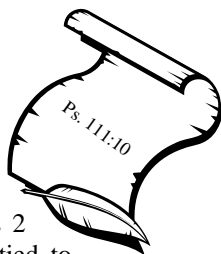


Editorial



We liked the way the article about Grandparents on page 24 and the one about having a Titus 2 woman in your life on page 10 tied together. This inter-generational family mentoring has become for us and other long-term home educators one of the primary benefits of home education.

This benefit is a multi-generational vision. It has revolutionised our family and the way we each perceive of our roles here on earth. As parents we are to pass on the torch of the Faith. But more than that. We are to equip our children with the spiritual disciplines and the academic skills and the practical skills and work ethic that will make them disciples of Christ who do all things as to Him, that is, with an attitude and quality of excellence. But more than that, even. We are to engage them in some work of ministry while undergoing this training: on-the-job training really.

To most of us, this implies being involved in a ministry outside the home. And here is where we start thinking outside the box: why does it have to be a ministry outside the home? Dad, here is where your leadership is called for. How can you get your wife and children involved in making your calling even more effective? Maybe they can materially help you in your work, that which earns the income. Maybe they can materially help you fulfill and contribute to that church or parachurch ministry that you also have or would like to have, making it *your family's ministry*. The vision here is combining our family resources and energies to focus in one direction, rather than the normal path our culture seems to follow of encouraging each family member to pursue a separate and individual course.

See the difference: In one scenario Dad decides the main ministry in which the entire family is involved, based on his more mature spiritual insights and in conference with his Godly wife's counsel and assessment of the children's capabilities; and they all work together as a team, strengthening the family bond as they work on a single project bigger than any one of them could handle. In the other scenario each family member is doing his own thing based on mostly personal preference, going off in several directions, pulling others in the family this way and that to help with transport and urgent matters the others aren't normally concerned with and contributing generally to a more fractured rather than a more cohesive family unity.

This vision is still more than that. It is getting the grandparents involved as they are willing and able! And whether today's grandparents are or are not involved, you are training your children to know and understand that *you will be* willing and ready to be involved in *their* home education ministry with their children, your grandchildren, in years to come! Here is the recipe for a successful ministry: a cohesive team committed and focused over the long-term. It appears to be a recipe designed specifically with the home educating family in mind. *This* is a vision that, as it spreads to more and more home educators, *will change* the face of New Zealand.

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***You either Christianize
the culture or it is going
to paganize you.***

~R J Rushdoony

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.

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KEYSTONE

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

Keystone correspondence to:

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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 worldview that is comprehensive, coherent, consistent and complete.

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

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

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

equipping whole people to bring God's kingdom not only to personal lives but also into whatever sphere of reality our hands & minds are cultivating, be it in the aerospace industry, a potato chip factory, the arts or the Supreme Court,... Today, more than ever, we are in need not only of godly pastors & Bible teachers, but also godly lawyers, politicians, diplomats, judges, doctors, economists, educators, artists, carpenters, mechanics, and used car salesmen who see their jobs as a way to honourably represent God's ways in daily living" (pgs 231-232).

"The Hebrew model of education, then, starts with parents who see themselves as responsible for shaping that soft clay into a morally self-governing person, who is teachable & prepared to learn" (pg220).

So we must occupy (the world) until He comes again and we begin to do this by preparing our children to do so.

We have observed a level of fear of tertiary level education amongst some home educators. It is a reality that as education in certain fields becomes more specialized, we as parents are no longer equipped to provide this. In our own lives we have been thankful for the opportunities specialized knowledge and training have given us both and personally believe that tertiary level, goal-oriented education can be used as tools to enhance our children's futures without leading them away from the faith they have and the values taught at home. It is natural for parents to wish to protect their children. However as we mentioned before, we are bringing up adults who need to be equipped with the tools to live in the society of today, not 100 years ago. We both trust that God will not allow them to be influenced, but to be a Godly influence (or salt and light) to those around them. Yes solid foundations need to be built, and as parents we have strived to really know and understand our children's hearts and attitudes right throughout their teenage years, which then gives us confidence as they mature and move towards independence. We know that God loves our children more than we can understand or compare to and has a plan and purpose set out for each of them. We also know that our society of today definitely needs Godly people in all its echelons.

We hope that by sharing our story with you it will be an encouragement. Yes, we all have the tough times, the times of self doubt, the times of frustration, but when you hit these, try to look at the bigger picture and you will realize that the blessings far out weigh the struggles. We have strived to focus on our children's strengths and encourage them in these, seeking out opportunities where they can shine, be out there and accessible, and above all else giving God the glory. Our children are His, given to us but to nurture for a time. We have worked to foster a knowledge and understanding of our Saviour Jesus Christ through the Holy Scriptures. As with all of His children here on earth, to be with our Lord for eternity is the inheritance that is promised to us and our children.

The Faith of Us Fathers



Women and Children First

IN MEMORIAM TO THE
GALLANT MEN OF THE *TITANIC*
By Douglas W. Phillips, Esq.

We have chosen this poem in recognition of two recent commemorations. First, April 14 marked the 93rd anniversary of the sinking of the Titanic in 1912 and second, on May the 8th, we all celebrated Mother's Day. May we fathers set a manly Christian example to our sons as we daily put women and children first! (Dads, this poem is great for family-read-aloud time! Expand your learning together by exploring www.titanicsociety.com for some additional articles, photos and back-up history!.)

I

The North Atlantic icefields are perilous and rough,
And only should be tested by those of sterner stuff;
They're filled with fearful hazards for nautical
machines —
Icebergs that look like mountains, with jagged peaks
and mean.
But on this eve in 1912 a monarch of the sea
Traversed her waves with brazen strides amid a night
of glee.
"Unsinkable!" they called her, yes unsinkable, their
claim;
But pride, not strength, would give this ship a destiny
of fame.
Near half a hundred thousand tons — the largest ship
at sea!
A mighty maiden of the waves, in length: eight eighty-
three.
A monument to science? No, a legacy of pride.
A testimonial to those who needlessly would die.

II

While children's heads lay nestled warm and snug
through midnight hours,
And husbands huddled next to wives asleep in love's
sweet powers,
In upper decks men smoked and sang and toasted with
a drink,
Not knowing that the virgin ship would soon begin to
sink.
First rang the bells, then came the cries, and last the
dreaded panic,
And now all knew t'would be the end of R.M.S.
Titanic.
But in that hour of foul despair and fear unmitigated
A manly Christian cry to all was quickly circulated:
"Women and children first," they cried,
"Women and children first!
To save your souls you must give your lives,

Women and children first!"

III

Amidst the tumult and the toil of lives then gripped
with fear,
A holy calm prevailed on those whose hearts and
minds were clear;
The cause was right, the mission pure, the path
uncompromised;
The men must die that others live — the men must give
their lives.
No greater love hath any man than that he lay down
life
For family: for little ones, for dearest bride
and wife.
What manly breast would shirk the call, or
fail with any breath
To give his life for womankind, a sacrifice
of death.
"Women and children first," the cry,
"Women and children first!"
Some must live while others die;
"Women and children first!"

IV

As water surged upon the decks and chaos reigned
supreme,
The band played on sweet hymns to God, which
quieted the screams.
Some raised their hands, or cried aloud, while others
genuflected,
In fleeting hopes that dreams and lives might still be
resurrected.
Across the deck a thousand scenes of lives held in the
balance,
With prayers delivered unto God in heavenly reliance.
While stokers, stewards, officers and gentlemen en
masse
All lifted women into boats without regard to class.
Women and children first — the law!
Women and children first.
The men would act — No fight. No flaw.
Women and children first.

V

One faithful father searched the deck to find his family,
And rushing forward grabbed a girl near tossing into
the sea.
But though this little golden hair was to the man a
stranger,
He strapped to her his own life vest to save the babe
from danger.
At last he saw the face he loved and pulled her from
the throng,
Along with tender tiny ones who thought him bold and
strong.
A little boy, a little girl — the world he held so dear,
Were waiting ignorant that time would bring their
darkest fear.
Women and children first — praise God!
Women and children first.
This principle we ever laud!
Women and children first.

VI

Five minutes he had to say goodbye, five minutes then
all was lost,

But giving his life for the woman he loved was hardly
a weighty cost.

"To the boats! To the boats, my darlings," said he, "to
the boats!" and his words did race,
Then low'ring them into those cradles of life, he
paused ... just one more embrace.
And now he kissed those tender lips, and now he
squeezed the hands,
And now he hugged and spoke the last of love and
wedding bands.
"Be brave my love. Be brave my son. Be brave my
little dears.

God's ways are just, Christ rules above,
and faith must hush our fears.

"Women and children first," said he,
"Women and children first;
to be a man I must set you free.
Women and children first!"

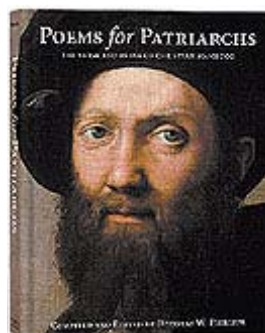
VII

At last he said goodbye to eyes which
longed for him and home,
At last he watched them pull away to safety through
the foam,
In moments he would be submerged and 'neath the icy
brine,
Content to know his sacrifice had given them more
time.
Just yards away a mother gazed back at the sinking
boat,
Her children bundled in her arms, warmed by their
mother's coat.
A prayer of hope upon her lips, a Bible in her hand,
A testament of love, of faith, and of her husband's
stand.
"Women and children first," she wept.
"Women and children first,"
Stroking the curls of the infant she'd kept,
"Women and children first."

VIII

Into the liquid tomb he fell, moments from paradise,
With one last grasp he clawed the waves and caught
his dear one's eyes.
His frozen face, his numb-ed hands, his body stiff and
cold —
An ocean legacy of heroism told.
Down through the depths Titanic sank, and into her
watery grave,
Bound by such forces that God had decreed would
render the hulk its slave.
Downward she plunged though the darkness so cold,
taking no inventory
Of perishing hundreds who crowded her decks, bound
for Hell or Glory.
For women and children first they died,
For women and children first;
They put their faith before their
pride,
For women and children first.

