers.

Dave says if he does a Ph.D., he’ll probably end up lecturing and doing his own research. Otherwise his honours could lead him virtually anywhere (“There’s so much you can do with stats!”); into astronomy, physics, psychology and social science analyses, even marketing and business. This last involves data mining. (Every organization has a department with data miners who help improve internal efficiencies or customer relationships, but it is usually cordoned off with large warning signs saying, “Danger! Do not enter! Mining in progress”, and you can hear the sound of hundreds of data miners rapidly typing somewhere close by, floodlamps attached to their helmets, mining away late into the night.)

My brother does have other interests besides statistics, though they pale in comparison I guess. He loves music and has quite a collection of classical CDs, and he can play the piano and clarinet. Dave reached grade eight in piano. He did try for his letters but failed, unfortunately, as most people do the first time. He has also played the clarinet in church for a time and has lately taken up the tenor saxophone as well.

He has a black belt in Kempo, a mixture of hard and soft styles of martial arts, really a hybrid of many Oriental styles. It covers everything; free-fighting, set forms, “street” self-defense, beautiful flowing “circular” open-hand techniques (the soft style) and hard fast “linear” closed fist techniques (the hard style). Many of the moves are mirrored on animals, in particular the five main animals: leopard, tiger, dragon, snake and crane.

David stopped Kempo about a year ago but says he practices some of the forms as a break from his long computer-glued stretches at Massey. He says he “freezes” if someone happens to come by! I cannot imagine what for, unless to record the expressions of those who stumble across a thin, glasses-wearing statistician in the computer labs standing immobile on one leg like a crane and staring off into the distance in a glazed sort of way.

Dave has always loved books, reading ten in the space of time it takes the rest of us to read one! He reads *every* kind of book in *every* genre (except romance novels). If you’re anywhere near the vicinity of his favourite chair, make sure you don’t break your neck tripping over huge tomes with titles like *Biological Motor Systems and Neural Networks: A Collection of Theses from the Michigan Institute*. His all-time favourite has to be the

physical structure and chemical balance and can carry the risk of lifelong disorder if there is no intervention and effective healing.

Children from families with many disadvantages, ranging from social isolation, unemployment, poverty and the effects of generations of abuse, violence and disorder, are prone to harm both before and after birth. When there is violence and abuse in the home, the child’s brain is shaped by persistent activation of a survival response and a constant state of anxiety, but the child may show no external signs.

Neglect leaves its own trail of destruction in a developing brain and can be even more difficult to deal with than abusive experiences, she says. Results range from an inability to tolerate or learn from normal daily stress to anti-social or self-destructive behaviour.

She is equally concerned for the children of affluence. “At the other end are materialistic children with the same empty emotional lives as their disadvantaged counterparts.”

(Condensed from Wellington *Dominion*, 20 Sept 2000.)

Note:

1. Out of print according to Amazon.com, May 2003.

Schools Don’t Teach the Way Children Learn

by John Taylor Gatto
1991 New York State Teacher of the Year

We don’t teach the way children learn. And because the schooling business has become a central part of the American economy, you’re really *not allowed* to teach the way children learn, although any individual component in this system would admit privately that they wish you could.

We had the perfect example of that a few years ago: an elderly Peruvian immigrant, Mr Escalante, in a school near Los Angeles, inside of four years,

achieved top scores on the Advanced Placement Calculus Test. I’m sure he was an excellent teacher, but that’s really beside the point. He was working with a group of kids with no mathematical tradition, and very little literary tradition, and inside of a short time, Garfield High was the third ranking school in the USA on the AP Calculus Test. Mr Escalante’s fate is just fascinating: he was harassed and hounded out of the school. They made it intolerable for him to stay!

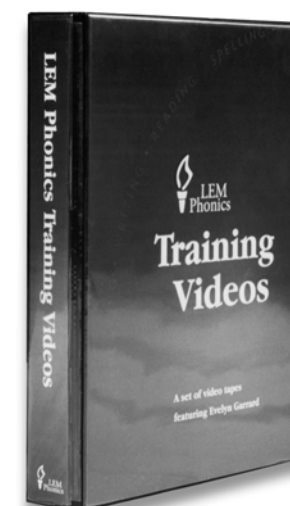
In Chicago there’s a black lady named Marva Collins working with black ghetto kids, many of them with no intact families. She found out what I found later on, which was that these children have no resistance to very high level work and ideation and can produce work of a calibre that we associate with adults.

You and I could spend hours and not come to the end of people who’ve accidentally stumbled on the great dirty secret of American schooling: it just doesn’t teach the way children learn, nor can it be allowed to. We’re dealing with a 6700 billion dollar a year industry – it’s the gatekeeper to all of the rest of the jobs. We couldn’t turn out an excess of competent people without really doing damage to this economy.

If this sounds like I’m playing a conspiratorial string on my violin, well, listen: the president of Columbia’s teacher’s college, Dean Russell, back in the 1908 keynote speech to the NEA, said that there was a tremendous danger that too many leaders would be produced, and it would cause a collapse in the system!

