



# Keystone

The Journal of Christian Home Schoolers of NZ

Vol. I No. 2

May/June 1995

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

## Supervisory Allowances

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## Should Home Schoolers Review Themselves?

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## Home Schoolers At Risk.

This is the expressed concern of the Government's Select Committee. The Real Question is, at risk from whom? Page 22

## Say "Yes" to Your Family

By Philip H. Lancaster

One of the results of industrialization has been that men find their emotional focus outside of the home. Having left the family farm and home shop for the factory and office, men in westernized societies have entered a new social environment that demands the larger part of their time and attention on a typical day. They never made a conscious decision to pay less attention to their families, but this has been the natural byproduct of the social shift away from the home that has occurred.

There is a basic law of life that people become emotionally attached to those with whom they spend much time. Perhaps it is true that "absence makes the heart grow fonder" if the absence is the occasional exception to a pattern of togetherness; but when people are separated on a daily basis absence may make the heart grow cold. This is what has happened to too many fathers in contemporary homes.

God has made men to be doers, to set goals and accomplish tasks (the Bible calls it "taking dominion," Gen. 1:26, 28). They are by nature less likely than their wives to develop deep emotional bonds within the family unit. Being more task-oriented than relationship-oriented most men find it all too easy to neglect those to whom they are most intimately connected by blood and obligation. This tendency is exaggerated when the husband leaves his family daily for a whole new world of work and accomplishment. (Continued page 30)

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## Keystone

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**Keystone** is the journal of Christian Home Schoolers of NZ Inc., (CHomeS), a Charitable Trust established to promote the concept of home education through a regular journal, conferences, literature, research projects, speakers, press releases, letters to editors, articles to other publications and by lobbying government officials.

**Keystone** is intended to inform, challenge, encourage and inspire. The trustees of CHomeS believe that the Christian faith is being undervalued. Christianity is fully able to present a world view that is intelligent, coherent, consistent and complete. Committed to scholarship, the free exchange of ideas and the need to stimulate reasonable debate, **Keystone** may publish articles that will not necessarily reflect the views or beliefs of the Trustees. Original articles and letters are welcomed as are good quality material from other publications providing full acknowledgement is given and copyright respected.

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# Editorial



Thanks so much for your kind words, encouragement and subscriptions in response to the first issue of the new look **Keystone**. Because of some very generous support from our advertisers, we are able to get this second issue out to almost 850 home schooling families so you can see what it is going to be like. But this is the last one that can be sent under that arrangement. If you want to continue receiving **Keystone**, you will need to subscribe. (See page 7 for details.)

I apologise for not having some of the features in this issue I promised in the last issue, but to accurately cover the urgent developments from the Parliamentary Report of the Education and Science Select Committee, some articles had to be dropped and still eight pages had to be added!

At this point perhaps you should read the excerpts from the Report and the interview with the Committee's Chairman on pages 22 - 27, so that the following comments will make sense. The Picot Report of 10 May 1988 said, "7.7.4 Each successive Education Act since 1877 has included the RIGHT of citizens to educate their own children..." It went on to suggest home schoolers be given access to the Correspondence School and be paid the same allowance received by Correspondence School families. The Ed. Act today simply states that an Exemption Certificate may be given by the MOE "if satisfied that the person will be taught at least as regularly and well as in a registered school." The key words, "satisfied", "regularly" and "well" are not defined anywhere. The Committee's recommendations (page 23) may be an attempt to define "satisfied" and "well" in terms of the National Curriculum Guidelines. While these NCG's may seem perfectly all right to Christian Home Schoolers AT PRESENT, if we accept the premise that the Government can impose curriculum guidelines upon us, it allows future governments to "fine tune" those "guidelines" and so force us to teach things we would never willingly choose to teach. Resist the NCG's! Another recommendation hopes we have become dependent on the Supervisory Allowance so they can use it to herd us into the NCG fold. Resist this move. Turn to the Action Station (page 32) and write as suggested, please, to preserve our home schooling freedoms.

# Letters



## Travelling Keystone

Please find enclosed a cheque for our subscription to Keystone. I apologise for not using the original form, but I have sent the newsletter to a new home schooling friend in the North Island. I thought she may want to subscribe herself! Keystone was sent to me from a friend in South Canterbury! Thank you for the encouragement and the very appropriate articles in the newsletter. All the articles are well worth reading. And I appreciate the fact that it will keep me in touch with the NZ scene for home schoolers. My mother who is slightly hesitant about me home schooling, read some of the articles and was very interested in some points. So thanks for help in that area too!!

God's blessing on you and your family, and those involved with putting Keystone together.

Sandra Faleatua  
Dunedin

## Self Policing?

We are very pleased and encouraged to receive the latest "Keystone". I believe a magazine, such as "Keystone", is very relevant and needed for homeschooling families in New Zealand. We will gladly subscribe for the next 2 years.

This is our fourth year of schooling our four children at home, ages 8-15 years. The past 3 1/2 years have been the hardest, most enjoyable, rewarding, encouraging, and most stressful years of our lives! And I must say, it is well worth all the effort.

I do have a query for you to ponder. As the E.R.O. no longer visit homeschooling families, is there some way of "policing" ourselves as homeschoolers? More for a setting of a high standard, than to prove we can actually teach our own children. Do we really need to protect our reputation? Your thoughts on this would be appreciated. Yours in Christ.

Marcus & Jan Foster  
Tokoroa.

(Peter Butler & I endeavour to address this issue under "Tough Questions", page 18.--Ed.)

## Writing with Discretion

I read with interest the correspondence between you and Dave Winefield, National Secretary of New Zealand Principals' Federation,

in the first issue of "Keystone".

I couldn't help feeling Dave Winefield had a point, when he made the comment, "I would hope that a body of "Christian" Home Schoolers would be able to look on many of these failings with a great deal more charity than appears to be the case presently."

I think that emotive comments like, "...sending them (our children) to the public schools is beginning, very sadly, to resemble deliberate child abuse," are unhelpful. In the view of home educators this comment is indeed true, but it is unhelpful when this same comment is directed towards a person like Dave Winefield.

It obviously does nothing to help him view home educators in a positive light, and probably does more to enhance a negative view of home education and home educators.

I think CHomeS could best serve the interests of home educators by actively and unashamedly promoting the obvious benefits of home education, in whatever quarters it deems appropriate.

CHomeS is doing a great job and might even be able to do an even better job by resisting the temptation to openly criticise the failings of our public education system, to the face of people like Dave Winefield. After all home educators aren't perfect either and don't need to be criticised by people who have not committed themselves to assisting them to overcome their failings.

Education officials and home educators alike, know the failing of our public education system. Let's not waste any time criticising public education, to the face of officials who are committed to upholding this system. Instead let's direct our time and energy to promoting the benefits of home education, and where appropriate encourage these officials in the areas where they are benefitting home education.

Brent Curtis  
Auckland

## Encouraged & Challenged

Congratulations on your first Keystone. We have been encouraged, challenged and pleased by the contents. Please find enclosed a subscription for this year.