*This poem is taken from the
book Poems for Patriarchs and
is used with permission. This
book is available from [www.
visionforum.com](http://www.visionforum.com).*



Theologically Speaking

Satan has no brakes

By Marshall Fritz and E. Ray Moore Jr.



The constant exposure of school children to a message that the eternal meaning of life is not worth mentioning leads some to conclude that murder and suicide are rational acts. The number of children feeling this way is on the rise.

The murderers at Columbine were evil, not insane. They invited Satan into their hearts, not God. Their government-run “public” schools nurtured this sin.

Government schools teach students — for 180 days each year for 13 years — that eternity is so unimportant that it’s not worth mentioning. Schools tell students to respect everyone’s “truth,” even if contradictory. They teach children to be true to their feelings and let those feelings out.

Government schools accelerate the failing culture in undermining Christian parents. They eradicate hope. They maximize alienation.

Modernism’s 160 year grip on America’s government-run “public” schools was exposed for all who care to see in the hollow wails of experts after the Columbine Public High School massacre. The experts blame the bullets, the guns, the Internet. They blame the utensils of death rather than the culture of death.

We see two trends. The good trend is parents reasserting their God-given parental authority by homeschooling. The evil trend is the slide into Postmodernism. That is, if the Modernist says that truth exists without God, the Postmodernist claims that truth itself does not exist.

Now let’s follow some education trends of the last two centuries. In the 1810s, the Prussians confiscated the Lutheran schools and began a long march to avenge their defeat at the Battle of Jena. Any doubts that this led to the Third Reich are removed by looking at a county-by-county map of 1930s vote totals for Hitler vs. percentage Lutheran of the population. When Lutherans lost their schools, they lost their children. When they lost their children, they lost their faith. As they lost their faith in God, they replaced it with faith in man and the state.

In the 1840s in America, many Protestants succumbed to a tempting offer from Horace Mann and the Harvard

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Dr. R.C. Sproul Jr. is a graduate of Reformed Theological Seminary, and Grove City College. He received his D.Min. from Whitefield Theological Seminary. R.C. is the editor of *Tabletalk* magazine, associate pastor of teaching of Saint Peter Presbyterian Church, and the director of the Highlands Study Center. He has written or edited nine books, including **Almighty Over All**, **Tearing Down Strongholds**, **Eternity in Our Hearts**, and **Biblical Economics**. He and his wife Denise are a Home-schooling family with seven children.

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Unitarians: Convert their church schools into “free” government schools, then use them to rescue Catholic immigrant children from their Catholic faith. Lutherans, Episcopalians, and Presbyterians refused the bait, but enough others agreed that the “common school” was born.

Immigrant Catholics escaped by setting up their own parish schools. They ran them well for two lifetimes. Then, in the 1960s, after it was clear that the Protestants had utterly lost control of the government schools, Catholics joined their Protestant brothers in handing over their children to the secularists in state schools. Over the next 25 years, Catholic school population fell from 6.5 to 2.5 million.

While not yet as complete as the German debacle of the 1940s, American modernism in education has also gotten ugly. Witness Columbine as a watershed moment.

Today in schools we see police outfitted with shotguns, metal detectors, censorship of even honorable mention for Creationism, union calls for what could be only described as “sodomy appreciation month,” and girls taken for secret abortions. Serious evangelical Protestants and traditional Roman Catholics are bailing out, either to Christian schools or to home schooling.

Where will this children’s exodus lead? Only a fool predicts the future, so we two fools for Christ will limit ourselves to admit what we are praying for: Ten million Christian children to leave government schools, resulting in public support for the repeal of all federal and state legislation respective to school attendance, content, accreditation and financing. At the same time we pray for a \$300 billion tax cut and a \$25 billion increase in contributions to private K-12 scholarship foundations to allow the poor to go to better schools than they attend today.

All this results in fathers having to decide where to send their children to school, leading “fathers to turn their hearts to their children” (Malachi 4:6). From this we pray for a renewal of the family resulting in a Great Resurgence of Bible-believing, God-obeying Christians in America.

When will this happen? God will decide. Our job is to be faithful to His education mandates such as Deut. 6:1-9 and Matthew 28:18-20. We need a fresh obedience and application of the Great Commission to our

(Continued on page 27: Brakes)

In Line With Scripture



A Daughter’s “Titus Two” Woman

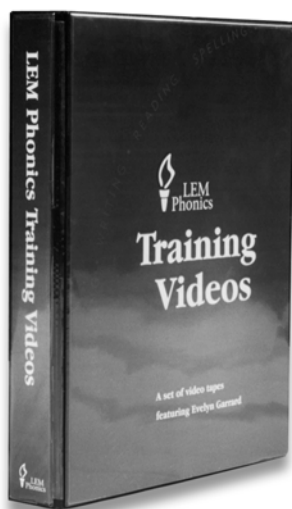
By Teri Maxwell

As I entered my forties, younger women whom I counselled or encouraged would occasionally refer to me as a “Titus Two” woman to them. This term comes from Titus 2:4-5, which outlines specific areas in which older women are to teach the younger women. “That they may teach the young women to be sober, to love their husbands, to love their children, to be discreet, chaste, keepers at home, good, obedient to their own husbands, that the word of God be not blasphemed.” Having me referred to as a “Titus Two” woman made for a few rounds of laughter at our dinner table when my family teased with, “Mom, you know what that means? You are an OLDER woman!”

One day I was thinking about my own teenage daughter in relation to Titus 2:4-5. I realized as she grew up she was going to be looking for a “Titus Two” woman in her life. I wanted to make sure I had made a concerted effort to be that woman for her even before she felt a need for one.

I knew that being my daughter’s “Titus Two” woman would grow naturally out of a healthy mother-daughter relationship. However, as I evaluated my time usage, I noticed that I was encouraging Christian

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homeschooling moms via e-mail each day. I also would usually meet with a local homeschooling mom on a monthly basis in a mentoring relationship. I desired to invest dedicated time such as this in my own daughter's life.

I began the process by scheduling a monthly outing for just my daughter and me. This is exactly what I did when a friend asked me to mentor her. Why not do the same with my daughter? While my oldest daughter and I had occasional excursions together, it was not on the regular, consistent basis I wanted. I always had good intentions of going out with her. However, in reality, time slipped away with no "feet" being given to the intentions. I found that when evening came, I didn't have the energy left to take my daughter out unless we had planned it ahead of time.

For about four years Sarah, my nineteen-year-old daughter, and I have gone out to eat together on the first Monday of the month. We both look forward to this special time. Occasionally, Sarah will invite one or both of her younger sisters to join us. Generally, though, this is an evening for just Sarah and me. Sarah often brings up areas she is struggling with in her personal life. We can discuss these issues and find biblical ways to deal with them. She feels the freedom to ask questions and bring up topics she might not be comfortable talking about at home where little ears are always about. During our evening out, we talk with each other, relax and enjoy the freedom of not making or cleaning up dinner. I plan a simple dinner for the family at home that Daddy and the children can easily make. We are even a bit practical by running errands after we eat. Both of us have fond memories of these past four years' outings and can hardly believe we have been having them for that long!



Steve and Teri Maxwell and their family

The second purposeful way I set out four years ago to be my daughter's "Titus Two" woman was by planning weekly time to study together. This wasn't to be study such as we did in school. I wanted it to be much more personal – a sharing of hearts, not simply learning academic information. "To be sober, to love their husbands, to love their children, to be discreet, chaste, keepers at home, good, obedient to their own husbands" – these have been my curricula and guidelines as Sarah's "Titus Two" woman.

Sarah and I scheduled our study time. My days were already filled to the brim with homeschooling and caring for a house full of children. Sarah had her own school time, working for her dad, household helping, and much more. I prayed, asking the Lord for creativity in finding the needed minutes for Sarah and me, knowing this would be quite a task. Our study time was planned for a half an hour two nights a week, right after the younger children went to bed. We purposed to be faithful to this appointment. However, we gave ourselves some leeway since if we missed our time together one night, there would still be another night that week to meet.

Our favorite resource has been Polished Cornerstones (available through www.doorposts.net). This book goes through approximately fifty character qualities of the Proverbs 31 woman. Each section has Scripture to look up, study and even memorize. In addition there are several pages of projects that correlate to the character quality. Sarah and I study these together and then do the follow-up projects to be reported on to each other at our next meeting.

These study times together are rare opportunities for Sarah to relate to me as another woman, an older sister in Christ, rather than strictly as her mother or her homeschool teacher (when she was still a part of our homeschool). Since this is not part of our school, there are no grades or expectations other than that she wants to grow in her relationship with her Lord Jesus Christ. Sometimes our study causes us to be very serious and even grieved as we evaluate our lives in light of Scripture. Other times we laugh and are silly.

I am very grateful as I look back on these past four years for what the Lord has done in developing my "Titus Two" relationship with Sarah. It would have been so easy to stay busy with life and to ignore this vital area. Often, when a friend finds out about my monthly outings with Sarah, she will say, "Oh, that is such a good idea!" I completely agree!

What about you? Are you seeking opportunities to be your daughter's "Titus Two" woman? Even if your girls are young, you can focus some of your conversation on "Titus Two" topics. If your daughter is a teen, then it is even more imperative that you are teaching her specifically in the areas Titus 2 lays out for older women to teach younger women. May we give the same time and opportunities to our own daughters to learn from the lessons the Lord has taught us that we give our friends. Mother, may I encourage you to be your daughter's "Titus Two" woman?

Written by Teri Maxwell, co-author of Managers of Their Homes, A Practical Guide to Daily Scheduling for Christian Homeschool Families, Keeping Our Children's Hearts: Our Vital Priority, Just Around the Corner: Encouragement and Challenge for Homeschooling Dads and Moms and author of Homeschooling with a Meek and Quiet Spirit. Homeschooling since 1985, Teri Maxwell is the mother of eight children, from age eight to twenty-eight. She has been writing monthly encouragement articles for homeschoolers since 1990.

