

Keystone

The Journal of Christian Home Schoolers of New Zealand

Vol. I No. 4

September/October 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

Universities Accept Home Schoolers

Letter from Vice-Chancellors' Committee, page 22.

The Co-operative Home/School

School and parents working together, page 16.

Who Are These People?

NZ research produces possibly the first statistical profile of NZ home schoolers, page 5.

The Blessing of Work

The first blessing God bestowed, page 15.

Allergies

The real culprits behind A.D.D., page 17.

Fathers' Involvement

It was warming to note that virtually all the fathers in the survey (see page 5) helped out with the home education task one way or another. Reading to the children, playing games with them, going on outings and working on projects were the main activities mentioned.

I read an article recently which addressed the issue of Dad's role in the home school and compared him to the principal of a school. Principals don't always do a lot of teaching, but their main task is to look after their faculty. Men, look after your wives. Meet with them to discuss how the teaching is going. Be the sympathetic, supportive, understanding and vitally interested husband/principal that she needs. Pray to God for the wisdom on how best to relieve those frustrations and solve those problems. Intervene with the child who is starting to give more and more cheek, and sort him out. Teachers and mums at home need a break during the day. Here's your chance, Dad, to take the children on a field trip to the supermarket, to your workplace, or just out back for recess. Make sure your wife has time out....don't let her fall apart.

Be especially available if you are teaching teenagers at home. Because they are so much like adults, they can sometimes give a mum with younger children to care for the run around all day, being slack in their jobs and their speed of obedience and their respect. Men, it is your job to keep your older sons and daughters obedient, submissive and respectful to your wife. You MUST do this. It is your job.

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Keystone

Journal of Christian Home Schoolers of NZ Inc., (CHomeS), a Charitable Trust.

Published six times a year for an annual subscription of \$20 or \$37 for two years.

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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.

Information in **Keystone** is not intended as legal advice and should not take the place of legal counsel from a qualified, informed solicitor.

Editorial



CHomeS Roundup:

Wall Charts of World History. The publisher in London now tells me that these will not be available until March or April 1996! I faxed the actual printer in Singapore, but they do not have distribution rights. So until then, I guess we wait.

Correspondence with Educationalists:

On page 22 is a letter from the NZ Vice-Chancellors' Committee explaining the policy of ALL NZ universities regarding the admission of home schoolers. Following that is the entire extract of the latest official regulations governing provisional registration at a NZ university. Finally after that is a letter from Canterbury University which is very much like other letters I've received from other universities. The bottom line seems to be: "Come and talk to us and we'll see what can be worked out."

Contest:

You will find a separate catalogue with this copy of Keystone advertising on page 2 the Home Schooling T-Shirts. The list of names on the T-Shirts is fairly impressive, isn't it? Well, the home schooler who can send in the most accurate, informative and well-presented paper/poster/project on who each of those persons is and their claim to fame by Saturday 28 October, will win a T-Shirt for their own or a book from the catalogue to the same value. There are two categories: those aged 10 and below and those aged over 10 years. Second and third prizes in each category are \$3 gift vouchers which can be used on any item in the Keystone catalogue. Integrate this project into your history or social studies curriculum. (This contest is open only to Keystone subscribers.)

"Instead of governments supported by--and limited by--the people, we now accept people supported by--and limited by--the government." (Otto Scott, "Russian Reckoning", Chalcedon Report, May 1994.) If we are to maintain our freedom to live responsibly under God, then we must be prepared to forsake the favourite instrument governments use to make us their slaves: monetary handouts.

Letters



Add Us

Thank you for the Keystone magazine. We really enjoyed reading it. Please add us to your, I'm sure, rapidly growing mailing list. For the Glory of our Lord Jesus Christ.

Paul & Kathryn Molloy
Nelson

Great Source

I have enjoyed reading two issues of your wonderful Keystone Magazine. It is a great source of valuable information especially with the way things are going with Education and the right to Home School. Please find enclosed \$37 cheque for 2 years' subscription to Keystone. Thank you for what you are doing to help us all with your inspiration and information.

Debbie Allison
Morrinsville

Challenging

We are finding Keystone challenging to our typical Kiwi-apathy-about-doing-something syndrome!!!

Peter & Helen Bryant
Tokoroa

We Wonder

We appreciate the effort you and your family are putting into the Keystone magazine--we wonder how you get any other work done at all. But thanks for doing it anyway.

Shirley Taylor
Roxburgh

Informative and Valuable

Absolutely love your newsletters. Find them very informative and valuable. Thank you so much for all your work. May God give you strength and encouragement.

Ingrid Turner
Hamilton

Great Support

Thank you so much for the Christian Home Schoolers package that you sent us. What great support you are giving families. May God bless you all in this work. It is so encouraging knowing that young people are growing up in the

ways of the Lord, knowing the truth and putting it into practice.

Harold & Marjorie Rickerby
Blenheim

Provocative

Thank you for sending us the recent editions of Keystone magazine. Thank you for all your hard work on behalf of the home education cause. May God give you great wisdom and discretion. Enclosed please find our cheque to cover our subscription for the next two years. We find Keystone encouraging, informative & "provocative to good works". God bless your family.

Iris Blowers
Auckland

Balance the Anecdotal

Thanks so much for sending us Keystone. It was very informative. Sorry this questionnaire has taken so long to reach you. As I said on the form, it is great to see some valid research undertaken in an effort to balance all the anecdotal comments that have been doing the rounds. I look forward to seeing the results. Please find enclosed our subscription cheque for Keystone magazine.

Jenny Green
Auckland

God's Enabling

We are managing Rocky Valley Christian Camp. God obviously called us here--yet as you can imagine it would be more "convenient" to have our children at school. However He commissioned us as parents, even earlier, to bring up our children in the fear and admonition of the Lord. We have now begun the juggling act of obeying the Lord on both counts. One benefit is even less time for selfish desires! We live physically busy lives as we cater for up to 120 people when groups hire out the camp.

Even so we are being amazed at God's enabling and our children's growth in Him. God is truly the rewarder of those who seek Him diligently.

Please find enclosed \$20 for our subscription. Thank you!

I'll leave you with two very special and encouraging scriptures. "Be not weary in well doing, for in due season you shall reap, if you faint not." (Gal 6:9) "Whatever you do, work at

it with all your heart, as to the Lord and not to man." (Col 3:23)

Donna Peary
Katikati

Real Togetherness

Thank you so much for your help and advice over the past few months. We started home schooling Sarah (5 3/4 yrs) three weeks ago. It's quite funny but it feels so normal, I quite expected it to feel odd having Sarah home all day. Our three year old twins are loving having their big sister home with them and there is a real feeling of togetherness, more so than before.

It's not all "plain sailing". We are having bouts of losing patience, but I now recognise that's when the work book goes away and the more fun times happen.

I really enjoyed your article in the "Above Rubies" magazine. It has helped us to iron out some not so clear areas in our child discipline.

Thanks once again, keep up the good work. God Bless.

Mike & Megan Hemmings
Tapamui

The Millenium

With regard to the article on home schooling and the millenium in Vol. I, No. 2, I would join with an emphatic "Amen" to the statement "what we believe about the future, about the meaning of the word 'millenium', will affect how we organise and direct our home schooling time and how we perceive what we are trying to accomplish." Hence we need to know what each view is, and what the Scripture teaches, especially in light of what was the position of the majority of the church Fathers and Reformers of the church. The most enlightening brief book I have personally read on this is W.J. Grier, an Irish Presbyterian and one of the early founders of the Banner of Truth Trust.

In a nutshell as I see it: A pre-millennialist just learns a simple Gospel and that's it. A post-mill learns how he can compromise with the world because he believes he can win the world for Christ. An A-mill uncompromisingly knows he is in a battle and knows he must be faithful to God. To be faithful he must be well grounded in the Scriptures and so must his children.