Thankyou for all the hard work you have put into Keystone.

Gary & Barbara Bisley  
Napier

## We appreciate it!

We were very pleased to receive the first issue of the new look "Keystone" and are delighted to support it by taking out a 2 year subscription. Thank-you for all the initiative you've put into this venture on behalf of New Zealand Christian Homeschoolers. We appreciate it! We also look forward to being able to contribute in some way in the future.

John & Christine Windsor  
Mt Albert

## No Evanjellyfish Here!

A fellow home schooler gave us a copy of your Keystone newsletter. Please find enclosed our cheque to cover the 2 year subscription.

My wife Anna home schools our eldest, Todd, 5yrs. We also have twins, Jay & Luke 3 1/2 years. Todd is doing Carey college's correspondence programme.

I was interested to read your column "Theologically Speaking", a concise & forthright view of fundamentalism, also mentioning New Evangelicalism. It wasn't until I saw the context of the column's purpose in the index that I understood its intention. I do trust that you will cover in forthcoming issues the current definition and history of the New Evangelical movement also. The intention & attitude of evangelicalism is no longer where you left off.

Perhaps evangelicalism today is best seen in Billy Graham crusades and the like. (I'm speaking of a movement in general--not of all or everyone claiming to be evangelical.) Billy Graham thinks sodomites are born that way & it is a genetic programming. He rejects the doctrine of original sin and justification by faith ALONE. He has very strong ties to Roman Catholicism & enjoys "the Mass". In the Jan '95 issue of The Baptist Challenge, Billy Graham said, "I used to believe that pagans in far off countries were lost, were going to hell, if they did not have the Gospel of Jesus Christ preached to them." He went on to say that perhaps they could reach God through nature, etc.

Dr Harold J Ockenga who was the leader of the New Evangelical movement when it began stated that there need be no dichotomy between the personal gospel and the social gospel. With that as an indicator we see now the fruit of the movement, in that it is now back to where the fundamentalists originally parted company with liberals. Ecumenism, liberalism and an emphasis on social reforms and dialogue are the order of the day.

I for one am not ashamed to be called a fundamentalist (can't you tell?) Who cares what the news media make us out to be. But back to home schooling. Our humanistic thinkers, governments and atheistic leaders are all fundamentalists for their own cause--no compromise in their ranks, no dialogue with others, no "tolerance". No, sir, they are 100% sold out to destroy Christianity, Christians, the Biblical home and homeschoolers. No evanjellyfish here. Should we be anything less than fundamentalists for our Lord?

R & A McLean  
Stratford

## We Aren't Nuts

I would like to subscribe to Keystone. I found it very interesting and supportive, makes me feel I am not insane after all.

Barbara Moore  
Havelock North

## Christians and the State

Thanks for the newlook newsletter. Great stuff! As to the question about Christians staying in the State school...I think it depends a lot on the child. If the child is a strong, sincere Christian, who sees him or herself as salt and light in a dark and tasteless place, then by all means, they should be there. But if the child is easily swayed by peer pressure, quick to bend with pressure and not really committed to Jesus, they should stay away, otherwise they will be molded and squeezed into the shape of the "world."

I see no harm in accepting Supervisory Allowances, provided the State leaves me to teach the way I want to, under Biblical guidelines. But if the S.A. came with strings attached which interfered with my work, I wouldn't touch them.

Richard Gunther  
Timaru

## Preparing for Eternity

Thank you so much for your ministry to home schoolers through CHomeS and now also through Keystone.

Your feature article, "Christian Home Schoolers at the Cutting Edge" was excellent! We both agree that the family is the training ground for bringing up Godly children. Sadly, many parents seem to have abandoned home and family to pursue other interests. However in recent years, God has been moving amongst His

people which has resulted in a remarkable increase of parents choosing to educate their children at home. We believe that by keeping our children at home, that we are able to impart Godliness both by example and instruction.

We have a long term vision for our children.

It goes beyond preparing them for adulthood. We feel that we are preparing them for eternity! If we were to send our children to worldly institutions for their education, then we would be placing them in a position where they would become vulnerable to influences that could jeopardize their eternal destiny.

There are many other effective ways to reach the children in the state schools. Bible in schools, Campus Life, after school clubs are just a few of the many ways that the gospel is being spread amongst these children. It seems far more appropriate for mature Christian adults to be a witness for Jesus amongst those children.

Keep up the good work, Craig.

Brent & Delwyn McAlister  
Greymouth

## More Informed

Thanks so much for this publication and all of the accompanying information. I've been longing to be more informed and to know what's available out there. You're a blessing.

Chris & Janice Wills  
Wairoa

## Common Criticism

Enclosed is \$20 as our subscription to Keystone--we thoroughly enjoyed the latest & pray that God will bless you as you seek to serve the Christian Homeschoolers in NZ. We especially were encouraged by the article "Tough Questions-- Shouldn't Our Children Be Salt & Light in the Public Schools" as this is a common criticism of home schools.

Brent & Kathy Searle  
Nelson

## Thought Provoking

We have enjoyed reading the new Keystone newsletter. You have a wonderful way of writing--thought provoking & challenging and in such a manner it is inobvious. May God really bless you in this area of your life for it is a wonderful skill you have. Thanks for the information contained in Keystone too!

Brenda Evans  
Tokomaru



# Home Schoolers Did It!

**Dr Leonard Cockayne, F.R.S.** (1855-1934), a founder of NZ science, our greatest botanist, and a scientist who in his day had a world ranking. Cockayne was born in England but after arriving in New Zealand in 1881, except for visits to our Subantarctic Islands, never again travelled overseas. He qualifies as a dinkum Kiwi and all his achievements in science were accomplished in New Zealand. He never graduated from a university but did take some fragmentary courses. His early education was primarily from a governess at his home near Sheffield in Yorkshire. His doctorate was an honorary degree from the University of Munich and was awarded for his contributions to botanical science. Similarly his Fellowship of the Royal Society of London (F.R.S.) was based on his achievements, not on his formal academic training.<sup>1</sup>

During Cockayne's formative years as a member of William and Mary Cockayne's family of five sons and two daughters "it must be pointed out emphatically that the little boy was dependent on his own resources, for he had hardly a playmate.

His brothers and sisters, too, were far older than he, the eldest being 25 or upwards and his father was in his middle fifties".

Cockayne emphasized his dislike for school, "even yet, at an advanced age, almost the worst dreams he suffers from are those where he is once more a boy at boarding school." Cockayne was "inoculated with the first germs of learning" at the hands of a governess, and when the discipline of arithmetic was suggested "tears and loud expostulations came to his aid and Miss Law, the housekeeper rushed into the room, rescued him from the indignity of addition and subtraction, and conveyed him to a well filled pantry where he was regaled on home-made Queen's cakes and other delicacies acceptable to his rather catholic appetite...In his home were many books and the family were book-lovers. Reading aloud was a frequent pastime by members of the family...so from an early age he was in an atmosphere of literature, including poetry, the dramas, travels and the works of the

great Victorian novelists."<sup>2</sup>

Cockayne disliked his schooling intensely. His rather fragmentary education was along classical lines, but he was to some extent self-taught, and it is clear his older sisters and brothers contributed to his education. His book, "New Zealand Plants and Their Story", first published in 1910, became possibly one of the most important books in New Zealand biological literature. A.D. Thomson's Paper on Cockayne lists 44 Honours, Awards and Appointments confirming his pre-eminence in New Zealand plant science.