This article originally appeared in the April 2001 Mom's Corner. To subscribe to free monthly Dad's and Mom's Corner e-mails send a blank e-mail to corners-subscribe@titus2.com and our mailing list software will take it from there. You can also subscribe at <http://www.Titus2.com>.

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Parenting Tips



“How Can I Help This Young Boy Be Happy Inside Himself?”

By Rosalind Peterson

In an internet article that I read recently, a mother had written for advice about her 9 year old son. He “wakes up wanting to do only what he wants” and he “pouts and throws ‘mini’ fits.” She finished off her letter with, “He gets very bored. How can I help this young boy be happy inside himself?”

This article struck a chord with me because I sometimes see attitudes like that boy’s, in my boys.

From that article and my own experiences, here is what I believe is helpful for boys (and girls) who are having the same problem: LESS playtime.

Seriously. Today’s children typically have so much playtime and so much entertainment that they have become more selfish than previous generations. No wonder that that boy in the letter is grumpy when his mother asks him to do a simple job. He believes that it is his “right” to do only whatever he finds pleasurable. (TV and computer games are particularly good at encouraging selfishness.)

In days past everybody in the family was required to help out, or the family starved, froze or whatever. The children knew that they were important members of the family—not just pampered pets. As the article says, “The will to suffer discomfort and the opportunity to do so is essential to human character.” Children today can have their every whim satisfied, and this does not build strong character but instead makes a child who is without purpose and contentment. “As one can be lonely in a crowd, the modern child is bored in the midst of infinite variety.”

So my answer to the question, “How can I help this young boy be happy inside himself?” is to give him MORE jobs to do. Boys, in particular, are not happy with long inactive periods. They like to be doing something. You’re the parent with some 3 decades more of wisdom than him, so I suggest that *you* find something worthwhile for him to do. If you aren’t fortunate enough to have a farm that he can help out on, then he can do household chores and more schoolwork until he’s old enough to include some other work like delivering circulars or volunteering at the local Old Folks’ Home.

In the article they suggest starting up a written routine. (Boys in particular flourish with structure.) “The key is to place him under an authority that is not subject to negotiation.” If he finds that he can get out of doing work today by grizzling, then human nature is such that he will try that approach next time too ... but if he finds that grizzling has no effect, he will much sooner settle down to contently do what is best for him.

The goal is not to have a perfectly tidy house or a child who has covered a lot of schoolwork. The goal is to develop strong character in your child. I believe that he is too precious for us parents to be slack in our job of developing his character in this important area.

May you receive fresh enthusiasm and energy for the task that lies ahead of you.

Character:

What you want your child to develop, not be.

Graham and Rosalind Peterson have been home schooling for 15 years. David (21) is two papers away from a BSc in Maths. Matthew (16) came in the top five in NZ in a physics exam last year and helps out in the family with anything technical. Sarah (13) is “junior Mummy.” Andrew (11) is our cook-in-training. James (8) is a whiz at tidying up the floor and Timothy (6) is an expert at unloading the dishwasher.

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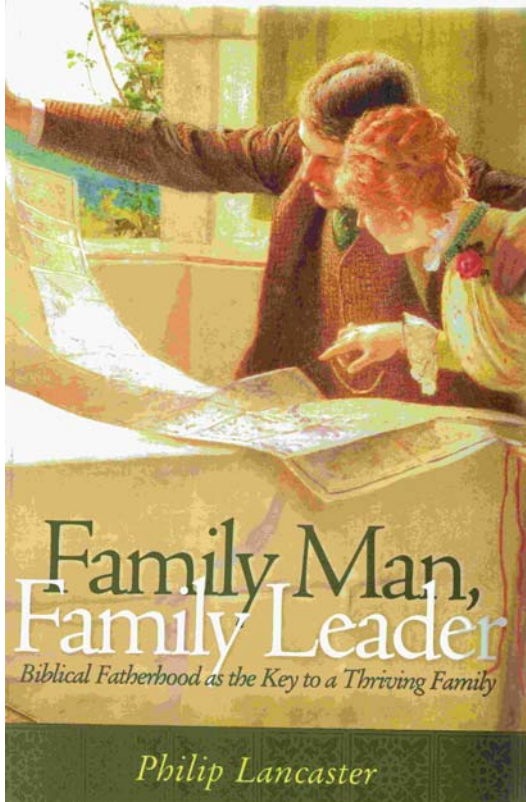
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The

Home Education Foundation presents...

its 2005 feature title:

Family Man, Family Leader

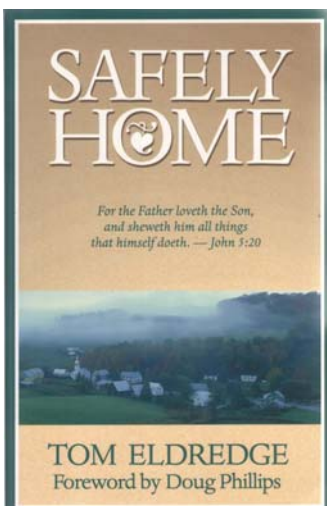


What this country needs is a few good men — husbands and fathers who are willing to love and lead their households with manly resolve and godly vision. Frankly, the Church needs these men every bit as much as the rest of the country. We are experiencing a national crisis of manhood of epidemic proportions. Absent a revival of fatherhood, we can expect to see an ever-increasing rise in the number of effeminate boys and masculine women, as well as the breakdown of the Christian family as it is defined in Holy Scripture. What we desperately need today are men who will be family men and family leaders. But how? Now, in simple, easy-to-understand concepts, the Biblical foundation necessary for men to turn their hearts to home and change the world are presented in a book entitled *Family Man, Family Leader*. This remarkable work first presents the vision of Biblical household leadership and then addresses the many practical issues necessary for achieving victory as a man, from learning and acting upon God's priorities, to decision-making as a father, to growing in oneness with your wife, to personal accountability before the Lord and victory over secret sins. Whether you are a veteran visionary father or a dad just beginning the journey of patriarchy, we hope you find *Family Man, Family Leader* to be a source of inspiration and practical help. By Philip Lancaster. Paperback. Approx. 320 pgs

Building Christian Husbands, Fathers & Leaders

Check out our other key titles:

Safely Home



After years of broken marriages, rebellious children and misplaced priorities within the Church, parents' cries to God have been answered by a Holy Spirit-driven desire by fathers to turn their hearts to their children, by parent-directed Hebrew education and with the re-discovery of Biblical roles for men and women.

Many Church shepherds now see that, despite a smorgasbord of programs, most children of believers will reject the Faith and blend into an increasingly pagan society. They grieve at the destruction of the family within their flocks, but they are at a loss for what to do.

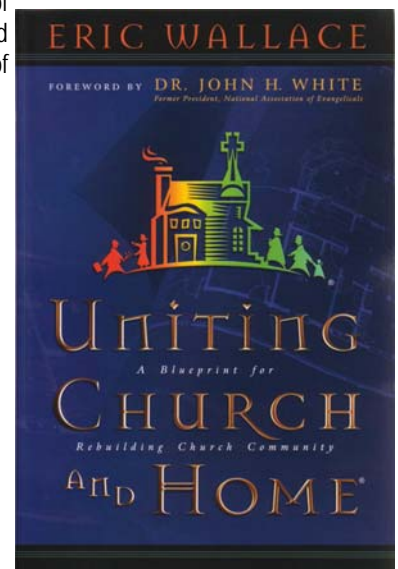
Here are Biblical solutions. Paperback, 110 pages.

Uniting Church and Home

Every Pastor, every parent, every Church library needs a copy of *Uniting Church and Home*!

Increasingly, pastors and families agree: many well-intentioned Church programs do more to pull families apart than build them up. But Pastors and families are rediscovering a simple, Biblically based model for ministry that strengthens the family unit and restores the Church's life as a family of families. This book is the prescription for how you and your church can work together to become family integrated.

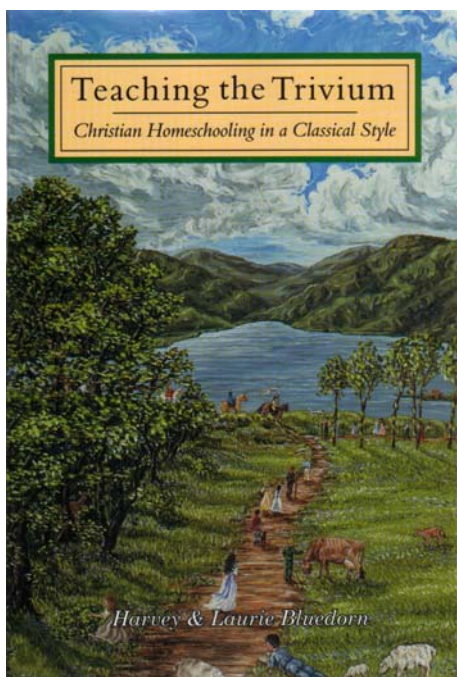
Includes a FREE bookmark with a list of the Top Ten ways your family can be a blessing to your Pastor and Church leaders. Paperback, 284 pages.





Books by the Bluedorns

Books by the Bluedorns



Teaching the Trivium

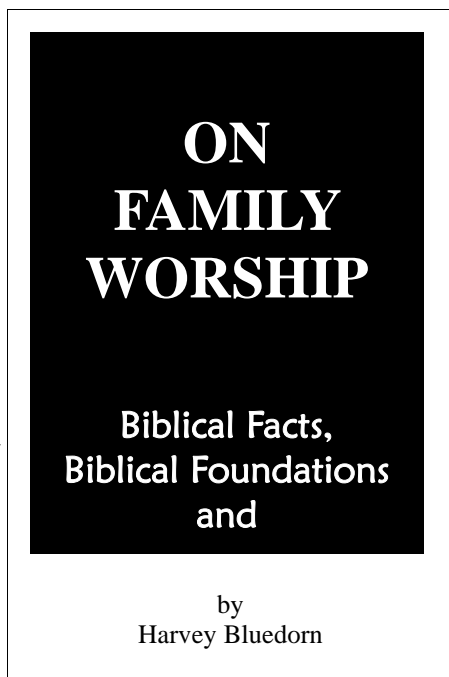
How can you give your children the tools they need to teach themselves? Long ago students were first taught how to learn. Today, students are taught an encyclopaedia of subjects – trivia – but they are not taught the basic skills of learning: to discover, to reason and to apply. They are not taught the **Trivium**.