A-millennialism was the dominant view in the Christian world up until about 100 years ago.

Maybe I from my reading have not followed these matters properly, although I have read a good number of books from all sides. Hopefully more will write to you about this, and there will be as many letters about the millenium and the future as about the supervisor's allowance.

Secondly, I too am pleased to see the debate regarding the supervisor's allowance. It would be interesting to know the millennial views of those who are pro and against accepting it. It is highly possible that there very well may be a link.

Also the reality of human nature is that the hand that feeds you is the hand you love and serve. And that principle is certainly Biblical although it can be polluted by our sin.

When some start using terms such as legalism, do they understand what Christian liberty according to the Word of God is? We are at liberty to serve our God. How? According to His Word (a message of love to His friends & servants) that is not legalism but Biblical Christianity. It is amazing how often the cost of Biblical Christianity brings the cry of legalism.

Thank you again for your tremendous work in producing Keystone. Thanks be to our God that there are readers willing to read and think about what it means to serve our God.

Kevin Inskeep
Otaki

We Love It

Keep up the good work folks! We LOVE Keystone. God's richest blessings on you all.

The Mann Family
Christchurch

Pains & Gains

I discovered something I hadn't realised. Although I find home schooling stressful I hadn't realised how pleased I am with the children's character development and their stability and well being. So whereas there is some pain for me there are definite gains for them I think.

Shelley Jensen
Lower Hutt



Home School Research

Results of New Zealand- wide Home Schooling Survey

In May of 1995 CHomeS sent out over 800 4-page questionnaires to families who had some connection to home schooling. According to the 119 Questionnaires that were completed and returned, the statistical average Mr & Mrs Joe Home Schooler:

Is a New Zealand-born Causasian couple in their own home in an urban North Island setting earning between \$20,000 and \$50,000 per year. They currently home school two or more children using a curriculum they make up themselves. They pay fees to give the children piano, swimming and gymnastics lessons and accept the government's supervisory allowance.

Both parents decided together to have a go at home schooling, although it is Mum who does the formal instruction while Dad is at work in his technically skilled or trade occupation. He is great at reading to and playing with the children when he has the chance, though.

He is in his 30s or 40s while she is 30-ish. He has been educated beyond secondary level while she is just as likely not to have been. She describes herself as a wife, mother and homemaker. They are conservative in their politics, belong to a church outside the main denominations and describe themselves as evangelical fundamentalists.

They are home schooling out of religious convictions. These convictions find expression in the following statements, listed in order of priority: 1) To provide an environment of consistent standards and values rather than having one type at home and a different type at school; 2) to build a closer family; 3) to escape the state school philosophy and curriculum; and 4) to avoid the peer pressure or bad influences of other school kids. The fact that there may or may not have been a private or Christian school handy was simply not a consideration at all.

On the whole they find home schooling to be no problem financially, physically, emotionally, socially or intellectually, although Mum may struggle emotionally at times. They are totally satisfied with their children's academic progress, character development and socialisation, although Dad isn't as totally satisfied about the socialisation as Mum is.

Mum finds the most difficult aspect of home schooling involves organizing and juggling her time among teaching, housework and preschoolers. Her next biggest chore is keeping the children motivated and disciplined. After that she worries about coping with interruptions, keeping herself motivated and maintaining the right standards of instruction. Oddly enough, the children's job prospects, tertiary studies probabilities and socialisation are total non-issues.

At the end of the day the most satisfying aspect of home schooling is that she is convinced she is doing God's will. She is also convinced she is doing the best for her children, and just loves watching and participating in their growth and learning. Mr and Mrs statistically average Joe Home Schooler reckon that home schooling is helping them have a more closely knit family.

The above is a summary of the most common answers. But some of the details are fascinating!

Home schooling parents among the 119 respondents listed their countries of birth as: Western Samoa, Tonga, Malaysia, Fiji, South Africa, Netherlands, Sri Lanka, India, Niue, Ireland, Northern Rhodesia, Columbia, Solomon Islands, Ghana, Scotland, Singapore, Canada, USA, Zaire, Indonesia, Northern Ireland, Australia, and England. They currently live in 66 different localities, from Greymouth to Pelorus Sound to Akaroa and Te Anau in the South Island and from Featherston to Kaiwaka to Taumarunui to Warkworth in the North Island and all the larger towns and cities in between. Urban families numbered 61, rural ones 52. Three families had 7 children, three had 8 and three had 9! It was great to see the number of families who listed unborn babies as making up the numbers of children. And many people listed those under 5 as well as those between 5 and 15 as being currently home schooled.

Among the mums, 57 had some secondary education, 27 had some technical or teacher

training and 28 had at least some university education, 18 listing degrees earned. These home schoolers are definitely family-oriented, since 23 of the 28 with some university education listed their occupations virtually the same as the one PhD: she listed hers as "housewife/mother".

The dads were a lot more career oriented: 22 gaining a living from the land or animals, 40 having a skilled or technical vocation, and 30 involved in management/sales/administration. 44 had some secondary education, 36 some technical or teacher training, and 32 with some university, including 9 with post graduate studies.

Taken as a group, these home schooling parents are politically conservative, 119 individuals listing themselves as such. 46 said they were middle-of-the-road, and 6 said liberal. 18 individuals do not vote, and 6 said they belonged to the Christian Heritage Party. The church affiliation which got the most number of respondents was the one marked "Other", with 28 families. Then there were 18 "Independent" families, 16 Baptists, 13 "None", 12 Brethren, 8 Roman Catholic, 5 Presbyterian, 4 Reformed, 3 Apostolics, 3 Anglican, 2 SDAs, and a few others. Two took the trouble to write in "home church", but I have a suspicion that many of those listed as "Other" or "None" are also home church families. By far the most common designations as far as religious outlook were the terms evangelical and fundamentalist followed by pentecostal and charismatic, or some combination of those four.

When it came to family income, 28 were in the \$20,000 and below group, 66 earning \$20-50,000, 17 at \$50-100,000 and only 2 in the over \$100,000 group. One of those in the last group was a university graduate, the other had 5 years of secondary. But 16 of the 17 in the \$50-100,000 group had some tertiary education.

Of the 119 respondents, 52 make up their own curriculum using resources like ABeka, Bob Jones, Konos, Weaver, Rod & Staff, Alpha & Omega. The next most-used curriculum was ACE numbering 25. Then came ATI at 9 and Carey College at 8.