Notes:

1. From a paper by A.D. Thomson, Botany Division, DSIR, Christchurch, 17 Oct 1991.
2. Portions within quotes are from Cockayne's own autobiographical notes.

All of us readers of **Keystone** would love to hear of your home schooling accomplishments and achievements, no matter what field they are in. (Just drop me the shortest of notes, and I would be happy to ring to get the details from you for inclusion in this column.--C.Smith, Ed.)

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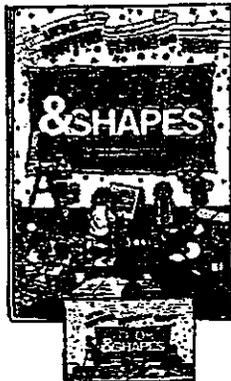
A musical explanation of basic mathematical concepts that encourages problem solving and tests memorisation of maths facts.

**MULTIPLICATION** An upbeat contemporary tune "Rappin With The Facts" helps children memorise multiplication facts through to the twelve times tables. Includes a 24 page book filled with worksheets, time tests, and fun problem solving challenges! Children will learn their multiplication facts with the answers given on Side 1 of the tape. Side 2 gives the facts without the answers so children can practice their skills. A fun way to present times tables to 8 to 13 year olds.

**ADDITION** This lively contemporary music tape helps children memorise addition facts up to sums of 18. Includes a 24 page book filled with worksheets, time tests, and fun problem solving challenges! Children 5 to 12 years of age will enjoy learning their addition facts on Side 1 of the tape. Side 2 has the sums without the answers given so children can practice their skills. The book adds another dimension in reinforcing their skills.

**SUBTRACTION** Space is the theme as students blast off to learn subtraction facts up to sums of 18. Includes a 24 page book filled with worksheets, time tests, and fun problem solving challenges! The audiocassette tape has the answers to sums on Side 1. Side 2 has the sums without the answers given so children can practice their skills. A great way for children aged 5 to 12 to learn their subtraction facts.

**DIVISION** Dinosaurs add interest as students aged 8 to 13 learn their division facts. Side 1 teaches the concept of division while Side 2 drills division as it relates to multiplication. The tape includes review of multiplication facts. The 24 page book is filled with worksheets, time tests, and fun problem solving challenges!



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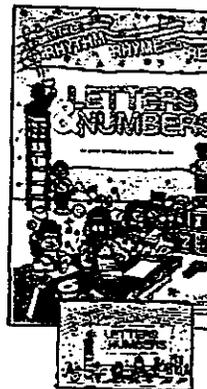
**COLOURS AND SHAPES** Teach children colour names and basic shapes through a variety of original and familiar sing-along songs. This tape and book set includes a 45 minute audiocassette tape full of songs and a 24 page activity book filled with art projects, lesson plans and sheet music. A fun way for children 2 to 6 years of age to learn their colours and shapes.

**LETTERS AND NUMBERS** Vivid sound effects and easy to sing melodies teach children letter names and numerical sequences. This tape and book set includes a 45 minute audiocassette tape and a 24 page activity book filled with sheet music, lesson plans and art projects. A great set for children aged 2 to 6 years of age.

### RAVE REVIEWS!

"Each cassette (Rap with the Facts) helps children to master their maths facts by setting them to rap music. The rapping is light, cheery, and clearly enunciated rather than the driving, pounding style we usually associate with rap." Cathy Duffy - Publisher - "Christian Home Educator's Manuals" U.S.A.

"The simple lyrics and familiar tunes will have your child singing along. This will help your child learn their letters and number by name long before they recognize them by sight. (Letters and Numbers)". (Colours and Shapes) has something for both parent and child!" Parent Council, LTD. U.S.A. January 1994.



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Physical education is often more pleasurable to home schooled students because they are not confined to the track field and gym, and because they do not have to endure the competitive atmosphere of a school locker room. Public showers combined with peer ridicule have probably done more to damage an adolescent's body image than anything else.

Spiritual Depth and Appreciation It is true that most who home school do so because of religious convictions. This is also what gives home schoolers their power and effectiveness. The Bible clearly acknowledges that "the fear of the Lord is the beginning of wisdom" (Proverbs 9:10). And this "fear of the Lord" only comes when priority is placed on the teaching of the Word of God. Back in the sixteenth century the great reformer Martin Luther made this astute prediction:

"I am much afraid that schools will prove to be the great gates of hell unless they diligently labour in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt."<sup>5</sup>

(As a home schooler) you can select what your child is being taught spiritually. If your child is in a conventional parochial school, he will be taught the doctrines of the church which sponsors that school. If you are not affiliated with that denomination, you must settle for whatever they teach. Home educators can tailor their spiritual instruction to conform to their beliefs and convictions.

Spiritual growth to a much greater degree becomes a family experience. Children learn primarily by example, emulating the spiritual model of those around them. If they are with their peers, they will emulate them; if with parents, they will emulate them. When a child can read the Bible with Mom and Dad, pray together, share joys, and deal with problems together, this creates a unique spiritual bonding that is dynamic and inexplicable. Best of all, it creates a spiritual depth and appreciation second to none.

#### Notes

1. Raymond S. Moore, "Research and

Common Sense: Therapies for our Homes and Schools," Teachers College Record, 84, No. 2 (Winter 1982), p. 365.

2. John Holt, Teach Your Own (New York: Delacorte Press, 1981), pp. 51-53.

3. "Home Schooling: Up from the Underground," Reason Magazine, April 1983, p. 25.

4. "The School at Home," Moody Monthly, March 1984, pp. 18, 19.

5. "Why Parents Should Enroll their Children in a Christian School," Christian School Comment, 15, No. 6.

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## A Review of the Education and Science Committee's Recommendations

by Craig Smith

(First be sure to read the Committee's Report on page 22.)

#1 This is what the MOE is supposedly already doing through the eight-page exemption application form. The Act does not require home schoolers to follow any particular course.

#2 This is just what used to be done from the day the ERO was created. It stopped the reviews due to lack of resources and manpower. Where will they get the extra resources and manpower to re-introduce reviews and to conduct more thorough investigations implied in #1?

#3 I would suggest this is a meaningless requirement. We have to show that our children are "at least" at the same level as state educated children. Read the papers for a week and you will find stories of academic as well as social and moral failures among children in state schools. Just producing these clippings should suffice to fulfill this recommendation.