Placing classical education within a homeschool context, the Bluedorns offer a workable plan for every age and subject based on the study of grammar, logic and rhetoric. Their curriculum suggestions, teaching tips and advice on topics such as character building will help you provide your children with a solid education.

Paperback, 637 pages.

On Family Worship

Is a call to fathers in particular to review *why* they lead and if necessary to reform *how* they lead their families in the worship of our God. This fantastic wee tool is 35 A5 pages.



A Christian's Guide to ...with all your getting get understanding. Proverbs 4:7

Learning Logic at Home

- Reasons to Study Logic
- Self-Teaching Logic Books
- Suggested Course of Study
- Suggestions for Children & Adults
- Frequently Asked Questions

Learning Logic at Home

Logic is the study of how to take statements you know are true and put them together to come up with a conclusion you also know is true.

Nathaniel Bluedorn writes to convince readers that they need to learn logic. He gives an overview of logic and reviews many of the books available on logic and reasoning. One chapter is dedicated to outlining a suggested course of study for students interested in learning logic.

35 pages, A5.

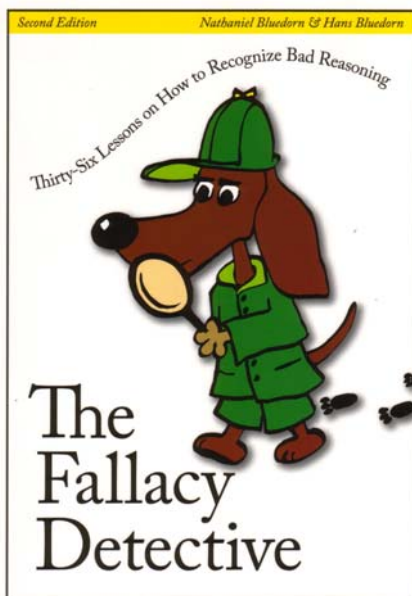
The Fallacy Detective

After reading an article I wrote, someone suggested I read *The Fallacy Detective*. "You committed several logical fallacies in your article. I think you could learn a lot from *The Fallacy Detective*." [ouch!] So I borrowed my parents' copy and sat down and started reading. Firstly, it gave an introduction to bad reasoning and fallacies – errors in logic. Just as the book launches into the lessons it issues a challenge: "Remember, most people never study good thinking skills. So people who take on this quest of learning logic are breaking out of the mold, and this takes courage. It also takes humility. But most of all, it takes self-discipline." I sure was glad of that challenge as I read through the book and completed the exercises. I learned about ways people (including myself) will avoid the question using red herrings, ad hominens and straw men, etc., and how we make assumptions, commit statistical fallacies and use manipulative propaganda. What an eye-opener the book was! I am more aware now when someone is not being logical; however, the real eye-opener was in myself. All the ways I thought I was being logical because of the connections I could make between concepts or whatever, I was in fact committing logical fallacies! Whew! I was glad they warned me about the need for humility at the beginning of the book!

Now that I have finished, I am very glad for the opportunity to have read it. You know, reading it is like reading a comedy. I was laughing all the way through. The Bluedorn brothers, Nathaniel and Hans, the authors of *The Fallacy Detective* are really very funny. What was it that Mary Poppins used to sing? "A little bit of humour helps the humility to go down."

Logically set out (we would hope so!), the book works on the principles of moving from the known to the unknown and from the simple to the complex. It is easy to progress through it, and there are plenty of reviews and interesting exercises to help us retain the concepts. Geared for ages 13 plus, it is designed so that groups can go through it together, and Mums and Dads can sit on the couch with Johnny and Jane as they read the chapters and complete the questions. Comes complete with a comprehensive answer key and the promise of a fun "fallacy detective game" which can be played once the concepts have been learned.

I highly recommend it. Softcover, 227 pages. Now with comics!



A New Zealand Home Educator's Guidebook

Preparing for an ERO Review

Craig S. Smith

Preparing for an ERO Review

Expecting an ERO review? This booklet answers all the major questions such as: "What are the Review Officers looking for?" "What if we aren't doing what we originally said we'd be doing in our exemption application?" "What kind of 'school work' do we need to show the Review Officer?" "What questions are we legally required to answer?" "Do we have to allow the Review Officer access to our children?" "What if we receive a negative report after the review?" and more...!

Be prepared for your review! Read this booklet! 20 pages, A5 size.

Training Children and Youth to be

Pure

- * *Start Young*
- * *Set the Example*
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- * *Be Constantly Vigilant*

Prepared by Barbara Smith (70+ A4 pages)

Training Our Children

Craig and Barbara Smith, two of New Zealand's pioneer home educators, share some of their best advice, borrowed and original, re-worked and developed, over 24 years of training their own seven children (two adopted) and fostering many others.

Topics covered include reading aloud, the art of buying used books, home discipleship, training our children's minds, training our children to worship ... and more!

35 pages. A4 size.

TRAINING OUR CHILDREN

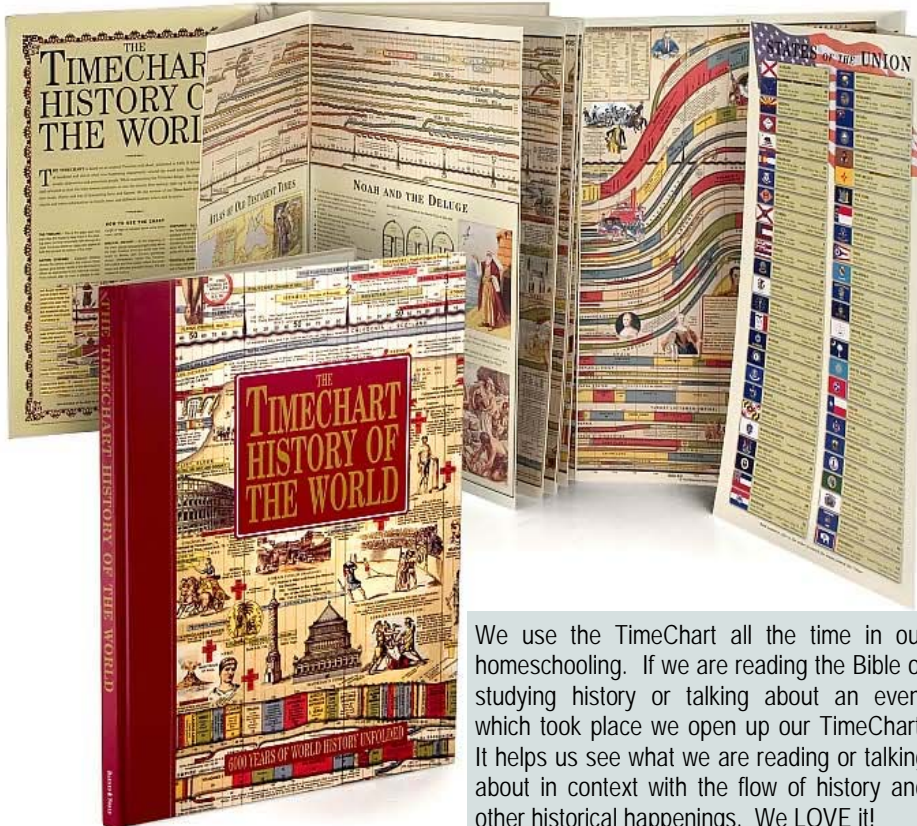
by Craig & Barbara Smith

| | |
|--|---------|
| Reading Aloud..... | Page 1 |
| The Art of Buying Used Books..... | Page 3 |
| Learning to Read & Reading to Learn..... | Page 6 |
| Home Discipleship..... | Page 9 |
| Training Our Children's Minds..... | Page 12 |
| Training Our Children to Worship..... | Page 17 |
| Keep Going When the Going Gets Tough.. | Page 22 |

Training Our Children and Youth to be Pure

We want our children to be holy, righteous and pure. We want to teach them wisdom and purity in relationships. We want to teach them to be self-disciplined and to seek after what is right and good and not give in to fleshly desires. This book is a compilation of writings by some veteran homeschoolers from New Zealand and overseas on these matters. It also contains a great list of books and resources available to parents/children and youth to help them along on this path of purity.

72 pages. A4 size.



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It records the leader of each nation and is right up to date with Helen Clarke as New Zealand's Prime Minister and George Bush as the President of the USA.

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We use the TimeChart all the time in our homeschooling. If we are reading the Bible or studying history or talking about an event which took place we open up our TimeChart. It helps us see what we are reading or talking about in context with the flow of history and other historical happenings. We LOVE it!

~Happy Home Educated Child

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Graduates Speak



What Are You Doing With Your Life?

by Jo-ella Marshall

I hardly feel qualified to call myself a graduate because although I may have stopped the formal part of my schooling, I continue to learn so much about life.

I want to encourage each of the other young people reading this (as well as the Mums and Dads) to stick in there with your home educating. Maybe some of you will identify with the occasional desire to be a “normal” person. Home schooling generally doesn’t exactly fit into that category, does it!?! There were a lot of times when I wished I could go back to school (I attended a public school until I was 9 years old) – I did not like being so different and felt that I was missing out on many things. Now, however, I am so grateful that my parents made that choice to home educate my siblings and I (even though it made them look completely crazy in the eyes of some, especially back in 1991 when home education was not so common). It scares me to imagine what my life would look like now if they had not taken the time to invest in me and give my life new perspective. Thanks Mum and Dad!!