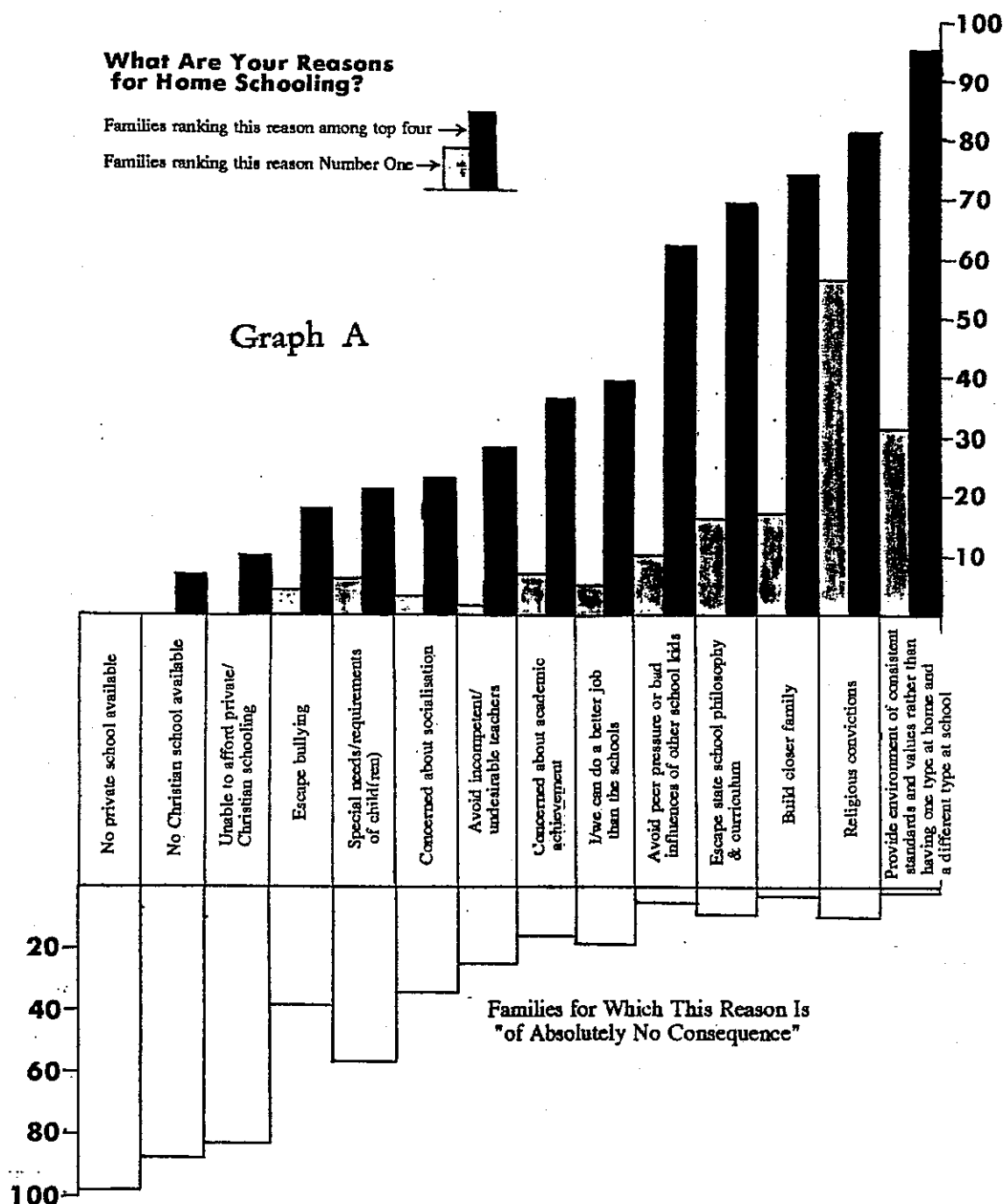
Many of the accomplishments of home schooled children were truly impressive and far too varied to list here. We hope to look more closely at this in future issues of Keystone.

What Are Your Reasons for Home Schooling?

Families ranking this reason among top four →

Families ranking this reason Number One →

Graph A



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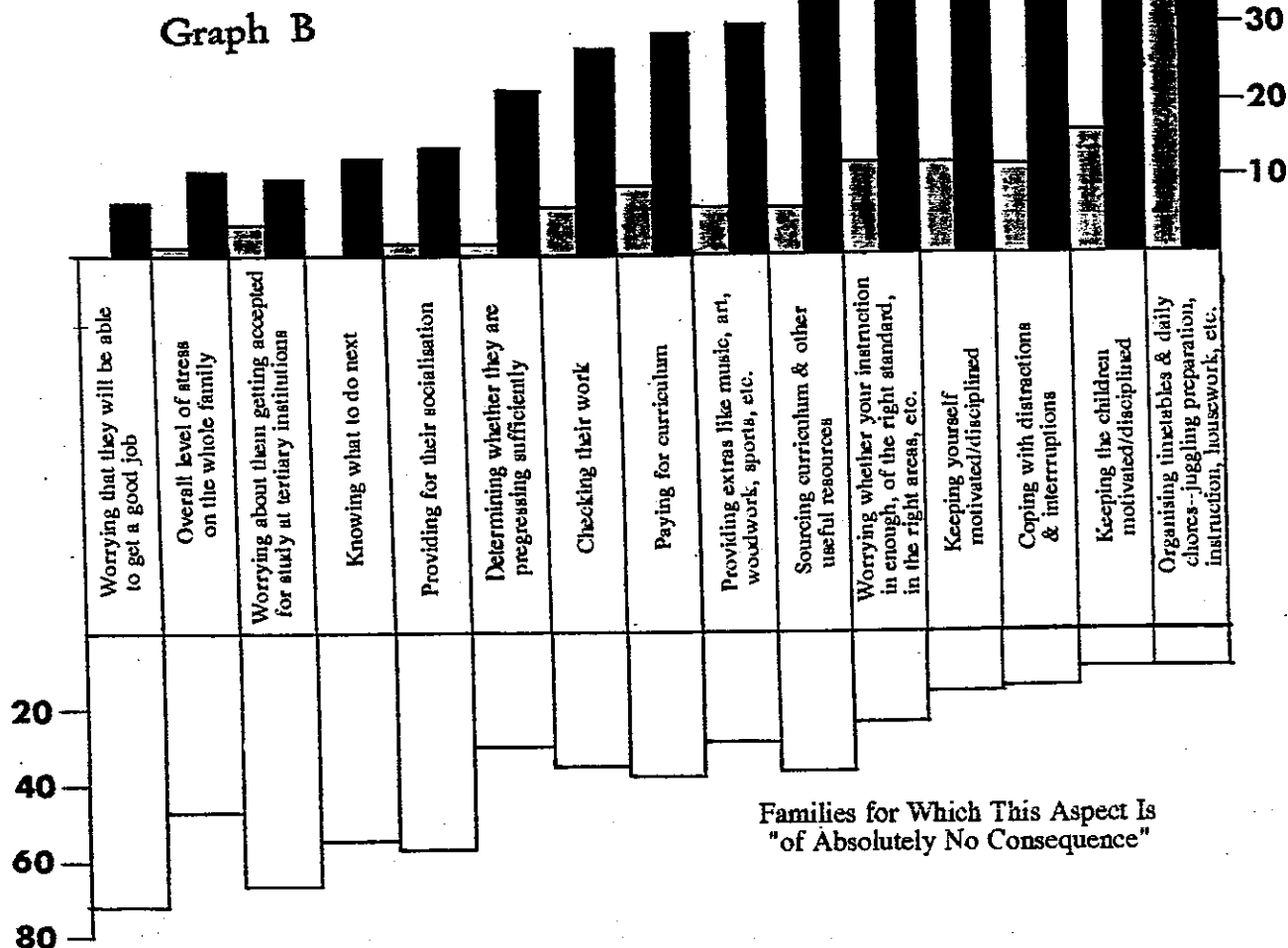
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What Are the Most Difficult Aspects of Home Schooling?

Families ranking this aspect among top four

Families ranking this aspect Number One



Families for Which This Aspect Is "of Absolutely No Consequence"

Puzzle

PUZZLE CONTEST from last issue:
How wide was the river?

- 1st--The Dykstra Family, Linton
- 2nd--The Cahan Family, Aokautere
- 3rd--The Broadbent Family, Paeroa
- 4th--The Wilson Family, Papakura
- 5th--Simmons Family, Auckland
- 6th--Sunde Family, Hamilton



There are several ways to attack the problem, and to be perfectly honest, I couldn't understand any of them. But the answer is pretty straight forward:

1760 yards, or exactly 1 mile.

A Mathematical fallacy is an astonishing assertion that is very difficult to believe even when every step of the proof has been verified. The fun is that the proof contains a very subtle error.