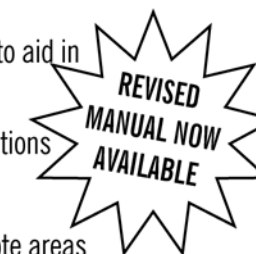
(Extracted from *We The People* Radio Interview By Jerry Brown, March 25, 1997.)

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Exploring God's Creation



It Wasn't Always So...

by Peter van den Brink

One of my favourite passages about earth's history is 1 Peter 3:3-13. In these verses, the Apostle Peter reminds us that, contrary to the claims of unbelievers, earth's history has at least one major discontinuity. He refers to the flood in Noah's day that destroyed the world. This break in history is then used as an argument for us to take confidence that another discontinuity is yet to come.

The uniformitarian assumptions of many evolutionists are that natural processes occur today at the same rate that they always have.¹ For example, a small stream is observed in a deep gorge, so the assumption is made that it took that little trickle a very long time to carve out the rocks.² Continents are observed to be moving around slowly – a few centimetres per year – so the assumption is made that faulting and folding processes have shaped the world over millions of years.³ Similarly, we observe and read about people being born, living, aging and dying, and it is easy to conclude that this is how it has always been and always will be.

But for those willing to listen, the Scriptures, our history and even the rocks themselves testify to major discontinuities – times when changes happened rapidly.

Peter refers to the destruction of the world by the flood from which only Noah and his family were rescued. It is clear from the brief descriptions and clues in the Biblical account that this flood brought radical changes to the earth and obviously to society. Life spans shortened dramatically after the flood, God permitted the eating of meat and established the first civil laws.

Human history also has dim memories of the flood since there are (apparently) some 300 flood stories from different cultures around the world with basic similarities to the account in the Bible. Sedimentary rock deposits all over the world testify to a massive disruption in which vast quantities of water washed millions of tonnes of sediment around, and many organisms were rapidly buried in it. Peter reminds us that if such a discontinuity occurred once, it could (and indeed, it will according to the Bible) happen again.

When we are surrounded by a culture that constantly tries to tell us that "all continues just as it was from the beginning,"⁴ it is easy to lose heart since our senses tell us the same thing. This calls for the kind of faith that Abraham, Moses and others had (Hebrews 11) that looked forward to a new discontinuity. Every time we get lulled into that short-sighted routine that comes from the daily grind or grief stricken through the pain

of living in a cursed world, we need to remember that it was not always so, nor will it ever be so. The world was once "very good", far more beautiful than it is now, and it will be restored one day – "a new heavens and a new earth, in which righteousness dwells."⁵

When I see a cliff-side with those intriguing layers of different colour, hue and texture, I always think about the violent cataclysm, the flood that deposited them there. When I wake on a frosty winter's morning and see the leafless trees, I wonder whether there were frosts before the flood or whether the trees then had to sleep seasonally. When I see reports of deserts of ice or sand and contrast them with lush forests and fertile plains, I marvel that God destroyed the world and yet restored it enough for us to live in. We live in a world that is marred and ruined, yet it reveals so much of God's glory that even in its most broken places there is tremendous beauty. We must not forget that, though now we may live in a time of slow change, when God decides it is time, things change quickly. And so we await the Day of the Lord.

Notes:

1. Some evolutionary theories try to accommodate the need for periods of sudden change to explain the lack of intermediate fossils between "evolving" species (punctuated equilibrium). Even in geology people recognise the need to introduce things like asteroid collisions with the earth to explain patterns in the rocks. However, they still submit to a bigger uniformitarian paradigm.
2. As with the Grand Canyon, it is quite possible that it was formed suddenly in a massive flood event.
3. Equally "scientific" theories that suggest that tectonic movement was much faster in the past are often ignored.
4. 2 Peter 3:4
5. 2 Peter 3:13

(Peter, MSc, is an analytical chemist at the Wool Research Organistaion in Christchurch. He has been married to Ruth for six and a half years, and they have two children: Jonathan (4) and Hannah (2), whom they plan to home educate.)

When we moved to a small country town that seemed so conservative we felt that the local state school would be fine..... It was only two weeks before our dear daughter came home crying about monkeys dying in the rain forests because of "people". The next week it was how we should care for these animals as they are our "brothers"! That was it for us; the blinders came off.
— Mike & Megan Hemmings
South Otago
New Zealand

Robert Jastrow, a famous astronomer, once said something like this: "We astronomers have been working hard to climb the ladder of knowledge to determine the origin of the universe, only to find that theologians have been sitting at the top all along."

Tough Questions People Ask



By Kay Christensen

I really love homeschooling. My husband has been largely supportive for my sake, not necessarily because he agrees with homeschooling. He likes the idea of walking them to school and picking them up. He likes the idea of getting involved in school outings and activities, etc. He feels he's missing out on being involved in such things by us homeschooling. I think he likes the idea of showing them off (which I totally agree with, I think we've got wonderful children!). How can I allow him to do this without sending them to school?