#4 This one is new. It is totally iniquitous and impractical. Will those home schoolers who do not accept the Supervisory Allowance be sent a bill? The intention is clearly to intimidate those who have become psychologically and/or financially dependant upon the SA to agree to follow the National Curriculum Guidelines. As home schooling grows the ERO will be less able to conduct reviews for the same reasons they cannot conduct them now: no time, no money.

# Over a Cuppa

## Teaching Other Peoples' Children: Part I



By Craig Smith

Ian & Wendy Wilson and their only son Samuel, 9, (Names have been changed to protect privacy) home school in the Auckland area. Ian is a tradesman and Wendy is a trained teacher. She saw what could be done with children when you had time for individual attention in a country school where she had only 12 children and taught those same 12 for four years. Then she taught in a city school class room with 35 children. She saw the bright children stunted in their potential. She saw the average and slower children wilt for lack of individual attention because you can only do so much and sometimes even less when there is a disruptive child or two in the class. It was at this point that Wendy decided she would never want to put her own child into such a system.

So when she began home schooling Samuel, they were the only ones doing so in their part of town.

Then Freddie, two years younger than Samuel, was brought around. Could Wendy help him out? He had been at school a whole year and he still could not even form the letters of the alphabet, and now his behaviour was deteriorating. OK, she agreed, but for only four mornings a week.

Later on another parent came along, whose marriage had broken up. She brought Conner who was exceptionally bright, and the same age as Freddie. During his second year at school Conner seemed only to be going backwards, and his behaviour was getting really bad. Wendy directed them elsewhere. But they came back, with tears in their eyes, please teach my son! Righty-o, we'll give it a try.

It was on a Sunday night, three weeks before the Christmas holidays when their guard was down, when another set of parents, the husband being a workmate of Ian's, rang up about their 13-year-old daughter! She was becoming unruly and rebellious. And she wasn't learning anything. Both parents worked full time. Surely a girl of this age would not want to be in the same class as three tearaway boys half her age? Nevertheless, Kathy joined the Wilson home

school for the three weeks to the end of the year.

Fortunately Samuel was able to work fairly independently. Freddie required independent attention. Conner went from being incompetent in most subjects to being a full year ahead in maths after only 6 months. The challenge was to keep enough work in front of him, he chewed through it at such a pace. Kathy had developed the habit of just stumbling along when she didn't understand anything and would never ask for help. It turned out that she was well behind Samuel. Conner soon passed her. She was probably only behind Freddie in reading except that he was more aware of when he needed help. After eight years in school, she was six years behind! She had epilepsy which meant she wasn't with it some times, but would tune in later on. Even so, after two weeks in the Wilson's home school she herself declared she had learned more in those eight days that during a whole year at school. Her parents couldn't believe the 180 degree turn-around in her attitude since she was now even cooking meals at home for when her parents returned from work. And she liked the home school situation, even though she was being taught, for the most part, the same things as the boys. At this stage the parents asked if Kathy could join the Wilson home school again next year. "OK, we'll see what we can do."

It was only meant to be four mornings a week. Wendy made it clear that the children's education was ultimately the parents' responsibility, not hers. She also explained her philosophy that education is life and that she was only helping out in the formal academic area. However, Wendy was taking Samuel to Music sessions and to the library on Mondays, Art on Tuesdays and Gymnastics on Thursdays, so the others came along as well. Wendy and Samuel really tried to keep Wednesday afternoons and Fridays just for themselves.

The competition, especially from Conner, was pushing the others along. They would all sit for the same reading/ discussion sessions in Bible, history, science or whatever and then turn around to their desks for individual work. But Conner turned out to be a hyperactive smart alec. He would taunt and tease the others because they weren't as smart as he. Now if Samuel cut up, Wendy could deal with him fairly smartly and effectively, being her own son. However, with other peoples' children you have to take a different tack, especially when these other people

do not share the same faith or value system as was the case here. Wendy finally mentioned it to Conner's mum...in fact, she put the ball into her court. It appeared that Samuel had been complaining that if he behaved like Conner did, he'd get the strap. Conner's mum subsequently announced, without explanation, that she had come for Conner's books. She thanked Wendy for all she had done and then left. They haven't been back.

Wendy does charge a daily rate, but it is less than the rate she has to pay the housekeeper to come in to do the chores she cannot get around to herself. Being a trained teacher has not been an advantage as far as she can tell. She does not want to change her home into a school, although they did have to build the desks, get a white board and make sure they started at the same time each morning. She of course doesn't have the same amount of time to give exclusively to Samuel. He liked it when she did, especially because he could get his Mum to read to him, rather than him reading. He could get her to help him compose sentences rather than him working them out on his own. He has been forced to become more independent in his studies, which up to a point has been good for him.

Discipline is a bit of a problem, since all the children come from such different backgrounds, none of which match the Wilson's. But they reckon they are sowing the seeds of faith in their visitors since their attitude toward "religion" is not the negative one it used to be.

All in all Wendy says there are definite positives and definite negatives to home schooling other peoples' children. The issue which looms largest in her mind is to do the best she can for all the children. Anyone else thinking about teaching other peoples' children at home should weigh up the pros and cons as they see them for their own situation.

Says Wendy, "Believing that discretion is the better part of valour, I don't say 'Yes' initially, but, 'We'll give it a try for a few weeks.' The fact that Samuel is an only child made us more open to the idea, and there have been definite advantages for him. However, the more children I take on needing a great deal of individual attention, the less effectively I do what I originally set out to do—educate my own child. At what stage does he become disadvantaged? It would be very comfortable to be brought well adjusted, capable children from good Christian homes, but that's not how it is. So it becomes a question of how much service we can be of to others while still fulfilling our primary aim and responsibility.

"If we feel there is room for one or two more, should we only consider taking children from families who share our world view, or do we give others the opportunity to hear the gospel and fit in? We ourselves feel there is a place for the latter provided that such children are prepared to conform. Who can tell what God may do for our visitors? Our prayer as we begin our studies each day is that God would bless each of us in our learning so that we would live lives that honour and glorify Him."

## CREATION SCIENCE FAMILY CAMP

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# Tough Questions People Throw Your Way



Question No. 1:

Now that the ERO is no longer reviewing homeschoolers, different groups are calling for a closer look at all homeschoolers. Should we be thinking of organising our own "self-policing" or "self-reviewing" agency before the State comes up with something which could possibly be more oppressive?

An answer from:

Peter Butler,  
25 Harrisville Rd.,  
Tuakau, ph. (09) 236-8990.

(Peter was a teacher and headmaster in NZ state schools for 35 years. Since 1983 he has devoted himself to the needs of homeschooling parents through CHESM [Christian Home Education Support Ministries] which is a voluntary association of parents who are seeking a Christ-centred and Bible-based education for their children. Support is given through prayer, letters, personal contact, newsletters, provision of a Christian Curriculum and Parents Guide, specific programmes of work, resource materials, professional advice, testing and evaluation of children. CHESM does not offer a "package type" curriculum, but as each family is unique, all assistance given is designed to meet individual requirements, especially through an integrated and thematic approach as part of a total lifestyle. This have been developed in more recent years through the "Living Beyond Conformity" series.)