Here is proof that any number "a" is equal to a smaller number "b".

$$a = b + c$$

Multiply both sides by (a-b) to obtain:

$$a^2 - ab = ab + ac - b^2 - bc$$

Subtract ac from both sides:

$$a^2 - ab - ac = ab - b^2 - bc$$

Factor: $a(a - b - c) = b(a - b - c)$

Divide each side by (a - b - c) to get:

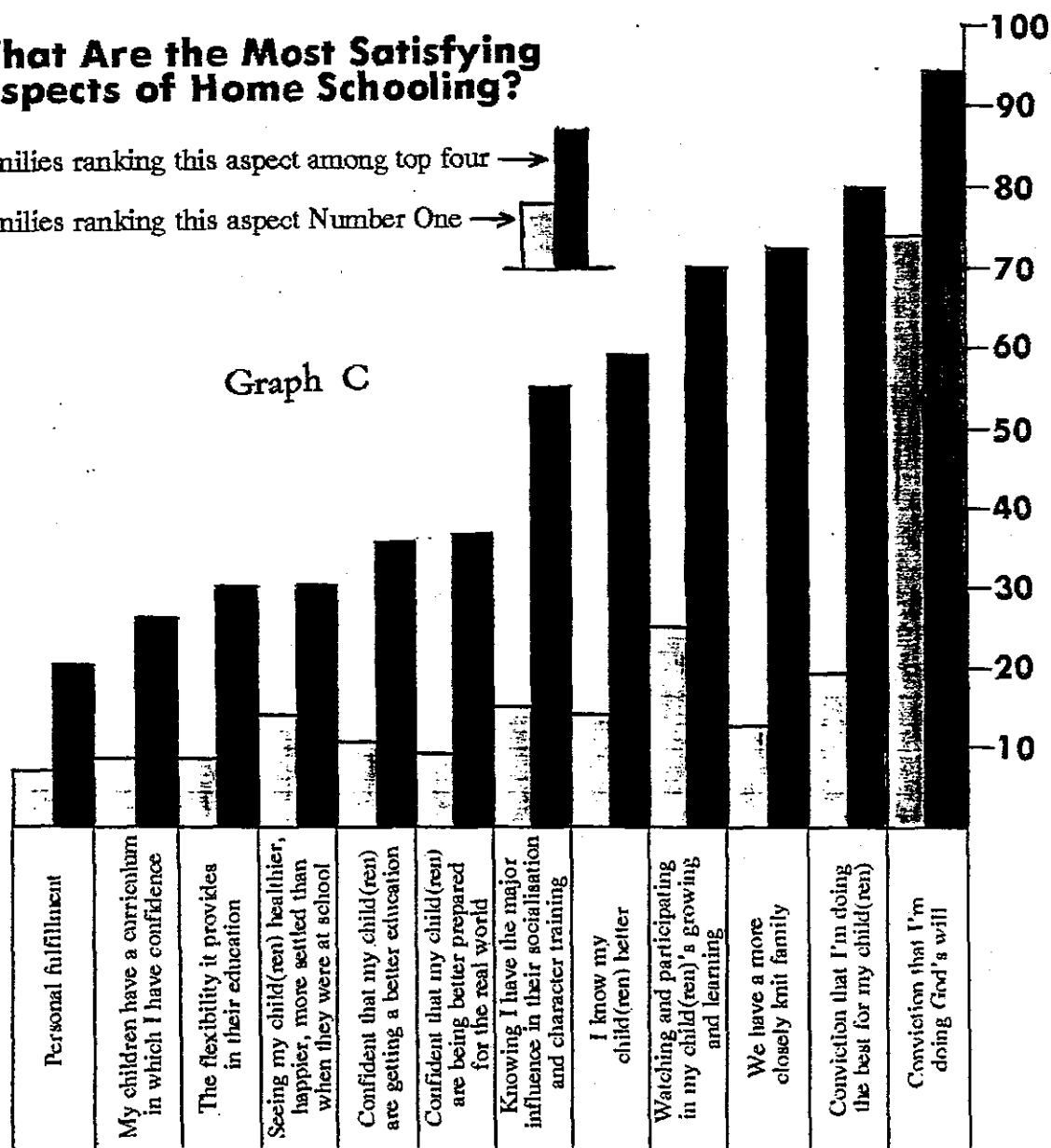
$$a = b$$

So where is the error in the proof steps?

What Are the Most Satisfying Aspects of Home Schooling?

Families ranking this aspect among top four →

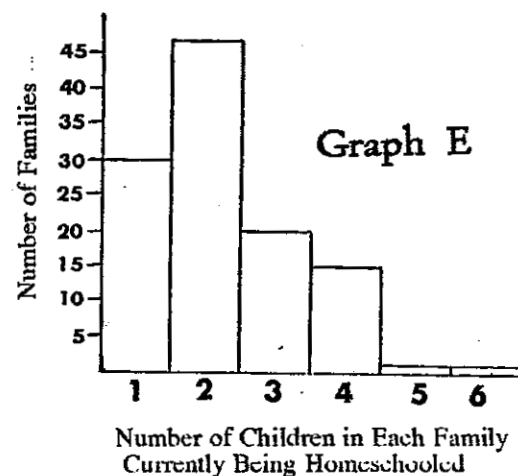
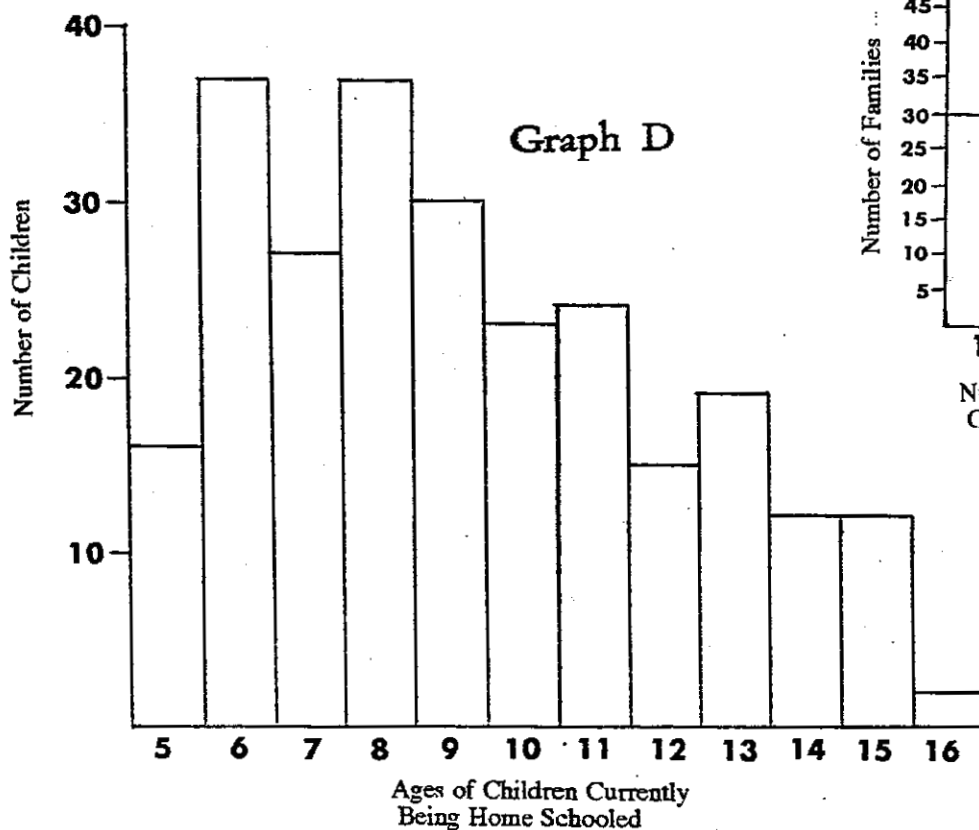
Families ranking this aspect Number One →