As Christians we are not to be “normal” people, living a “normal” life. God has special plans for each life He has created that we could not even dream of. That is not to say that we shouldn’t do some of the normal, everyday things in life; but once you realize that God is mapping out your life and arranging things for your good, then you see those mundane things in a different light. The Lord is developing skills and qualities in you that He can use later on if you are willing to follow Him. Think big, think beyond today! Which things will make a difference in eternity? Imagine what amazing accomplishments God might want to work in and through you!

Make the most of each opportunity to learn. Redeem your time because it seems to get less and less, and you will regret all the time you wasted when you thought you had plenty to spare. A good way to invest your time is in people because they are one of the very few things that will last for eternity. Some of the most important people in your life are your brothers and sisters. How do you get along with your siblings? In Michael and Debi Pearl’s book *To Train Up A Child* there is a chapter called *Tying Strings*. This book brings out some really good points on tying heart strings with your children (but it can also apply to siblings). It is easy to cut strings through criticism, anger, misunderstanding or disinterest in what concerns them. Where strings have been cut, new ones need to be tied. This is a difficult area for me to work on, and perhaps it challenges some of you as well. There seems to be such a

daunting amount of work to accomplish throughout the day, how can I possibly fit in reading to my brothers and sisters, creating a plane out of plastic blocks (I am not real artistic!), helping them tidy their room, letting them “help” me bake something, sitting on their bed at night talking about anything and everything, drinking “coffee” they have made (pretend), and the list goes on?!? When my brother Jonathan was two, he liked to pretend that he was me and I was him. He would say, “I Jo-ella...I busy.” Obviously he must often have heard me saying to my siblings that I was too busy to do whatever with them! Usually there was a valid reason, but Jonathan also caused me to evaluate my priorities.

Be completely sold out for God!! Be proactive in seeking and serving Him! I came across this really cool quote by F Fenelon: “Make sure you make time for God. Those who are in important positions are often busy and will be tempted to leave time for communion with God until last. Guess what? You will never have any time for God. Be firm with yourself. Don’t let the confusion of the day crowd out your time with God.” Oh, do I need to work on this one! To compare God’s perfect love toward me with my feeble love, my often unfaithfulness, and my lack of passion for Him and his work, cuts me to the heart. Jesus gave everything for me, how can I hold anything back from Him?

I definitely do not have it all together in any of these areas, so I challenge myself and each of you: let’s put up the white flag in surrendering to our own will to God and see what God can do!!

To all home educating parents: Thank you for the example you demonstrate to me and many other young people by living a life dedicated to honouring God in your family. The way you have sacrificed personal pleasures to devote yourselves to your children is an inspiration. I was talking to a home-school mother one time who said that she was trying to focus on enjoying her children before they grow up and leave home. Sometimes it may seem like the days and years drag, but when you look back it will seem as if they went by very fast. One day you will wish you could see those finger prints on the window just one more time! You will never get this time back again, so I encourage you to make the most of it. You have the opportunity of changing the world through your children. Keep up the good work – it will be worth it all!!

“A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove; but the world may be different because I was important in the life of a child.”

Jo-ella, 23, is the oldest child of Murray and Dot Marshall. They reside in beautiful Golden Bay, at the top of the South Island. After being involved as a volunteer for the ATINZ (Home Education Programme) Office and Training Centre for a total of three years Jo-ella has returned home, to assist her family with home-educating and all the daily necessities of running a home with a big family. Mrs. Marshall has been in Nelson Hospital since the 16th January awaiting the birth (by emergency C-section) of baby number 14.

Home Educators Did It!



As another friend of Mum's explained, half the students in each subject were to fail School Certificate. More students were weeded out the following year. In the Bursary (University Entrance) year another quarter would fail. Now we understood why it was easier to pass if you sat more subjects.

University Entrance

By David Wylie

[It is not uncommon to hear of home educators getting into university nowadays. But to some, the process to be accepted is still a hurdle in their minds. David has kindly written an article about his experiences in gaining university entrance. We hope it will be of benefit to those of you thinking of taking this route—Ed]

All my life I intended to one day go to university and study history. By the time I was at the secondary school level, there were three ways to enter university. The easiest was to wait until you turned 20 — I didn't want to wait that long! Another option was provisional entrance, where you made up a folder detailing your learning accomplishments and begged to be let in. Or you could return to the school system and sit Bursary exams.

I decided to do Bursary with The Correspondence School and took the minimum requirement, three subjects. One of Mum's friends suggested taking five subjects to increase my chances of passing. This made no sense to us — yet! I chose History, Classical Studies, and Art History.

As a Christian these were very topical. The History focused on the events surrounding the Reformation of the Church of England; it also covered 1920s Prohibition. The Art History course focused on the Renaissance: so many paintings were of Jesus, Mary and the saints. It even instructed you to read portions of the gospels to better understand the scenes being depicted. It was fascinating and gave me a deeper understanding of the Renaissance period. The plan was that I would get good marks in these subjects and thus secure my entry into university. But as with all good stories, things didn't quite go as planned.

With the art history course I expected to be studying various artworks. But it turned out that I was supposed to examine each artwork and then talk about its features and what they meant — however, the markers had a predetermined idea of what was right and what was wrong. Throughout the course it felt like I was supposed to be working out how to write things according to their answer book! I eventually got better at answering their questions — writing not what I felt but rather what I felt they demanded I ought to feel — and my marks improved, but I never quite caught up with their standards. Every art assignment was graded, and almost all received a failing grade. By the time we realised my predicament, it was too late to change courses. We now understood what Mum's friend had been hinting at!

I thought I would just squeak through. Mum continued to pray that I would pass, but deep down she wasn't convinced. One night while she was preparing dinner, she felt the presence of the Lord as though He was standing in the room. She felt He was assuring her that all would be well. But all was not well. When my marks arrived, I had failed Art History.

Mum kept quoting Romans 8:28 over and over again. "And we know that in all things God works for the good of those who love him, who have been called according to his purpose" (NIV). Even though Mum couldn't see how I could possibly be accepted at university now, she kept reminding herself of the Lord's reassuring presence that day. I myself never lost hope. I knew that if God intended me to go to university, there would be a way, even if it wasn't immediately apparent.

We phoned the Massey Student Advisor to see if I could be admitted provisionally. He said the Government wouldn't allow Massey to enter students provisionally who had failed Bursary. They had to wait until Semester 2 to apply. The Government imagined that allowing immediate provisional entrance would encourage some students to not apply themselves because they could still get in anyway. His advice was to contact The Open Polytechnic. He said that some papers (subjects) could be cross-credited with Massey. He suggested that I take one or two papers with them, and that would increase my chances of being accepted provisionally in Semester 2. The Open Polytechnic wasn't concerned that I hadn't passed; however, they would only allow me to take one paper on a trial basis to prove myself. I chose a psychology paper, which could also cross-credit towards my Massey degree. It turned out to be an excellent course. The lab assignments were very interesting!

Prior to Semester 2 I applied for provisional entrance, this time armed with the psychology lab results, a letter of recommendation from my history teacher at The Correspondence School, along with my other achievements — Grade 7 Speech and Drama, Senior Speech Scholarship and so on — as well as a letter saying why I wanted to study at Massey. With the help of the psychology paper I was accepted!

I didn't intend to leave home when I finished Bursary; instead I wanted to study extramurally for a year or two. The Massey Student Advisor had originally suggested taking four papers in the first year as extramural study can take some getting used to. But because I only completed one paper in Semester 1, I had to take three more to reach my goal! However this worked out well. I liked the psychology so much that I decided to take

*(Continued on page 27: **University**)*

Tough Questions People Ask

By Madeleine Flanagan



“There is nothing wrong with the education available where I live. This is why I believe the rightwing whining on this topic is drivel...wannabbes and poseurs who believe that a state education is inferior. So why don't you send your children to school?”

There may be nothing wrong with the secondary school where you live but that tells us nothing about the rest of the schools in the country, does it?

Most kids do ok at most schools. However of the kids that do not do ok, an alarming percentage could do ok or even excel if their learning environment was different, if the learning method was different, if they were allowed to spend more time at home and less at school, if they were allowed to start learning later than age 6.

My son is 10. He started school at age 5 and lasted 1 term then spent the next term at home due to “behavioural problems.” The school was angry we had not warned them about his behavioural problems. However he didn't have any before he went to school, so how could we? Term 3 we tried the local state school over the road. At the end of term 4 we had a meeting where we were dictated to as to how to handle “his issues.” We had to fight to have input into the solution they wanted to try. They said he was calmer but since he did not know even half the letters in the alphabet, they would hold him back a year.

At both schools my son was bullied, yet neither dealt with it.

We removed him from the school and found another one, an integrated Christian school. They had small class sizes and strict playground rules, taught a phonics based reading method, hugged the kids, sent them home or allowed days off if the child needed home time, and they promised to catch him up.

A year later he had not been bullied once, was not only caught up but was 6 months ahead, and only once did a teacher have cause to talk to us about his behaviour. Even then she said to us, “Look, you've just had a new baby, so he probably just needs Dad to take him out and play with him.” That *was* all he needed. They thought he should be assessed for learning issues, as he

was clearly a bit different, though they had worked out his learning style and adapted his lessons to fit it.

We had to move to Dunedin so did the assessment there. At the school he went to in Dunedin, everything went backwards: two terms on and the bullying was back, he was refusing to learn and had behavioural issues again. The school would not listen to advice on how to teach him until it was too late and the relationships between him and the teachers had gone bad and he was stressed. He spent most days rolling around the library floor making noises with a teacher aide looking on, while his class learned in the classroom. He curled into a ball and cried every day after school. His elder sister was routinely removed from her lessons to deal with him.

This was the best they could do short of finding another school. We just had to accept that he probably wouldn't get much of an education. The last school was just a fluke — teacher personalities probably.

When at last he was diagnosed with Aspergers Syndrome (an autistic spectrum disorder that effects social interaction and has a few other quirky features) and the tests revealed he had one of the highest IQs of any kid ever tested in the area, we realised the problem with learning was not him, it was the school system.