## Why Patch Up Government Mistakes?

As I see it there are two issues which have to be considered. The first was well debated at the time of the charter business a few years ago--the responsibility God has given to us parents for our children's education, whether we do it ourselves or delegate it to someone else. The State has assumed that it has the right to make laws which govern how our children are to be educated.

Having made the laws, it sets in place the administrative procedures and consequent fiscal restraints whereby the ERO is unable to carry out its functions in reviewing homeschoolers. Therefore the second issue arises--should homeschoolers do anything to replace the ERO's default in those procedures which the Government originally put in place? And if so, what?

There is no point in debating the first issue here. The second issue however is valid if for no other reason than the fact that some homeschoolers may take advantage of what is no longer there. The reason why I have put the two issues together is that as the State has taken on certain "responsibilities" and is required to enforce them, then it has to accept the consequences if it can't. Some have mentioned the possibility of an increase in people who may abuse their exemption certificate requirements and so give homeschoolers a bad name. This could lead to tightening controls over all homeschoolers and especially future homeschoolers. Why should the innocent suffer syndrome!

I personally am opposed to homeschoolers doing anything to "patch up" the Government's failure to meet its self-imposed regulations. After all, shouldn't they be doing what they think they should? To become an "agency" of the State could well involve wrong motives and be misinterpreted and misused in the future.

"Package programmes" such as ACE, ATI and Carey College could say that those enrolled in their programmes receive instruction "as regular and as well..." because, in a sense, this is part of the package. However there is more to ERO's function than the "regular and well" bit. As we all know, the wording of the Education Act and the fine print of the MOE and ERO and those who are supposed to interpret it, have created many tensions in the past (and no doubt will do so in the future) as parents and officialdom come face to face. If homeschoolers were to play some sort of ERO role, a whole range of factors have to be considered, e.g.

- \*The wide scope of programmes and approaches used by homeschoolers
- \*Differing goals, expectations and philosophies (especially when non-Christians are involved)
- \*How would homeschoolers determine standards and goals acceptable to all homeschoolers and the State?

\*Who would do the monitoring? And how?

\*It seems likely that no one homeschooling body could achieve agreement, so there would have to be a number of different "agencies" doing the monitoring.

\*Would not homeschoolers monitoring (in ERO sense) other homeschoolers create undesirable tensions? These tensions would certainly exist if there was any sort of "contracting out of services" of homeschooling review agencies to the ERO.

The ERO is part of a political structure and is tolerated by most homeschoolers. I don't think any homeschoolers group could, or should, be part of that structure. I certainly would not want to be involved in any such situation.

So is there an answer?

### The Local Support Group

I think an answer lies in what has existed for many years and is developing even more these days, viz support groups. These fall into two categories--groups that extend support all over NZ, and the smaller local groups. Such groups seem to offer the following positives:

\*Parents can exercise choice. They can be associated with one or more groups, according to their needs at any particular time.

\*They go some way to overcoming philosophical differences and /or emphases.

\*Parents can take the initiative in asking for help or advice, and they can also be in a position where they can be helpful to others. There are opportunities for sharing and giving.

\*Hopefully in a good support group situation no one, or no group, is going to carry out a "judgemental" type of review of the family's homeschooling.

\*Parents associated with support groups are less likely to flounder around drawing attention to themselves, and if they do then they are ignoring opportunities which they can initiate, and they can't complain if they get the "chop".

\*Opportunities are afforded for families to share resources, strengths, time, facilities, etc., and these all contribute to a positive "image" as often reported on in local newspapers, etc.

I know the MOE, in some parts of the country at least, do give new homeschoolers details of support groups.

As I've said above, families on "package type" programmes are often automatically accounted

for by the controls over the programmes which are part of the conditions of enrolment, such as parent training, seminars and rallies.

Conferences such as the ones Craig and Barbara Smith of CHomeS have organized in the past are all part of a responsible and positive image. I think there is room for more regional get togethers--not necessarily highly structured and "organized", but providing opportunities to fan sparks into flames.

One very important aspect to responsible homeschooling (certainly from a Christian perspective) is the need for strong convictions. If these exist and are soundly based, there is less possibility for airy-fairy programmes. Support groups help develop and hone convictions. It may not eliminate "cranks", but those with strong convictions will either find others of like mind to support them, or they will have to stand alone.

Therefore the role of the ERO is quite different to the role homeschoolers should play in maintaining standards and responsible attitudes. We're on different sides of the fence, and for very different reasons.

So what is the ideal? I don't know if there is any one answer to this. However if we continue to maintain an effective "voice", and if we are always alert, then we can monitor, and take action if need be, on any attempts the politicians and bureaucrats may make in changing conditions for homeschoolers.

### A Strategy for Home Schoolers

by Craig Smith

In the past, when issues of national importance to home schoolers have arisen, such as when the Ministry of Education wanted to saddle us all with individual home school charters, Peter Butler, David Worboys of NZ Christian Academy, Michael Drake of Carey College Correspondence Programme, Glenys Jackson of Keystone and Craig Smith of CHomeS would advise each other of possible responses. From there we would each fire off a notice through our individual networks suggesting a course of action.

This strategy seems to work and also maintains the individual independence of all parties concerned. It depends upon most home schoolers having some contact with these

various organisations, either directly or through some other home schooler or support group. It depends upon home schoolers taking the responsibility of keeping themselves informed as to the issues involved and the developments taking place. It depends upon home schoolers seeking the Lord's wisdom as to what stance or conviction they should have regarding the issues. It depends upon home schoolers being ready and willing to act when the time comes.

It is a strategy that does not look for every opportunity to wade into a public debate, but instead reserves its ammunition and energies for fighting the battles that really count. It is a strategy that sees our strength in our diversity, unified through a loose yet effective network. This strength can manifest itself in the form of hundreds of individual responses to the politicians and powers that be from individual home schooling families and local support groups as well as from a few national organisations.

This strategy does not see it as an advantage to have one large body which endeavours to speak for all home schoolers. This would be very convenient for the bureaucrats, but would it serve the best interests and accurately reflect the mind of each and every very unique home schooling family? And let's be practical here: wouldn't HUNDREDS of letters and faxes from every home school and support group in the country piled on the Minister's desk be far more intimidat...I mean, far more effective than one single letter from a single home schooling group, no matter how representative it may be?

This is a strategy which relies upon both unity and diversity, just as the Body of Christ and the Holy Trinity each reflect a close unity yet an amazing diversity. We believe the essential unity of all home schoolers is reflected in the diversity of responses which, though many, still express the desire that home schooling's integrity be maintained with a minimum of necessary government involvement.

In the present case, let every support group and every family study the issues involved and keep itself informed. Perhaps appoint a political watchdog committee within your support group. Develop friendly working relations with local MOE and ERO people. "The price of freedom is eternal vigilance."

(Your comments upon this strategy are warmly invited.)

## Theologically Speaking



### Home Schooling and the Millennium

What we believe about the future, about the meaning of the word, "millennium", will affect how we organise and direct our home schooling time and how we perceive what we are trying to accomplish.