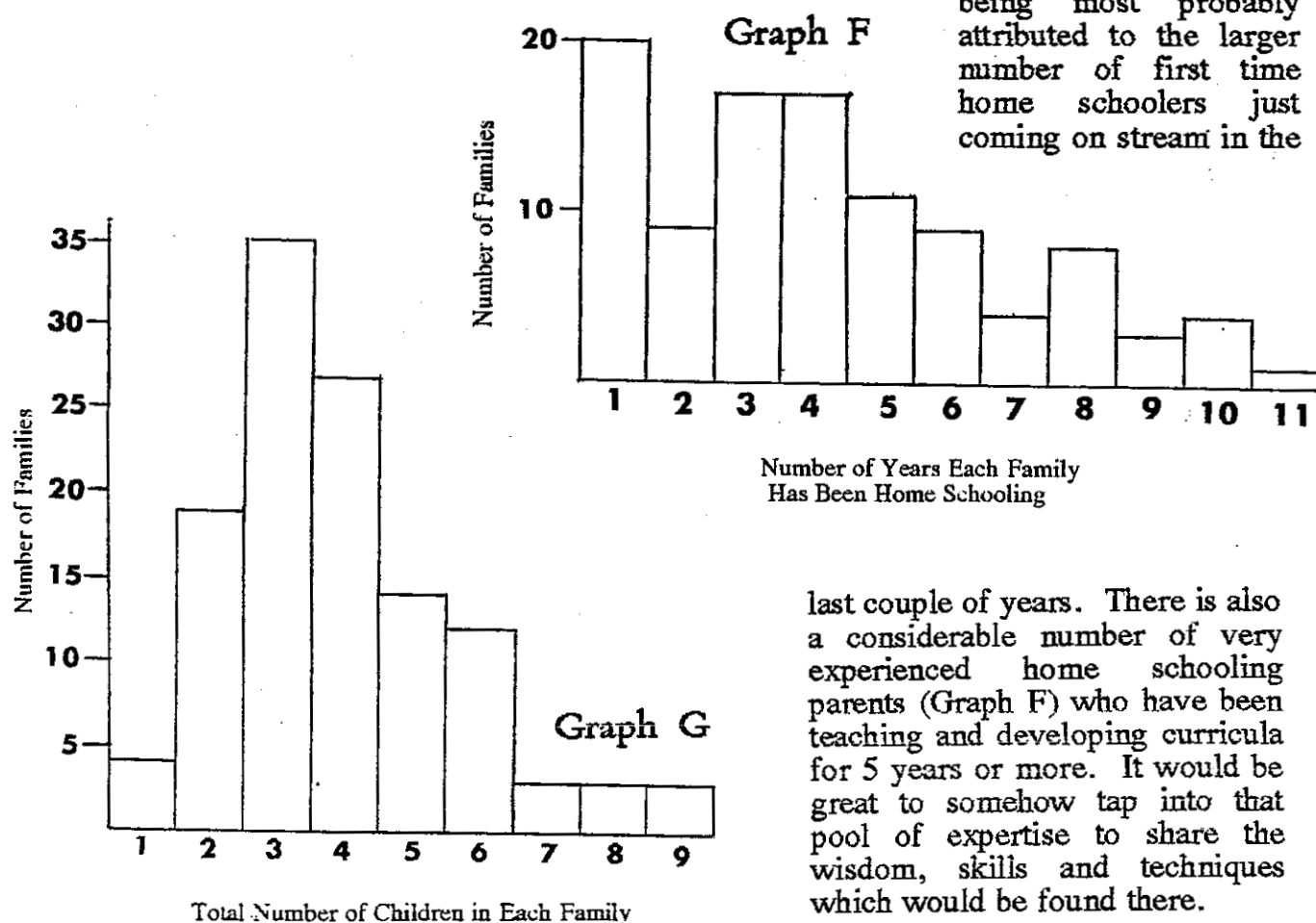
Looking at the graphs, by far the Number One reason for home schooling from this sample of homeschoolers was "religious convictions" (Graph A). But looking at what people indicated as their top four reasons showed a solid concern among 95 of the 119 families for providing an environment of consistent standards rather than having one set at home and a different one at school. There were also very strong indications that home schoolers do so to build closer families, escape the state school philosophy and curriculum, and to avoid the peer pressure or bad influences of other school kids.

Without doubt the most difficult aspects for these home schoolers (Graph B) was organising all the things they had to do in the day: prepare lessons, teach, prepare meals, housework...and many added tending to pre-schoolers and infants. Keeping everybody motivated and coping with distractions and interruptions also ranked high. Home schoolers are extremely self confident judging from the items which ranked the most number of "Of Absolutely No Consequence" responses: one half or more of the respondents were not concerned with their children's job or tertiary educational prospects, their socialisation, or what to do next in their home schooling programme.

The most satisfying aspect of home schooling for this group (Graph C) was clearly the conviction that they were doing God's will. The other top reasons were all focused on their children or family....not self. Personal fulfillment rated the lowest of all. Perhaps we can safely surmise that Christian home schoolers are definitely in the forefront of that sector of society doing the most to preserve, protect, defend and promote the family under Christ as the foundation of a secure and contented society.



Home schoolers certainly have larger families (3, 4 or more children, Graph G) than the statistical average for NZ, which is just on 2. Most, however, are formally home schooling only 1 or 2 (Graph E). There is a good spread of ages (Graph D), the larger number of 6-9 year olds being most probably attributed to the larger number of first time home schoolers just coming on stream in the



last couple of years. There is also a considerable number of very experienced home schooling parents (Graph F) who have been teaching and developing curricula for 5 years or more. It would be great to somehow tap into that pool of expertise to share the wisdom, skills and techniques which would be found there.

The Wellington Homeschoolers Association

by Christina Coward

The Wellington Homeschoolers support group began in 1987 with a meeting of 8 families. Craig and Barbara Smith were invited along to help us look at the issues of starting a support group. This was the encouragement we needed to begin. We had a pot luck tea and discussed the aims of our group. From this small beginning our group developed as needs arose and there was the ability to meet the needs.

Group Composition We have a membership of 74 families. Eight of these are distant members. Two-thirds of our membership is Christian. Approximately one-third of our families are homeschooling students at the secondary level. Almost half of our membership is living in the Hutt region. Of the curriculums being used 22% are on ACE, with a handful each doing ATINZ, A Beka, Konos, Carey College and 45% designing their own programme using a variety of resources.

Guiding Principles We decided right at our first meeting that we would not be an exclusive Christian support group. This was partly due to the fact that even amongst the first eight families there would have been a split. This made us face this issue immediately rather than further down the track and was good. We saw it as a sad indictment on us (the Christians in the group) if we could not work together and meet on our common ground. That has meant we have had to learn right from the start what our common ground is and face the fact that even all Christians are not always in total agreement about all aspects of education and differ in philosophical approach.

This extract from the Moores sums up this issue for us: "In spite of the fact that we aren't against forming exclusive support groups we wonder why, given the example of Christ, Christians choose to miss the opportunity to associate informally with those of other faiths or no faith to show what real Christians are. How can Christians fulfill the Gospel Commission by building a wall around themselves? Unfortunately, too many 'Christian'

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homeschoolers have given an image of unChristlikeness, bigotry and greed for money or power. Of course we should shield our children from unwholesome influences, but these may be via TV, video, relatives, unruly children wherever they are....even in our church or Christian support group. We don't know any homeschoolers who do not have high ideals for their children...both morally, behaviourally, and academically."

Aim Our aim is to provide support to homeschoolers in whatever ways we are able: a) Monthly newsletters which advertise outings, activities, resources, explore issues relevant to homeschoolers, educational philosophies/approaches etc.; b) Resource library and catalogue of resources; c) Telephone tree; d) Directory of families; e) Training workshops. Anyone is free to initiate an outing and advertise it in the newsletter.

Organisation Initially organisation was shared by two people who organised activities and began the newsletter. Responsibilities such as finance, membership, newsletter production, etc., were filled by making our requests known and



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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 cassette 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 cassette 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. This set was the **winner** of the 1994 Early Childhood News Award.