Two years into home education: he is now 10, and he is three years ahead in his maths, doing 1st year Uni level science, writes amazing stories and today aced his also gifted 13-year-old sister on a science test. He now has four friends he talks to on a regular basis and has over or visits at least one of them every week. When he was at school he had no friends.

He does six hours per week of lessons, and of those six hours, only three involve written work/textbooks.

The first year and a half of his home education he did no textbook or written work lessons.

My daughter who is 13 is the same. She already has her overseas university picked out, has the scholarship info sussed, the flight information and the projected inflation factored in, the plan to earn the money to get there and has written to the relevant science departments at Otago University to offer to volunteer in their lab research unit. She has learned from observing her parents that if you just decide to do something, you can make it happen.

We pulled her from school two years ago when we pulled our son out.

Our 4 year old already knows all the letters of the alphabet, half the phonograms and how to spell a dozen words. She can add, subtract and devours books.

Our 3 year old knows half the letters of the alphabet, 4 phonograms and how to count. He can recognise all the names of his family on paper and can spell his own name. He loves Mozart, climbing mountains and anything with wheels.

(Continued on page 27: Tough Qs)

Over a Cuppa



Preparing for an ERO Review

(in an unschooling kind of way)
By Craig and Barbara Smith

When the ERO comes, they generally don't look closely at what you have written down. Such journals and notes as you may have are mostly useful as a reminder for you to talk about what you have done. So remember, if keeping a daily journal and/or extensive notes of what you do during your day is not your style, if it is a burden to you, if it is a stress to you, if you feel it is taking time away from the time you could be spending with your children or your precious spare time, then don't do it.

The ERO are just as happy to look at photos of events and things that you have been doing. So get the camera out on a regular basis and click away.

Then absolutely forget about the ERO until you hear from them. When you do hear from them, they will suggest a date something like a month away. Decide that it is too soon and write telling them that the date they suggested really isn't convenient. Then propose two other dates that are convenient for you and make sure these dates are two or so months down the track. This gives you plenty of time to prepare for the review. Once the date is settled, and you are perfectly happy with the date.....the date selection is ultimately up to you, not up to them.....then start planning for the review. Please note: we are not trying to get out of having a review; we are scheduling it to our best advantage. This is only sensible.

Do nothing with the sole aim of pleasing the ERO; this does not advance your objectives in raising/training/educating your children. Keep to your convictions. If you are worrying about an upcoming ERO review, then you may begin, even unconsciously, to do things simply because you think it would please them, straying away from your unique programme to one you think they'd like to see. Resist this temptation. You will be able to speak convincingly about your own programme, but you will not be able to speak convincingly about a programme you followed because you thought it was the PC (politically correct) thing to do.

The time to begin thinking about what you have been doing is once the ERO contacts you. Then I would get out a huge piece of paper and write in all the subjects you can think of — way more than the schools do. As unschoolers, this is the one concession we'll make to "eduspeak" (more on this later). Here are the lists from the national curriculum guidelines:

The seven essential learning areas:

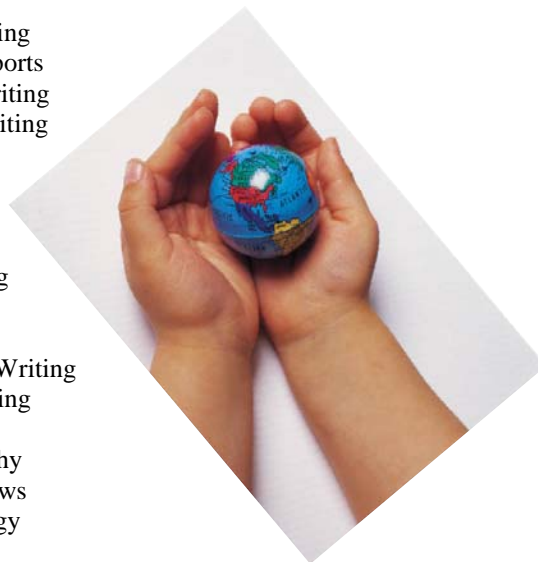
Language & Languages
Technology
Health and Physical Well Being
Mathematics
Social Studies
Science
The Arts

The eight essential skills:

Communication Skills
Problem Solving Skills
Numeracy Skills
Physical Skills
Information Skills
Work and Study Skills
Self-Management and Competitive Skills
Social and Co-operative Skills

Then I would add in a whole bunch of other topics and subjects using words which make sense to me. For example, what is Social Studies (in the list above) anyway? I don't know. So I'll write down "History" and "Geography" because they make sense to me, even though they may be covered in the above subject of Social Studies (though I doubt it):

English
Geography
History
Music
Art
Horticulture
Home Economics (sewing, cooking)
Latin, Greek, Hebrew, Spanish, French etc
Politics
Note Taking
Book Reports
Letter Writing
Essay Writing
Grammar
Drama
Medicine
Debating
Reasoning
Logic
Research
Creative Writing
Handwriting
Spelling
Calligraphy
Worldviews
Psychology
Bible
Critical Thinking
Farming
Industry
Sport
Dancing
Culture
Nature
Memory Work, etc



That is just a quick list I thought up on the spot. With more imagination I could come up with more and hopefully some even better topics. You can probably

come up with some really good ones.

Then you think through on every encounter you have had and everything you have done or read in your home education endeavours over the past year or two (since your last ERO review, or since you started home educating) and write it down under the appropriate topic. Most things will go under a number of topics — that is the nature of home education and especially unschooling. So think of books you have read to the children; books your children have read; visitors to your home; homes you have visited and the uniqueness of these encounters; the things you have talked about and done; the field trips you have been on, officially and unofficially; the fun things you have done as a family, with others or on your own. I hope you are getting the picture here. Just think of everything that has happened and slot it under several of the above topics.

For example: A trip to the beach goes under: Science, PE, Mathematics (you stopped for an ice-cream on the way and worked out the cost and change), The Arts, Health and Physical Well Being, Communication skills, Self Management (putting on togs, washing off later) and Competitive skills (foot racing, ball games on beach, best sand castle) and some others depending on what you did, who you talked to, etc.

Reading a book about David Livingstone would go under: History, geography, science, missions, exploration, courage, loyalty, Home economics, farming, technology, languages, world views, cultures, medicine, slavery, etc.

Playing the board game “Risk” would go under: geography, maths, strategy, history, languages, communication, problem solving, politics, worldviews, etc., and under more things depending on the discussions you have while playing.

Having a guest around could go under many topics depending on the guest and what their interests are where they have traveled, etc.

This sheet of paper is a mind map. Have it hanging on a wall with easy access from the moment you hear of your ERO review, and write in events under the topics as they come to mind, as they will, at odd times throughout the day.

Now when the ERO come to visit (and preferably that will be in a hall, library or some such place and not your home) do not show them this mind map until the very end. All this preparation will arm you with lots to talk about with the ERO. But talk to them in unschooling terms not eduspeak. Why? Because this is the language you, as an unschooler, are familiar with. Again, resist the temptation to do things because you think that is what they want to hear and see. Remember the wording from the Exemption Application says you are not required to follow the National Curriculum Guidelines, but that they want to hear about “what you intend to cover” and “your curriculum vision”. The key is that you have a vision and are able to clearly

(Continued on page 27: ERO Review)



Worldviews in Focus

Were the Golden Years Really Golden? Is Life Better Now?

By Craig Smith

World views are not just one's presuppositions, the unconsciously and often unthinkingly held starting points of understanding of the world around us; world views also encompass one's perceptions. One that I've struck is the belief, based on little more than chronological snobbery, that we are better off today than 100-200 years ago, mostly because of our advanced technology. Someone said to me recently, “Back then there was war, poor medicine, poor sanitation, poor living standards, few options for women, less education and in general fewer options for everybody,” as if those were good enough reasons to ditch all thinking and ideas from the past. Naturally enough, committed to a set of documents 2000-4000 years old (the Bible), I am not the least bit inclined to agree!

Let's consider what this person said about the past:

“*Back then there was war*”. What have we had non-stop since WWII? Actually since WWI we've had several charming scenarios. The USSR systematically starved off millions of its own people. China did the same in the Cultural Revolution 20-30 years ago. Pol Pot, Stalin, Idi Amin, Emperor Bokassa and others have shown the world new depths of depravity. There seem to be constant civil wars in Africa: Ivory Coast, Liberia, Uganda, Mozambique, Namibia and the genocides in Rwanda and Sudan. Have we already forgotten the savagery of the Balkan states, in what used to be Yugoslavia? The Korean War, Viet Nam and this whole Afghanistan business from the day the Russians invaded way back in 1979 have all kept the arms manufacturers very happy. There has been more bloodshed in the past 100 years than there has been in all of the previous 2000 years.

“*Poor medicine*”. We have some pretty good technological advantages which, as they advance beyond the financial reach of the average person are either reserved for the wealthy alone or parceled out by some iniquitous state system. The technology has brought very significant ethical questions. These are now dealt with, not by grass-roots public debate or appeals to the eternal standards of the Bible, but by internationally appointed boards of ethics advisors who appear to be thorough-going secular humanists, highly antagonistic to any concept of a transcendent and unchanging God. In addition, the recent Terri Schiavo case demonstrated that convenience, not technology or ethics, now drives at least the United States' medical

establishment.

We have drug companies now who have convinced, I believe, a majority of doctors to push their drugs when they are not really needed. The entire psychology behind modern drugs is one of human intervention to work a “quick fix” on whatever is perceived to be the problem, in too many cases causing other problems of addiction and overdose and wrong prescriptions. Herbal and alternative medicines which endeavour to work with, rather than in spite of, the immuno-healing processes God designed within us, are scoffed at and ridiculed because they’ve generally not been scientifically tested. True, sin has corrupted our bodies’ self-healing mechanisms to where we can use some extra man-made help, but there is no way one can say the scenario today of doctors forsaking their Hippocratic oaths in order to join the lucrative baby slaughtering business is anything but poor medicine.... no it is abominable medicine, a mockery and a shame to the name “medicine.”