I must admit your question surprised me a little because in my opinion homeschooling beats school hands down for providing the opportunities for dads to be involved, active and central to the children's education.

At school, someone else sets the programme and defines the opportunities. Educationally and parentally you become irrelevant once 9.00 am comes, and the children walk through the school gates. Sure, you can tag along for class trips but only when they invite you, and they only do that when they need someone to chauffeur or perform the childminding so the teacher can be freed up to do the important teachy stuff. And lucky you, you're not just minding your own child but babysitting everyone else's as well.

Sure, you can also walk them to school. I mean, you have to be useful for something, and it might as well be this because there is little else of importance that you're fit for — you're not going to be choosing the teacher, or the curriculum, or the values, or the methods, or playground socialization that your children will experience because they've already got someone you don't know and who doesn't know your children doing that for you.

With homeschooling on the other hand, the father is central to the whole operation. He's involved in setting the course of the family, as decision maker, teacher, imparter of knowledge, explorer of truth, sharer of activities, defender of values, encourager, assistant and all sorts of things. He's important, and his wife and children cannot do it without him, nor would they want to, because the love they share has a place in the homeschooling where it never can in someone else's classroom.

As for showing off the children, surely there are plenty of opportunities to be involved in local homeschooling activities and trips or in the planning and organization that is needed. Most groups treasure the input of dads in whatever capacity, as they are able to give something that we mothers cannot — good, solid masculine role models and mentors that both our boys and our girls need so very much.

Persuade your husband to continue homeschooling. His talents would be wasted as far as schools are concerned; at the school the qualities of being a father and a husband are simply not valued or even understood. At best, he would be an optional accessory to his children. But when it comes to heading a family, and to homeschooling, a father comes into his own as an essential ingredient to raising up the children. Why, oh why, would he want to give that up and let someone else take care of his children just so he can walk the children to school?

I would further suggest you and your husband need a vision for what home education can do for you as individuals, for your individual children and for your family. In fact, what it can do for our society over a couple of generations through families which will become powerhouses of social change because of their superior strength and cohesion. You both need to be 100% behind the home education endeavour...it just won't happen if mum and dad aren't together on it.

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Reading Aloud.....Page 1
 The Art of Buying Used Books.....Page 3
 Learning to Read & Reading to Learn.....Page 6
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 Training Our Children's Minds.....Page 12
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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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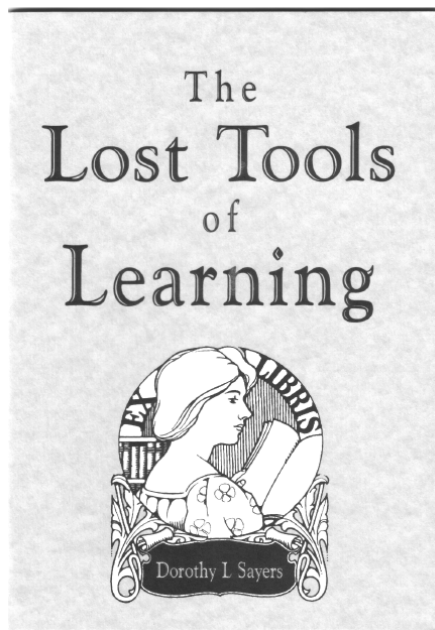
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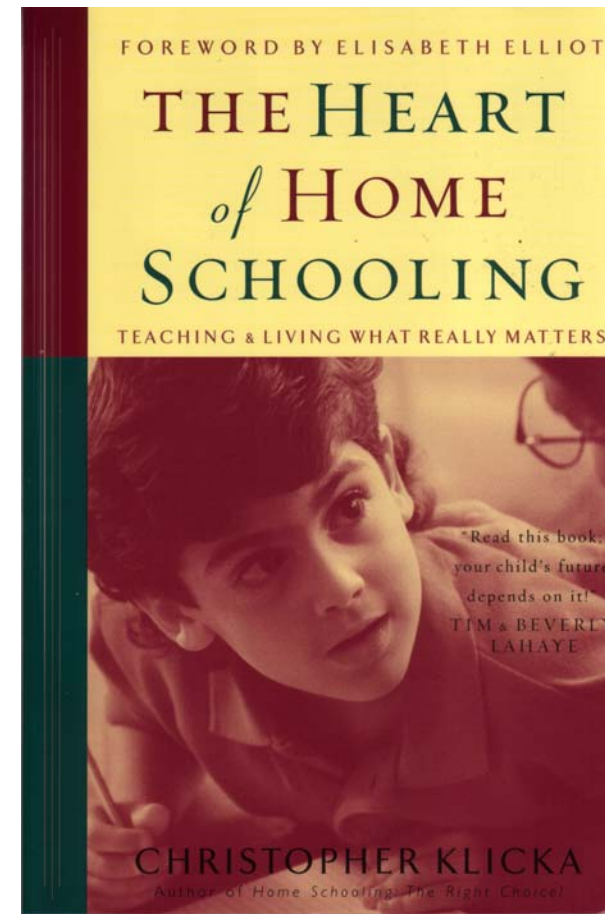
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