Phonics The phonics tape teaches initial consonant sounds and short and long vowel sounds with catchy choruses and rhyming stories. The 24 page activity book has puzzles and art activities to help children learn their short and long vowel sounds. This is an exciting way to help early readers develop phonetic skills.

"Rap With The Facts"

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. Side 2 has the sums without the answers given so children can practice their skills. The book adds another dimension in reinforcing their skills. The music sets quite a pace so children need to pay close attention to this one.

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 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 8 to 13 years of age 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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Spanish This set has been awarded the Dr. Toy's "100 Best Product Picks" and The American Booksellers Association

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waiting for people to offer. This has not always meant immediate results and sometimes we have approached someone we think has the necessary skills and invited them to help. Most decisions have been made by a core group of people whose judgement and differing views I have respected. We have phone discussions to sort decisions or grab a moment at an activity. Up till now we have only ever had two specific meetings to make decisions. Our subscription is calculated to cover photocopying and postage of the newsletter.

At this point we are looking into the issue of becoming an Incorporated Society. This question is before our members now for their opinion. This may mean some slight changes in that the positions of responsibility will be voted on. We are formulating our constitution at present. We want to keep it as low key as possible as we do not want to be tied up with meetings.

Activities A range of activities are offered to our members usually by one of a core group who set the activities up.

We have a play group of 5-10 year olds meeting once a fortnight for half a day to alternate between PE activities and Art; we have local get togethers once a month for a cuppa and chat, usually on a Friday afternoon.

Our secondary pupils and families meet once a month for a day. We usually invite in a guest to demonstrate or tutor, eg: CPR, dissections of a liver, adviser in outdoor education, a day at the Israeli community centre, discussion on Katherine Mansfield's story "The Doll's House" and visit to her home. We run a programme for the primary siblings of the secondary students on this day. This usually involves a visit to a place where an educational officer is based to run programmes which keeps planning to a minimum—essential for sanity!—eg: the museum, zoo, art gallery, botanic gardens, etc. One mum has begun to organise monthly career focus nights for our seniors. A guest is invited to talk about their job, qualities needed, study necessary, etc., for their career. These have been valuable for the seniors to begin to focus on future decisions.

We have an art co-op of parents who meet monthly and take turns running the session. Swimming is booked weekly and taken by pool

instructors. Manual classes are offered through a local school and attended by 10-12 year olds which they thoroughly enjoy. Recently we have initiated a group for parents who are serious about homeschooling their children once they reach school age. This has developed out of the interest and enquiries we are fielding constantly. The group has discussed their needs and decided to meet monthly. One month as a play/support opportunity for their children as they near the ever magical age of 5 and face the accompanying pressure to go to school. The alternate month will be an evening meeting to explore issues and topics relevant to homeschooling. Speakers, videos, tapes and experienced homeschoolers will contribute to these meetings. The first topic the group wishes to explore is that ever present issue "Socialisation"! What a biggie!

There are many annual activities organised eg: Science Expo day where science investigations are exhibited, and a science and technology challenge is held along with a science trail (a selection of science related activities for children to try). This is always well attended and a great day for all ages. Other annual events are "The Kids on The Road" CCS puppet show (an educational disability awareness show), Life Education programme, Kiwisports day and picnic, Orienteering, etc. Then there are just one-off events which we promote as the opportunities present, eg: Symphony orchestra school concerts, exhibitions and related workshops advertised by museums, etc.

Training workshops happen as we have the resources to offer them. Rosalie Pedder has run workshops in "Planning a Thematic Unit", "Thinking skills and learning styles", and from that have run our own workshops modelled on her example; We have had contact with the principal of a local Christian school who is running some Saturday afternoon trainings in thinking and bringing curriculum alive. Next year we hope to do some more, perhaps in poetry writing and Family Maths.

Newsletter Our newsletter is like the heart of our group. This has existed since the very beginning of our group, and I think it has been a major factor in keeping a united group even though we are so geographically spread. The newsletter now carries a feature family each month. This is done by a member who approaches people and writes the article up. A theme is also a new feature that has been a great

success and developed some home grown homeschooling articles. Another member of our group rings people to invite them to contribute to this which gives us a variety of views and shows the diversity of our group. We advertise resources, information relevant to homeschooling, articles from sources (with permission). We have a roster for enveloping newsletters which is a great help.

KIP is our children's newsletter "Kiwis in Print". It is run by a team of 3 young homeschoolers. One does layout and editorial, another sets a theme and competition each term, and the third does a news update on the Icebound Expedition in Antarctica (Telecom promotion) from faxes received each week and collates the points system for work sent in by young homeschoolers. There is a small prize when children reach point goals. This is a great opportunity for hands-on publication in a real situation and a great chance for children to have their work published.

We also publish a small Christian homeschoolers supplement which is available at an extra charge. This is in keeping with our policy that anything specifically Christian is not carried by the group as a whole but is self-funding-- something we see as important.

We have published a getting started kit to answer questions and lead people through the exemption form that they are required to complete. Our library resource list is available to members at a small charge to cover photocopying. A phone list is published with children's ages and curriculum used so people can make contact with others of similar likes.

Each parent is responsible for their own children on a group outing. Our policy for others dealing with a child whose behaviour may call for adult intervention is to advise the child's parent as soon as possible as to what was done.

Bear in mind that we did not attempt to set all this up overnight. Our group has developed over 8 years and is still changing. Some ideas were premature initially but later worked well and vice versa. We have found we need to constantly assess group structure and needs and back off fast if something is just not working. Above all we have learnt to enjoy our diversity and have all developed some very dear friendships in our homeschooling.

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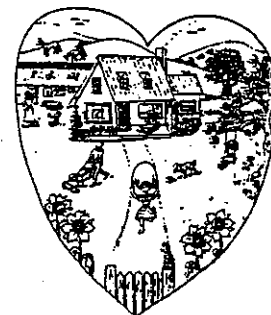
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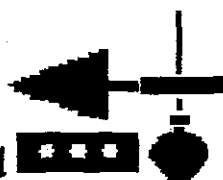
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In Line With Scripture



Then God blessed them, and God said to them, "Be fruitful and multiply; fill the earth and subdue it; have dominion over the fish of the sea, over the birds of the air, and over every living thing that moves on the earth."—Genesis 1:28

The Word of God tells us that the first thing God did after creating us was to bless us....and look how He blessed us: by giving us work to do. Work is a blessing. Sometimes it seems like a curse, but you know why that is, don't you? God gave us this blessed task before the Fall (recorded in Genesis 3) and ever since then, because God has cursed the ground (not us) because of our sin, the work has been a lot more difficult. And men have been trying to get out of doing the required work ever since. To work smarter rather than harder, to become more efficient, divide the labour among ourselves, invent labour saving devices is all perfectly legitimate. But to look at work itself as a necessary curse is to be less than thankful to God for the blessing of the work with which He blessed us. Remember, the problem is our sin, not God's organisation of the world we live in.

Now the implications for us home schoolers is that we must teach our children to enjoy work for the blessing that it was originally intended to be. If our attitude to our 9 to 5 job or our housework or the yardwork or car maintenance is lousy, so will our children's attitude toward work be lousy. If we threaten our children's misbehaviour with giving them extra work to do, what does that communicate about how we view work? Our culture is already full of laziness and sloth, even to common farewell slogans such as, "Take it easy," or "Don't work too hard," so we should be endeavouring to mirror God's standards rather than slipping into the world's mould.

The Fourth Commandment talks about the Sabbath, but introduces it by another command, "Six days you shall labour and do all your work." If we or our children (whose lives we have completely taken into our hands by deciding

to home school them), if either of us is to fulfill this very first task God assigned (which was repeated to Noah at the end of the Flood, and by our Lord Jesus in a fuller form in Matthew 28:18-20 and repeated by Paul in II Corinthians 5:18-20), then we must put off our old selves with their anti-Christian anti-work attitudes, and put on the new nature of Christ.