The term "millennium" comes from one place in the Scriptures, Revelation 20:2-7. Among evangelical or born again Christians, it is probably safe to say that the most popular belief is that there will be a literal 1,000-year reign of Christ which He will institute upon His physical return to earth. He needs to return because the Gospel message will ultimately face defeat, save only a few and the world will continue its downward spiral without supernatural intervention. This view is known as Premillennialism, because Jesus comes before (or pre) His millennial reign.

There are actually two other views of the millennium. Amillennialism does not go along with the idea of a future literal 1,000-year reign of Christ on the throne. These "a-mils" (or no-1,000) see the 1,000 as a symbolic figure meaning a long time, that Christ reigns and has reigned and will always reign. His reign has become progressively stronger since the resurrection, but will only reach its zenith once Christ returns to judge the world and create the new heavens and the new earth.

Postmillennialists may believe that we are in the millennium now, again an indefinite long period of time which can be said to have begun in power with the outpouring of God's Holy Spirit at Pentecost, or that the Gospel message will ultimately usher in a 1,000 year period of peace and prosperity, after which (post) Christ will return.

Premillennialists are eagerly awaiting the Lord's return which most of the popularists tell us could happen at any moment, maybe this afternoon. Therefore we must be focusing our attention on evangelising the unreached millions and not get too involved in the more mundane chores and

responsibilities of everyday life. With this time constraint, some Christian groups have been tempted to take short cuts with the Gospel and do all they can to attract people in while downplaying the sin bit which tends to put people off. We've all seen those churches which seem to be into the entertainment business these days. It comes from this desire to get people in at all costs, because the time is short. With the year 2,000 right around the corner, it is almost irresistible not to lean heavily toward the idea that a week of 1,000's, from 4,000 BC when many believe God created the world, to AD 2,000 (6,000 years) is to be capped by the final Sabbath 1,000 years, or the Millennium of Christ's reign on earth.

But if this is the case, many of us will be right in the middle of our home schooling years when the year 2,000 arrives, with our children still living in our homes. So why are we slogging our guts out to give them the best academic, social, spiritual and character training we can if they will hardly ever get to use any of it if at all? We should get them saved and then pack up and get ourselves off to the mission field to save a few more souls from the coming fire.

Both the Amillennialist and the Postmillennialist see a lot of work to be done to bring the Gospel to bear on this sinned-cursed world, not only to bring sinners into the Kingdom, but also to bring every thought and authority and power captive to obey the Lordship of Christ on the earth now before His physical return. They are not under the same time constraint as are most Premills. They see more to a life of service to Christ than just evangelism.

Now I would love to go into a deep comparison of Biblical passages and theological histories concerning the millennial views. I would love to show how our sinful natures exploit each of the views to our own selfish ends, bringing disrepute to Christ's Name. Maybe another time. But let us look at how this affects our home schooling. Or perhaps it would be more accurate to say, let us look at our home schooling and see what is revealed about what we really truly believe regarding the millennium.

Most of us believe there is quite a future before us. We are training our children up to be men and women of God, who know the Scriptures and are not afraid to wield the sword of the Spirit when faced with the enemy's lies. In fact, we get quite excited when we think about the careers they are likely to have, the pioneering Christian work they are likely to do in so many areas of endeavour since they have been

reared with a more consistent Biblical worldview than we have ourselves, the spouses they are likely to marry, the even more Godly and Christlike grandchildren they are likely to rear for us since their home schooling programme will be so much more advanced than ours. We are training them up to not just cope with this evil world, but to take a hold of it with both hands and with God's help to change it round the way it should be, to turn the world upside down as did the early apostles. Isn't this what the early church fathers did? The Reformers? The Puritans? The many revivalists of the 1700's and 1800's?

Hasn't revival been our prayer for NZ and the world for many seasons now? Don't we in fact see home schooling and Christian schools as a foundational step in this direction? Don't we envision our children being able to articulate the Faith and demonstrating to a crooked and perverse generation how the Word of God has the only right principles for individual, family, church, community, and civil behaviour? Maybe the home schooling movement is the revival we have been praying for.

We are actually people of victory, not defeat, are we not? We filled in the Certificate of Exemption form confident that we would win the Exemption. We took on home schooling confident that we could overcome all the hurdles and do a really good job. We stick at home schooling confident that it will provide spiritual and academic and social and character building benefits far superior to those represented by a School Certificate or Bursary. We write to MP's confident that we will not allow them to intimidate us nor force unwanted restrictions upon us. We are willing, for the sake of our children's futures, to do things we never would have dreamed ourselves doing a few years ago. We forget what lies behind and we strain forward to what lies ahead. In short, we too are concerned about serving God in more ways than just evangelism.

Brothers and Sisters, people of God: I get the sneaky suspicion that if an outsider were to study our lifestyles and then to categorize our views on the millennium according to what has been observed, none of us would qualify as Premillennialists!! Well, as for me, if the Lord comes this afternoon, I want to be found doing His will. If He doesn't come for another 700 years, I want to do all I can to ensure my descendants then are found doing His will and living in a world that reflects His standards more than does the present one.

# Statist and Professional Trends

**DANGER  
ZONE**

Following, on pages 22 and 23, are extracts from the just released Report of the Education and Science Select Committee: Inquiry into Children in Education at Risk Through Truancy and Behavioural Problems. These extracts have reference to home schooling and exemptions. Following that, on pages 24 through 27, is a

transcript of an interview with Ian Revell, Chairman of this Select Committee.

Education and Science Select Committee Members:

Ian Revell, Chairman; Hon Margaret Austin, Labour Party Spokesman on Education; David Carter; Hon David Caygill; Tau Henare; Michael Laws; Nick Smith.

Nine objectives were listed. No. 5 was: To review data relating to exemptions from compulsory attendance granted to those students under 16 years of age.

- Section 7.9—Access to education.** "The committee stongly believes that access to education is a fundamental right of all NZ children...The committee is concerned that increasingly some children are being denied that right through a number of school practices. These practices include school suspensions and expulsion policies, the use of 'kiwi suspensions' (when a troublesome student's parents withdraw their child from the school rather than face possible exclusion by the school board of trustees) and, in some cases, the further granting of certificates of exemption...The 'kiwi suspension' is an illegal practice... the practice of 'kiwi suspensions' is increasing...These practices, coupled with the lack of accountability for the increased number of students with certificates of exemption, make it difficult to know exactly how many students are denied access to education in NZ."
- > 1
  - > 2

## Section 7.10—Exemptions

### *Exemption process*

- The committee believes that concerns about the number of students being denied access to education are also related to the exemption processes currently in place in the education system. Primarily,
- > 3 exemptions from compulsory attendance are granted to children who are to be home-schooled by their parents or chief care-givers. Certificates of exemption are granted under section 21 of the Education Act 1989. The committee was concerned that a noticeable trend over the last five years has been a substantial increase in the number of home-schoolers, from 1471 in 1989 to 4074 in 1994. There has also been a 50 percent increase in the number of secondary compared to primary home-schoolers from 1993 to 1994 (1249 secondary compared to 2825 primary). Exemptions from State schooling provide an element of choice for parents desiring alternative provision. The committee, however, is concerned to ensure that safeguards are in place to protect the interests of children.