“*Poor sanitation*”. I think we’ve advanced pretty well here: although TB is on the rise, polio and even the black plague have made reappearances. What is AIDS except poor sexual sanitation or sexual hygiene, otherwise known as immorality? This points out that modern man wants to rely on modern technological advances more than on his own personal responsibility and discipline to cure his ills: he wants to be free to live as irresponsibly as he likes in the knowledge that others will pay to fix up his indiscretions. This is the humanist Gospel: salvation through the work of other people from temporal pain and suffering and from having to live with the consequences of sin coupled with freedom to practice any kind of consensual morality. The Christian Gospel is salvation through the work of Christ from eternal pain and suffering in hell and from the power of sin in this life, coupled with the freedom (that is, the ability) to practice Christ’s perfect morality.

“*Poor living standards*”. How is this being measured? Many would regard the nearly typical home educating family on one income, frequenting 2nd hand shops, using cloth nappies and driving less, staying out of debt, growing their own vegetables and forgoing many social and cultural attractions and entertainments to spend more time with the children as a poor living standard. Until excessive consumerism and envy are introduced to many societies, they voluntarily live in conditions we might be tempted to call “poor”.

“*Contentment with less*” used to characterise rural USA and NZ: right up until WWII I’d say in the USA and up until 1984 or thereabouts for NZ. Contentment cannot be termed poor living standards. Kiwis didn’t have much materially compared with the USA when I came here in 1973, but life sure was idyllic then.

“*Few options for women*”. My sister worked for Apple in Silcon valley. Then she moved to Canada and worked freelance as a PR specialist, then on contract for Hewlet Packard. She was here at Christmas and we introduced her to a woman we know who is an

(Continued on page 28: *Golden Years*)

Teaching Tips

Homeschoolers Need Grandparents

(And Grandparents Need Grandchildren)
by Linda Schrock Taylor



There must be thousands of families that would remove their children from public schools in order to homeschool them if the parents had a better support system within their extended family unit and especially if that support came from the grandparents of the children.

I hear from grandparents who fervently hope that their children decide to homeschool the grandchildren; grandparents who would love to be invited to be a part of the process.

I hear from young parents who wish that they could homeschool but feel that they cannot live on one paycheck. Many fear that they lack the skills to school their children, growing up as they have...themselves undereducated victims of the State school system.

Let us all help these two groups to communicate, cooperate and coordinate schedules in order to promote homeschooling in as many families as possible, as absolutely soon as possible. Grandparents will know how to handle schooling for they were educated in a different era — one that valued scholarship, quality and competence. Parents realize that they missed much in school as they often struggle to read, to spell, to write, to understand the confusion in today’s world. Parents want the best for their children; and who could possibly love those children and also want the very best for them as much as the parents? Why, the grandparents, of course! (Absolutely *not* the State!!)

Maybe this generation of grandparents has taken off to Florida, Arizona, Mexico...not so much for carefree retirements filled with bocce ball, card parties, shuffle board...but because they no longer feel needed or wanted in our modern family constellations. If so, it is time to reprioritize family values and call upon grandparents to assist in the homeschooling of children.

In the past, grandparents played integral roles in the rearing of children. The grandparents often lived with, or very near to, their children. The grandparents could tend, teach and love the grandchildren while they instilled values of the past and freed the parents to work, either on the family property or on the property of others. Continuity in family structure and beliefs could be maintained and nourished.

Consider a modern family that sees and understands

the dangers within the public schools but is unable to homeschool because of the shameful tax rates with which the State has burdened its people. Too many mothers cannot afford to be home with their children for they must work to support the government mission to steal from them (via taxation). The children go to babysitters, daycare centers and eventually into huge groups of children at public school facilities. None of these outcomes, brought about by excessive, unconstitutional government, is in the best interests of any child. The children end up in such placements either by financial default or because the State was successful in brainwashing their parents.

Consider an extended family that readjusts its value system so that every effort is made to keep the children within the safety of family dwellings. If grandparents are near, they can assist with the homeschooling, allowing the mother to work part time should the family need that extra income. If the mother does not need to work, the grandparents can still assist by taking children to music lessons, dance classes, museum trips, even a walk through an antique store to show the children the types of items that were once used in homes and in farming. The homeschooling parent can then work with the younger or the older children, giving them more direct attention.

Grandparents can certainly teach classes, especially in reading, spelling and history. Grandfathers can teach skills such as woodworking, vehicle repair, hunting. Grandmothers can teach homesteading skills like crocheting, gardening, canning and knitting. Such homeschools, organized to tap into all talents in the family, would be unsurpassed in their ability to wisely parent and broadly educate the next generation.

Should grandparents be absolutely unable to move near the grandchildren, then parents should seriously consider the drawbacks of this mobile society we have created and make the decision to move back home near the grandparents.

We did, and we have never regretted it. We love Colorado Springs; our son was born there; our jobs were interesting. However, by the time that David was one year old, we had come to the conclusion that not only did he need his grandparents, they needed him as well. We sold out, packed up and headed home to Michigan. We bought 22 acres with a 140-year-old farm cottage in need of repair, and together we turned it into a home that we dearly love.

My father invested time, teaching and love in David. Dad is gone now, but his commitment continues to pay dividends, and he passed his torch to the next generation. David is an expert mechanic on engines small and large, and he learned those skills from his grandfather. My mother taught school into her seventies and so was able to provide extras that often we could not afford since we tried to always have one parent home with David. Thus David had piano lessons, vacations to interesting places, hundreds of books to provide him with ever-wider experiences. David also developed from all of us one of the strongest work ethics that I have ever seen. Along with

his homeschooling, he works for businesses and individuals and serves his own small engine-repair customers. He began working at age 8 and has not slowed down since.

Absentee grandparents can still play an integral role in a homeschooling family. They can help to finance the education that the children are receiving at home. They can write long newsy letters each week and request that the grandchildren write lengthy letters back, thereby giving the children purposeful reading and writing practice so that the children develop better language skills. Grandparents can invite the children to visit them for long weeks in the summer and plan a multitude of educational experiences – trips, books read aloud in the evenings (instead of TV), oral stories of the grandparents' own childhoods and youth, helping to anchor the younger generations to their ancestors and past. Grandparents can coordinate vacations with their children and grandchildren so that all share experiences about which they can write and talk for months, even years to come.

We did just that in my family, and I will never forget the trips with the grandparents. No seatbelt laws then, so Dad, Grandma and my deaf brother Reed would sit up front. Grandpa, Mom, Scott and myself would sit in the back. Our trip to Washington DC was the most memorable, for my grandparents had always longed to see the capital of the nation but had never expected that they would get there. Their enthusiasm heightened our own perceptions of each monument, of each experience, of the trip as a whole. When I recently flew to DC and the plane came in over the monuments, my thoughts were back with Grandma and Grandpa and the delight they found in having their dream come true. That was also the trip during which we all learned to sing in harmony – except Reed, unfortunately. We sang our way through Michigan, Ohio, Pennsylvania and New York. Grandpa sang tenor, Grandma sang contralto, and the rest of us did the best that we could with Grandpa coaching us on pitch and harmony, having us plug our ears so we could better sing our own part without being drawn to join a stronger voice. We had more fun than most kids could ever imagine and the hills rang with old hymns and old popular music. It is no wonder that my favorite pub is The Golden Bee in Colorado Springs where everyone sings those old songs as the piano player plays.

All children need grandparents who are involved in their lives. All children would do better in school and in life if they were homeschooled well by committed family groupings – groups that would also serve to reduce stress. (Yes, it is easy to become stressed by the awesome responsibility of homeschooling on your own.)

What makes more sense than to encourage all three generations to participate in the raising up and educating of our nations' children who so badly need to be removed from ineffective, counter-productive, even dangerous State schools? I cannot think of anything more important.

*(Continued on page 28: **Grandparents**)*

CHomeS Roundup



Home Ed in Brazil

Julio Severo has written a fascinating article on the public school system in Brazil. It is about 26 pages long — too long for *Keystone* — but worth taking a look at. It is entitled: *The Mark of the Beast: Tomorrow's Education* and can be accessed at: www.lastdayswatchman.blogspot.com or www.christianliteratureandliving.com/oct2004/godseducation1.html

Excellent Websites to Visit

www.visionforum.com

www.visionforumministries.org

For excellent books and articles and fun toys.

www.ladiesagainstfeminism.com

As a homeschooling mother, have you ever wished for a Titus 2 woman in your life? Visit this website in the absence of such an influence. The articles on here are updated regularly and are encouraging and inspiring for homeschooling stay-at-home mums.

www.triviumpursuit.com

www.christianlogic.com

These websites are from the Bluedorns. See some of their books advertised on page 14.

www.exodusmandate.org

www.getthekidsout.org

www.eiaonline.com

www.nace-cee.org/ceehome.htm

www.honestedu.org/index.php

All of these five websites are warning parents about the dangers of government schools.

www.familyintegrity.org.nz

There are groups in New Zealand trying to ban spanking. This website is dedicated to fighting those groups and preserving the integrity of the family.

www.civil-unions.org

This website was set up to fight the Civil Unions Bill which did eventually pass into law. It contains an excellent directory of the MPs to enable you to write to them on matters of importance.

www.dianawaring.com

We all love Diana Waring and her History Alive! materials. We got the following jokes from her website.

Hilarious Humour

Two boll weevils grew up in South Carolina. One went to Hollywood and became a famous actor. The other stayed behind in the cotton fields and never amounted

to much. The second one, naturally, became known as the lesser of two weevils.

A neutron goes into a restaurant and asks the waiter, "How much for a meal?" The waiter replies, "For you, no charge."

Reasons To Homeschool

As winter approaches, here is a great list of reasons to be homeschooling during this season of the year. Gather your children around and see if you can come up with any others!