Allow your children to see and hear you revelling in a job well done. Allow them to help you, even though it is a pain, and takes so much longer. But you can put your hands on those of your child and guide them through the task. What a marvellous opportunity! Allow them to see your concern that whatever task you do, you are committed to doing it well, to the best of your ability. Remember, before Christ redeemed us, we were UNABLE to work as we ought, that is, to work for the glory of our God and our Saviour/Redeemer. So now that we are saved, praise God, let's get stuck in and make up for lost time! Is not our God worthy of our best?

Cursed be that old kiwi attitude you sometimes hear in the workplace when the boss isn't around: "Near enough is good enough." Not so for us Christians. "And whatever you do, do it heartily, as to the Lord and not to men." (Colossians 3:23.) Our children are watching us, as well as God. He will call us to account for our actions, having already poured out His wrath for our lousy work habits and all the rest upon His perfect Son. But our children just might pick up our negative habits and repeat them all over again. Let it not be so! Christ redeemed us parents from the pit that we might spare our children our mistakes and instead give them a roaring head start so they can bring far more honour to Him than we ever even think about. "Let your light so shine before men, that they may see your good works and glorify your Father in heaven." (Matthew 5:16).

Gregory Marchant, while doing research on home schoolers' use of computer networks, asked through a bulletin board what event prompted home schoolers to start home schooling. Among the replies he received was this one on 17 March 1993: "When she was little my daughter once said to a friend, 'Think of all the wonderful things we could learn if we didn't have to go to school!'"

Over a Cuppa

Teaching Other Peoples' Children: Part III



By Todd Roughton

We are still in the pioneer days, you realize. Home schoolers are pioneering all kinds of things, some totally new, in other cases re-inventing the wheel since recently past generations have lost the formulae. Two years ago a group of pioneers from Wellsford (north of Auckland) Christian Fellowship established the Living Way Learning Centre. The original intention was to have the Centre be a resource base providing personnel, expertise and materials for parents who were receiving supervisory allowances.

This plan was moulded by the events that followed. Troubles soon arose as to official authorisation and classification. After a long period of protracted negotiations with the Educational authorities and the subsequent intervention and support of local MP Dr Lockwood Smith, the Learning Centre was finally legally able in 1993 to operate under the official designation "fully registered private composite school". However, there are some differences between this school and others with the same classification.

The first major difference between the Learning Centre and a conventional school is the 3 day/4 day structure. The students are at the Learning Centre from Monday to Wednesday and at home on the other days. On Thursday (and Friday, if necessary), the staff itinerate, visiting homes and assisting parents with the education of their children. Similar to a number of other christian schools, the year is divided into six terms, each of six or seven weeks, with holidays in between.

The beginning of this year saw a change to the new "Interactive" Curriculum being developed by Helen Pearson, founding principal of Kings Way School. The Interactive Curriculum aims to bring students to the same qualifications as their peers in state education, but by Biblically reinterpreted means. Thus, it is intended that our graduates take their place on equal footing alongside their state trained peers in New Zealand society **KNOWING BOTH SIDES OF THE PICTURE**. e.g. Economics students will hopefully not only understand the

current schools of thinking which influence our business world (Keynesian economics, economic rationalism) and their historical bases, but also have a clear understanding of Biblical thinking as it relates to the same discipline.

The second major difference between the Learning Centre and a conventional school is not just the purpose-designed curriculum but **THE WAY IN WHICH THE CURRICULUM IS DELIVERED**.

Recognising the responsibility of parents for the education of their young and their role as first educators, planning sessions **ACTIVELY** involve both staff and parents. Together they examine the next term's curriculum, brainstorm possibilities, and formulate a package that takes into account (a) the content and intention of the curriculum outline as prescribed, and (b) the strengths, desires, and needs of the individual home educators and their specific children.

The end result is a unique mixture of Learning Centre based lessons, home based lessons, and combinations of both. Some families desire far more structure than others; some families at times simply want access to resources. The job of the staff is to act as a sounding board and educational conscience for parents, to offer advice and expertise as necessary, to administrate the decisions that are made, teach such classes as required, to assess and monitor individual progress and give appropriate feedback, and generally to serve the families in the education of their children.

Set up by motivated parents and operating complementary to this, is a Resource Library in the same building. This library contains reading, writing, and early Maths materials that mothers can use at home with their pre-schoolers. As the Learning Centre continues to establish its own resource base of information and Biblically reinterpreted materials to complement the Interactive Curriculum, these too are being housed in the Resource Library (catalogued for easy reference under the international Dewey system). For a yearly subscription of \$30, any other family in the community may access these materials regardless of whether or not they attend the Learning Centre. With time, this resource base has the potential to be of great service to local families and to home schoolers in particular.

The long term goal is to grow as a Biblically based facility that serves education in the broader sense in the wider community. The Learning Centre community is somewhat eclectic in its attitude to educational models--perhaps

recognising that different families simply have different educational abilities and educational needs, and that these needs may vary from time to time as their family situation and their circumstances may change. The question is not necessarily, "Which is the purest model?", but rather, "How can we best serve you?"

For all of us involved it is a learning process--it would be more true to say that we are a people on an interesting journey of discovery rather than a people with a clearly pre-defined vision.

The Learning Centre will occupy new and larger premises before the end of the year. It currently employs a staff of two, and has a roll of 23 students ranging from Years 1-8, (New Entrants to Form 2).

Fees are as follows: 1st child: \$40 per week (GST incl.) 2nd child: \$32 per week, 3rd child: \$28 per week.

Enquiries regarding the Learning Centre may be made to: The Principal Living Way Learning Centre PO Box 107 Wellsford ph. (09) 423-7727

Enquiries regarding the Interactive Curriculum may be made to: Mrs Helen Pearson 137 Brian Cres. Stanmore Bay Whangaparaoa ph. (09) 424-1988

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A.D.D. and Allergies

by Sharyn Wylie



I must agree with S & J of Hawkes Bay regarding Dr Matthew James' article on ADD (Attention Deficit Disorder)(Keystone, March 1995). Not only was the suggestion that ADD could be attributed to excessive television laughable, but the premise by which this doctor arrived at his conclusion was incredulous. Sadly, this doctor states he sees several families a week with children like this, and yet offers them nothing more than advice on television viewing. It could be said that some ADD children are stimulated by the drama of television, and may in fact become more active following some programmes, but this is not the basis of their problem. Others may be sensitive to the TV rays but this too is only part of the puzzle.

The primary cause of ADD is allergy or food intolerance, though in some severe cases inhaled allergens such as chemicals play a major part. Unfortunately Dr's Christopher Green and Kit Chee do not give food intolerance the degree of importance it requires. Too often parents are receiving the wrong information, so when an elimination diet fails, they reluctantly agree to medication. A Canadian friend of mine wrote at Christmas that her son was on Ritalin, after they had avoided artificial additives for one year. No one told her a dietary improvement would be evident in 7 to 14 days. If the child fails to respond during that period of time, an error has been made or the wrong diet is being used. In rare cases, it may mean the child's problem is an inhaled allergen.

I am a counsellor for the Wanganui Allergy and Hyperactivity Awareness Association. "Hyperactivity" is the old term for ADHD (ADD). We advise families to read books by Dr Doris Rapp and Dr William Crook. Both have done extensive work in this area and have written a number of excellent books. If Dr Rapp places a child on medication, she feels she has failed that child, because she hasn't been able to get to the root of the problem. Dr Crook sometimes prescribes Ritalin so that the family can have a period of time to recover. Some families are under too much stress to initially try a diet approach. Our association uses Dr Crook's elimination diet, but in very difficult cases we sometimes combine it with Dr Feingold's. We would rarely try the Feingold diet first, as Dr

Feingold states it has only a 50% success rate. We seldom have a child that fails to respond to Dr Crook's diet, and when we do, we give the parents the name of a doctor specialising in allergy.