### *Home-schooling and truancy*

- Many of the home-schoolers who gave evidence to the committee were aggrieved that the terms of reference seemed to imply that home-educated children are truants, and/or have behavioural problems. While this was not the committee's intention, the committee is concerned about the ease with which an exemption for home-schooling can be acquired. Another concern is that there is no facility for the educational progress of students with exemptions to be checked. These concerns assumed greater importance when in July 1994 the ERO discontinued reporting on holders of certificates of exemption for the 1994/95 financial year and possibly for the following year as well. The Chief Review Officer stated that she will continue to report on specific cases of concern, or where the Secretary for Education is considering the withdrawal of an exemption certificate. The
- > 4 committee believes there is the possibility that students may be lost from the education system or have their academic progress impaired by the ending of ERO regular accountability reporting on
  - > 5 home-schoolers. Evidence was given to the committee that care-givers may be applying for certificates of exemption for reasons other than schooling. Examples include to keep care-givers

company at home during the day and to act as babysitters for younger children.

--->6 The committee heard that the reason for the Government discontinuing regular reporting on holders of certificates of exemption was that home-schooling was viewed as an area of the education sector in which the Government intervenes least and where the minimum requirements of the Education Act 1989 are being met by the care-givers. The committee shared the concerns of some educational organisations and school principals and teachers that this is not always the case. Members also agreed with witnesses that some form of reporting on the holders of exemptions is required as a form of quality control. In October 1994, the Ministry of Education announced a review of the way it issues home-schooling certificates. This review comes in response to the ending of ERO regular audits, and to the concerns, expressed by the Home School Association, about the ease with which a certificate of exemption can be approved by the ministry. The ministry expects that any changes that come out of the review of the application process will be implemented this year.

#### *The quality of home-schooling*

The quality of education received by home-schooled children and their levels of academic achievement were considered at length by the committee. On questions about the national curriculum, some witnesses stated that home-schoolers did follow the national curriculum. Others indicated that the curriculum followed was for the care-giver to decide. All the witnesses heard stressed that home-schoolers do not want to be constrained by the national curriculum. They informed the committee that they may teach the national curriculum; but they also want the flexibility of teaching any alternative subjects or views they consider necessary for the development of their children.

--->7 Care-givers made reference to the success of home-schooled children, academically, socially and physically. The academic advantages of home-schooling, suggested in some submissions heard by the committee, such as low student:teacher ratios, parental involvement, flexible curricula and timetables, different teaching methods and task orientation were noted by the committee. These advantages were regarded by home-schoolers as part of the appeal home-schooling has over the national education system. However, the committee was offered no qualitative research data to back up these claims of success. No proof was given to support suggestions that the benefits of home-schooling translate into higher than average academic results. The lack of research data available on the academic results of home-schooling means that many school principals and educational organisations are also dubious of the educational efficacy of home-schooling. The committee concludes it is desirable for home-schooling parents and care-givers to follow the national curriculum in teaching children. The committee doubts that some of the alternative curricula offered  
--->8 by home-schoolers were of the same standard as the national curriculum.

#### *Recommendations*

The committee recommends to the Government that:

- # the Ministry of Education be required to conduct in-depth screening of parents and the curriculum to be followed before granting certificates of exemption;
- # the home-schooling supervision allowance given to parents of home-schoolers be made dependent on a report from either ERO or MOE officials, that the curriculum being taught is of a comparable standard to that of State schools;
- # home-schoolers be required to exhibit to MOE officials, on a regular basis, that children under their instruction have achieved educational levels, at least, comparable to State-educated children;
- # a portion of the home-schooling supervision allowance be paid to the ERO for conducting assurance audits of home-schooling tuition where the national curriculum is not followed.

(Arrow points 1 & 2 show an unjustifiable and consistent linking of 'kiwi suspensions', an illegal practice of schools, with certificates of exemptions, a legal and well documented move by the MOE. A review of the four Recommendations is on page 15. Point 7 is important: there are plenty of studies done in the USA, but virtually nothing done here. Therefore, please fill out the questionnaire that came with this issue of Keystone!--Ed.)

# Tough Questions People Throw Your Way



Question No. 2

**Should we accept the Government's Supervisory Allowance, the money the state offers to home schoolers?**

I have written to two different Ministers of Education asking them what strings were attached to the Supervisory Allowances. Here are their answers:

16 October 1990

The reason for homeschooling parents receiving a grant can be found in "Tomorrow's Schools" which set out the policy position the Government had reached having considered the Picot proposals in Administering for Excellence. The booklet states: "5.4.4 Children being taught at home will have the right to enrol in Correspondence School courses. Their parents will receive a home-based schooling allowance based on that currently given to the parents of Correspondence School students."

While there are no specific requirements set down regarding the ways in which a parent uses the home-based schooling allowance which is non-taxable, there is an expectation that it will be used for the purposes that it is made available. It is made available to parents who have been issued with a certificate of exemption and who continue to homeschool on the basis that the certificate was issued, that is, they have demonstrated that their child will receive an education as regularly and as well as in a school. The allowance, therefore, should be used for educational purposes and to assist a parent in providing for the education of the child.

I would point out that, as is the case with any allowance of this type, it is the prerogative of the possible recipients as to whether or not they accept it. Yours sincerely, Noel Scott, Associate Minister of Education for Phil Goff, Min. of Ed.

7 March 1995

The supervisory allowance is simply a grant to homeschooling parents in recognition of the fact that homeschooling incurs them in certain costs. It parallels a similar payment to parents

whose children are enrolled full time with The Correspondence School.

The Government's position on the national curriculum has not changed since the Minister wrote to you in April 1994. The Government has no plans to amend the present law relating to the issue of certificates of exemption under Section 21 of the Education Act 1989. While the national curriculum is sound and balanced, the Government and the Ministry simply recommend it to homeschoolers as a guide which they may find useful in developing their own programmes. Yours sincerely, Kathy Phillips, Senior Manager, National Operations, MOE, for Hon. Lockwood Smith, Minister of Education.

Now consider these words from Michael Drake, Principal of Carey College Correspondence and author of the curriculum, "In God's World":

## Pay For the Piper-- Whose Tune Will You Play?

The state offers a financial inducement for parents who home school their children. It will pay parents a fee for home schooling on certain conditions. Despite the apparent financial benefits of receiving a bribe from the state, parents are better maintaining the integrity of their commitment to Christ and not selling their children's birth right to an independent, Christ centred home education.

The old proverb says, "Who pays the piper calls the tune." God's book of Proverbs puts it this way: "The rich rule over the poor, and the borrower is servant to the lender." (Prov. 22:7.)