- Winter is a good time of the year to make forts in the lounge with the furniture and blankets. It is a lot of fun to do studies in make believe castles and fortresses.
- Winter is a great time of year to snuggle with a good book in front of the fire.
- You can leave your bed socks on...all day!
- You can carry around a hot water bottle or a wheatie sack when you are cold.
- You can drink hot chocolate whenever you want. And you can even have marshmallows with your drink and sprinkle on some cinnamon!
- You can bake chocolate chip biscuits for morning tea break!
- You don't have to walk to and from school in the bitter cold wind, the freezing rain, the dirty, mushy snow, the beating hail or any other weather you might not like!
- You can sit right in front of the fire or heater when you study. Or you can sit in bed to study—even with the electric blanket on.
- And you can cover up with as many blankets as you like.
- You can have something hot for lunch such as a good, hearty soup rather than cut sandwiches.
- When children are at school, often the time spent with them by their parents is when they are tired and cranky. But when the children are home educated parents are able to spend time with the children when they are rested and chipper. This is even more true in winter when the days are shorter.
- You can avoid having to struggle to get children out of bed when it is cold out. You can all sleep in. Or all jump into bed together to get some reading or sharing time done while the world (or the house) warms up a bit.
- You can learn together about the changing of the seasons through observing it naturally by playing, working or simply being outdoors.
- You can enjoy the home smells of pumpkin soup simmering, corned beef boiling or of meat slowly roasting all day.
- With less outside commitments your family can enjoy a more relaxed, less hectic lifestyle. You can plan some activities together. You can enjoy each other's company. You can get out those old pack of card or board games. Enjoy an impromptu picnic in the lounge when it is raining outside.
- You can participate in winter sports...all day...all week...all season...or whenever you like. You can

hit the slopes when everyone else is in school!

- You can do your summer reading in winter! By the fire!
- Scheduling can be flexible, allowing travel during winter's less expensive and less crowded off-peak times. This can allow for more travel than otherwise, which is a wonderful learning experience.

And in case you think we are making these reasons up, here is a letter we just received from home educators who are making the most of this season!

It's absolutely pouring down (and has been for the last 24 hours really — thunder and lightning a lot of last night and this morning) here in the sunny Bay of Plenty, roads are closed, shopping malls and houses are flooded, roads round the region are closed due to slips and what are the Blairs doing? Are we studiously sitting round the table doing our sums and checking our spelling? No! All four children are running round the section skidding down the slopes on the lawn, dive bombing the big puddles (some mid-thigh depth for the 5yo), having water fights with the various receptacles around the place that have filled with water, jumping on the tramp and having a whale of a time!!

I've got the fire roaring, blankets on the couch, the next episode of the Little House series in the DVD player, hot chocolates with marshmallows ready and last night's leftover chocolate lamington muffins we made for pudding waiting for when they come in. The children are having a ball.

I love homeschooling!

~ Debbie Blair

*(Continued from page 10: **Brakes**)*

own children concerning their schooling.

Our people need a vision of all Christian children in Christian schools and homeschooling. Without that vision, more will perish. Satan has no brakes. He wants more Columbines. Please pray, ponder, and if appropriate, contact us. We need more workers in this vineyard for the children's exodus.

Slightly edited from original published in Current Thoughts & Trends (July 1999) by The Navigators.

Marshall Fritz is the founder of the Alliance for the Separation of School & State, and Rev Moore founded the Exodus Mandate (formerly Exodus 2000). Reprinted with permission.

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another psychology paper with The Open Polytechnic. I also took Human Development and Religious Studies (history of Christianity, Judaism and Islam) with Massey.

That was two years ago. I have now completed ten extramural papers and have a B- average. As the scripture says, "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him, and he will direct your paths." (Proverbs

3:5-6, NIV)

David Wylie, 20, was born and raised in Wanganui. He and his brother Mark have never been to school. David is currently living at the Baptist Youth Hostel in Palmerston North while completing his Bachelor of Arts degree.

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The younger two have no lesson time at all and will not until they are 10. The older two have 6 hours a week lesson time and a good chunk of that is field trips and pointed discussion/observation. So tell me again why kids need to do 6 hours per day in school?

My kids will sit no school qualifications at all. We have no intention of gaining any New Zealand school qualifications for them. Once they are old enough, 16, we will enroll them in 1 or 2 tertiary distance courses in the fields of their choice. Then we will help them go to the University of their choice, who will snap them up and throw scholarships at them because they were home educated.

I like my kids more now they are not under the pressure of school. They are different kids who are nicer to be around, more outgoing, more confident and who now love learning. They are always asking to go to the library, for more paper to write spontaneous research projects on, for equipment to conduct experiments.

I would never consider school in any form ever again. If I decided to do a job that precluded me from being with them during the day, then I would hire a tutor and have them do what I do with them.

Parents must be allowed to decide what the best education method/environment is for their children because parents know their children. Parents see and must live with the consequences of the wrong educational decisions for their children. Parents care more about their children and their children's future than the State does. Parents must have choice and they must have freedom to make choices about the education of their children; only those parents who fail their children should face State intervention.

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articulate this to the ERO, whatever it may be.

Explain to them all the wonderful things your children have been learning. You don't have to show them heaps of things. It is not learning outcomes that they are reviewing but how your children have been "taught as regularly and as well as in a registered school." So be very clear on your philosophy and how to explain it to the ERO. If necessary write some quotes or phrases that you want to get across to the ERO on paper to prompt you when talking to the ERO. The review should mostly consist of you talking with the ERO and not the ERO talking to your children.

When we had our last review, we prepared a huge mind map in just the way described above. When the Reviewer arrived for our review (in a church hall), I

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straight away told him that Jeremiah at 10 1/2 was not reading, writing or doing any formal maths. Further, I said I had not started to do these things when we knew this ERO review was coming up. Yes, Jeremiah knew how to read; it's just that he found it such a laborious task that he wasn't doing it, nor were we forcing him. He knew how to draw the letters and string them phonetically into words, but since that too was nearly impossible for him to do for more than 60 seconds at a stretch, we were not insisting that he do any. And yes, he was doing arithmetical work in practical ways all the time, but pencil and paper activities with him were out of the question. We then talked about our philosophy, our assessment of Jeremiah's capabilities and developmental delays and why he wasn't doing these things and how we planned to tackle them in the future and what we were doing to sort of compensate in the meantime....and we passed the review with flying colours. The Reviewer's (correct) evaluation of our situation was that we had the matter in hand and were working with Jeremiah's personal and unique characteristics to maximize his potential. (By the way, today at age 13, Jeremiah is an avid reader of normal print-sized chapter books, staying up late at nights to finish off the next chapter! His handwriting is looking better than average, he is happy to write thank-you letters to relations and remonstrances to politicians and requests for information to companies, making expert use of computer spell-checkers and email.)

We are in a pioneering time still in some areas of home education. Training the MOE and ERO on unschooling is one of these areas. This may always be a pioneering area because the MOE and ERO officers keep changing, necessitating that we train up the new batch. Although awkward, the main time for doing this training is when applying for an exemption or during a live ERO Review.

Always check to make sure that they find your home educating "as regular and as well as in a registered school" before they leave. Ask that before you show your mind map so you can pull it out as extra, compelling evidence in a form of "eduspeak" the reviewer may be more personally comfortable with. (Of course, if the review is already going really well, you may not have to show the mind map at all.) This mind map and the preparation it represents plus all your other preparation for the Review should ensure it goes really well. 95% of reviews are really positive experiences for all concerned. Again, the key is being prepared, knowing what you're about and explaining and demonstrating this during a review in such a way that you simply drip with confidence, competence and enthusiasm.

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accomplished musician and academic, who is now a kidney specialist. Both are around 40. One is married with two children, one is single. One is a Christian, one is not. They sat there and talked to each other, oblivious of us sitting around listening in with rapt attention, about how becoming successful in the corporate/professional world forced them to give up many of their feminine traits and become increasingly

masculine. They both hated it, but saw it as the price to pay for "success". The married one wants to home school and be a mother, but can't get off the treadmill. My two daughters, 25 and 18, have just left the workforce and their regular incomes to stay home and help their parents and siblings and prepare for what they want and what the vast majority of women want: to be married to a husband of her own and raise a family and manage a household from which emanate all manner of ministry / volunteer / community works. This appears to be the area of concentration of all you incredibly wise and lovely home education mums reading this. Why? Because these traditional roles open up far more options and freedom than vying with men in the regular, systematic, predictable and just plain boring work-a-day world of paid employment. Most jobs are just plain routine and boring. Men seem to like that kind of thing. You mums have discovered a goldmine of opportunities and possibilities in the home education lifestyle, and I know many of you wouldn't give it up for anything. This idea that today offers more options for women is a hollow promise: it's like taking me, a non-smoker, into a London tobacco shop.....I've never seen such a selection! Yet it is all totally useless and irrelevant to me.

"*Less education*". Give me a break! Most of us home educate because we want our children to have an education. The public schools, funded by our millions of tax dollars and the blood, sweat and tears of many teachers, produce an adult population of which 46% are functionally illiterate. Read it for yourself on the Ministry of Social Development's own website at <http://tinyurl.com/462ow>.

Home education is all about getting a real education based wholly on the wisdom of God, not the curriculum of politicians, in the real world of the home, the community, the workplace and the marketplace. Folks 50-100 years ago virtually all learned a trade. That is, they become practical and useful to themselves and to the community. Walking around with any numbers of degrees doesn't make you useful at all.... hopefully you can become of some practical use. The premium many of us in today's society put on academic qualifications can at times tend to be little more than intellectual snobbery. It is still the farmers and tradesmen and technicians....those working with their hands....who carry this place. Our perception of how good or bad "our times" are should be based wholly on the wisdom of God rather than pragmatism, the curriculum of politicians or the degree programs of academics.

(Continued from page 25: *Grandparents*)

Parents! Call your parents and invite them to share in the homeschooling of their grandchildren. You will probably be surprised at the eagerness with which your invitation is accepted.

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