Home school parents make a deliberate choice against conformity to a school system that cannot meet their aspirations for children. But when that system offers them money, conformity and aspirations suddenly agree.

Christian home school parents stress the importance of their faith--they want to nurture children in Christ, not in humanism. But when the humanists offer to pay for the nurture, their faith in God shifts ground.

Why should the humanist state system offer to pay parents to teach their children at home? Control. The state only ever has one reason for offering money: control.

At this very moment Parliament is considering a report that recommends home schooling parents pay for ERO inspections if you don't teach the national syllabus. But at the same time they will pay you to teach you children at home.

Could anybody miss the point of this arrangement? Oh yes! Ever since Esau sold his birthright for instant gratification, Christians have been willing to compromise their faith for money.

Payment, dependency and control go hand in hand. Where parents pay for the education of their children they control it. When the state pays it controls and parents become state dependents.

Even if you believe you can work within limits the state presently imposes, selling the right of control to the state denies God His supremacy.

Only naivety and lack of faith beguile Christians into believing that they can take some funding and retain control without compromising the kingship of Christ.

With one hand we argue our Bible teaches that parents are responsible for the education of children. Yet the other hand sticks like glue to the failing wealth of this world and we will not let go.

Governments can--and frequently do--change the rules and back-date obligations. Once parents accept financial obligations to state authorities, they are committed to future rule-changes.

Every cent of state funding accepted displays a willingness to sacrifice biblical principles--the foundations of Christian home schooling--for money. Even if you don't have to meet conditions now, you are committed to state control.

With payment there is a price to pay back--sooner or later the state will demand a fat return for its "investment".

Psalms 1 promises blessing to God's people on condition that they walk apart from the counsel of the wicked, that they take a stand that is distinctly separate from the way sinners take, and that they do not find rest or security on the same basis as those who mock God and His ways.

Taking the state's money is taking the state's yoke; it is to acknowledge that the state has a legitimate share in your children's education.

When you take up the state's yoke, there is no room for Christ's. "No one can serve two

masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other. You cannot serve both God and Money." (Matt. 6:24.)

By exercising authority in education, the state stands in the way of sin. Sin is failure to obey God, and God has made parents, not the state, responsible for education. Its offer to pay parents for home schooling is part of its arrogant usurping of parental responsibility. Accept funding and you acknowledge the state's authority to pay for and control education in your home.

**A prime goal of Christian home schooling is to establish dependency upon Christ. The state is willing to pay so that it can establish your dependency on the state.**

A prime goal of Christian home schooling is to establish dependency upon Christ. The state is willing to pay so that it can establish your dependency on the state.

What the state pays for it controls. Initially that control is minimal. So it is with drug addiction--the supplier "gives" his first few doses "free", just as the state gives its home schooling funding with few tags; but once you are hooked (dependent) then the control increases and there is no escape.

Make no mistake, conformity to the new national curriculum will eventually be demanded of every family that has accepted funding. That curriculum is openly anti-Christian: its foundational religious belief is that there is no truth apart from what children create for themselves. Accepting funding now obligates you to future demands to teach an ungodly syllabus.

Parents who accept funds now are committed to dependence and submission in the future--it is no good saying that you will withdraw from the scheme, for neither the law nor the practicalities of family economies will permit it.

**"Do not wear yourself out to get rich; have the wisdom to show restraint." (Prov. 23:4.)**

(This article has been adapted from "The Unequal Yoke: the Christian School and the Unbelieving State", by Michael Drake, which can be obtained for \$12.80 including GST plus p&p from Wycliffe Christian Schools, 43 Pilkington Rd., Panmure, Auckland, 5)

# ACTION STATION



#Read carefully through the Education & Science Committee's Report and the interview with the Cmte's chairman on pages 22-27.

#You may want to write to Ian Revell and the Minister of Education, Dr Lockwood Smith (either one addressed c/- Parliament Buildings, Wellington, no stamp required) to the effect that forcing home schoolers to adopt the National Curriculum is politically and culturally incorrect. You could add that Mr Revell's ideal of reviewing all home schoolers regularly would require legions of full time reviewers.

#Be sure to complete the enclosed questionnaire at your earliest convenience. Feel free to copy it for home schoolers who haven't done one yet.

#See if there is anything you want from the discount book column (Insert Page A) as there is a cut-off date of 5 June.

#Subscribe to Keystone if you haven't already.

with your wife, the goal is to say "Yes" as much as possible.

While there will be many occasions in which you will have to respond in the negative (your four year old wants to help slice the turkey) you should do so in a way that affirms the relationship and the value of the child to you ("Thank you for wanting to help. You can't handle the knife, but you can help me arrange the pieces on the plate.") The issue is not whether you can or cannot respond affirmatively to the desire presented to you; the issue is whether you care about the child and communicate that to him. Your goal is not to be a fawning "yes man" for the family; the goal is to turn your heart to them.

The greatest emotional need of children (besides knowing that Dad and Mom love each other) is to be loved by their parents; and love is spelled t-i-m-e. Those who invented the myth of "quality time" (a few well-focused minutes with a child after a day of abandonment) were seeking a bandaid for their guilty consciences. Quality time is quantity time. You can't say "no" all day by putting a kid in a day care and erase the message in a few minutes at night.

A father who works away from home has a special challenge; he must give himself to his

children when he is home in a way that assures them that his being away all day is not a preferred escape from the home. It is very important for any Dad to take the time to read, walk, play and work with the children; this is especially so for the man who is gone most of the day.

Let's say you need to get the bills paid this evening and will already be up late doing it. Sally wants you to read her a story and Billy wants you to play catch with him. It is tempting when you are already frustrated and working against a deadline to respond impatiently and put the children off. With or without the word, they hear the "No!" But you can't abandon your other responsibilities either. What do you do?

## You CAN Do Everything

Now is the time to remember one all-important principle of life: "I can do everything through Christ Who strengthens me" (Phil. 3:14). God does not call you to do anything that He does not also give you the power to do. If He wants you to both pay your bills and spend time with your children, He will help you to do it.

One obvious solution would be to take a few minutes with each of the kids as requested--not hours, just minutes--and that will probably satisfy their need for fellowship with you. Another would be to invite them into the room where you are working and keep them within reach for an occasional smile or pat on the head. The Lord will help you find creative ways to do "everything" you need to do. If your heart is turned to your children, your love will find a way to express itself--and still get everything else done.

We have already noted that men are made for dominion, for a big task that they can devote themselves to with energy. What Christian men today need to realize is that their most important task in life is raising the Godly descendants the Lord is seeking (Malachi 2:15), sharpening their God-given arrows (Psalm 127:4) so that they can advance the kingdom of God against its enemies. This is a calling more vital and more challenging than any other vocation or avocation.

The key to your success in this mission is having a heart that is turned to family, a heart that says a hearty "Yes!" to those precious ones God has entrusted to your care. This is also the best way to say "Yes!" to the Lord as He calls you to follow Him. (From Patriarch, Jan/Feb '95, PO Box 725, Rolla, MO, 65401, USA.)