As S & J point out, medication is not a solution. It only helps while the medication is working, leaving the family to deal with the problem the remainder of the time. It is important to remember that these children do not want to cause difficulty. They want to be able to concentrate on their studies and to co-operate with the family, despite what it may seem. S & J also state correctly, "It is widely accepted by the vast majority of medical experts that ADHD is caused by amal-function of the frontal lobes of the brain and in addition to this there is an unusual imbalance in neuro-transmitters. This imbalance clearly shows up in Positron Emission Tomography (PET Scans)." But I wish to reassure parents that if you took before and after scans of a child who had had the problem food or other allergen removed, this imbalance would no longer be present.

We live in an age of deception. Most doctors are misinformed because the medical journals they read are funded by the drug companies. Sadly, some medical experts consistently ignore the work of doctors such as Dr Rapp and Dr Crook. They have a Pharisee approach to medicine. They continue to look at the medical evidence they have, but refuse to look at ALL the evidence available.

If you wish to try an elimination diet you **MUST NOT LIVE IN THE COUNTRY OR HAVE A MEDICAL CONDITION.** (If this statement applies to your family you would have to see a doctor specialising in allergy.) **WARNING:** It is **DANGEROUS** to carry out an elimination diet if your child is an **EPILEPTIC** or an **ASTHMATIC**. It is also dangerous for those with other medical conditions such as high blood pressure. If you or the members of your family have these added difficulties, write to me and I will send you the name of an allergy doctor in your area. If your child suffers from any physical symptoms such as headaches, stomach aches and so on, have a **THOROUGH PHYSICAL EXAMINATION BY YOUR DOCTOR FIRST** before attempting an elimination diet. In rare cases there can be a severe reaction to a food when tested. Therefore families who live in the country and adults who live alone **MUST NOT UNDERTAKE AN ELIMINATION DIET.** It is best to receive counselling first.

I have had a number of cases where an elimination diet was not necessary at all. One involved a pre-schooler who kept running away from home. He was very active and they simply could not watch him all the time. When I talked to the mother, I discovered this child ate handfuls of sugar from the sugar bowl whenever he got a chance. He also craved milk. The mother took him off milk and sugar and he became a different boy. This mother is now on our committee so that she can help other parents. We have just assisted a family whose 8-year-old son fit the ADD characteristics and was about to be assessed. His school teacher was already asking that he be put on Ritalin, for the teacher knew of other students on this medication. The mother had contacted us two years earlier, but because she was working, felt unable to cope with an elimination diet. (This diet means you cannot eat out socially for at least two weeks. In some cases it is three.) She was now faced with the decision of trying the diet approach or going ahead with medication. She chose diet. Within 7 days the boy was coping well at home and with his homework. He reacted to two foods. The biggest reaction was to apples. This mother had noticed from a young age that apples seemed to affect her son adversely. She therefore seldom allowed him to have one. However, it wasn't until she received counselling prior to starting the diet, that she realised the fruit juice she often gave him was apple-based. Unknown to her, she had been "poisoning" her son all these years. This boy was sensitised to apples while still in his mother's womb. During her pregnancy she craved apples and ate them to excess. Not all food intolerance begins this way, but we advise expectant mothers to eat a wide variety of whole foods. Dr Crook's elimination diet is not easy for school children as school lunches present a problem, but for the child taught at home there is no difficulty. If you suspect your children are not concentrating well on their studies or are overly active, an elimination diet may be a good idea. Why not have the entire family try one as part of your health study? For further information on this subject, please write to me or give me a ring. All counselling and information is free though we welcome donations.

Wanganui Allergy and Hyperactivity Awareness Association

5 Durie Vale Rd.

Wanganui

Phone Sharyn on (06) 345-8393 (evenings).

Statist and Professional Trends

**DANGER
ZONE**

Report Questions Reading Methods (Manawatu Evening Standard, 24 June 95)

A Government backed report has questioned the way NZ children are taught to read, saying more emphasis needs to be put on traditional methods of linking sounds and letters. The report, by Massey University Dean of Education Professor William Tunmer, was released at the university's Albany, Auckland, campus yesterday. It says young children who can use spelling patterns understand far more strange words than those who try to guess the word meanings from context alone. The report seems likely to create controversy in education circles, where NZ's "whole language-based" approach to reading through context has been acclaimed as leading the world. The Reading Recovery programme, developed by New Zealander of the Year Dame Marie Clay, is held up as one of this country's success stories. According to Ministry of Education figures, 25 percent of children have improved their reading by using Reading Recovery. But yesterday Professor Tunmer questioned the need for a quarter of NZ children to go through the expensive, individually taught programme. He said the high figure suggested many children were not learning the reading skills they needed from ordinary classroom methods.

"In New Zealand," according to London's Sunday Times of 27 November 1994, "an official 'whole language' policy, in place for a quarter of a century, leaves one pupil in four unable, after a year in school, to read at all."

The National Qualifications Framework

Back in May of this year, a report by the Education Forum questioned the value of school, academic and trade qualifications, saying there were "serious inconsistencies and tensions" throughout the national qualifications framework. The report's authors, Michael Irwin of the Business Roundtable, and Cedric Hall and Warwick Elley of Victoria and Canterbury universities, recommended a new approach away

from the unit standards-based assessment model. The report prompted the new chairman of the Qualifications Authority, retiring Massey University vice-chancellor Sir Neil Waters, to say he is open to suggestions for a new approach to setting academic standards. The report questions the soundness of the basic building block of the qualifications framework, which is the "unit standards". These are little bite-sized units of learning. The idea is to gain enough of these unit standards, in the right areas of learning, to gain the desired qualification, be it an academic degree or a trade certificate.

Now the problem is this: the NZQA claims that unit standards describe levels of performance students must attain to gain credit for the unit standard, while the report says these descriptions of performance are sometimes "objectives to be aimed for, rather than standards to be attained."

This is a problem because ALL learning is assessed in the same way, using the standards-based assessment model. The authors of the report say that this ignores the extreme complexity of and the vast range of the knowledge and other attributes to be tested. They claim that the purpose of assessment and nature of what is to be tested should determine the assessment methods, rather than expecting every area of learning to fit into this one assessment method adopted by the NZQA. (Sources: Dominion article of 28 June 1995 by Anamika Vasil and Dominion article of 29 May 1995 by Murray Williams.)

Chief executive of the NZ Qualifications Authority (NZQA), David Hood, said the real concern of the report's authors was the work involved in shifting to this new system. There certainly is a lot of work involved. The Manawatu Evening Standard printed the following on 22 August 1995:

"Teachers are 'deeply exasperated' with the education system and some are seething with resentment, Post Primary Teachers Association president Roger Tobin said at the union's annual conference in Wellington yesterday.

"There is a growing crisis of confidence in our education system and the direction it appears to be heading in," he said. "Morale is currently too low to ensure the success of any ongoing reforms."

As if that wasn't enough, just a few weeks ago (23 August 1995) the secondary teachers union (PPTA) voted to withdraw support from future involvement with the qualifications framework unless the Government provides more funding for "professional development and related expenses." The Minister of Education, Dr Lockwood Smith, said that boycotting reforms was inconsistent with claims that education of children was the primary concern of teachers. (Sources: Dominion, 24/8/95 and Manawatu Standard 25/8/95.)

CHomeS Comment

Aren't you glad you teach your children at home? I mean haven't we home schoolers been saying that there is quite a lot that goes on in schools and teachers' unions and principals' unions that is "inconsistent with claims that education of children was the primary concern"?

We do have a bit of a problem, though, in that if our children want to gain nationally recognised qualifications, they will have to wade through the confusion of the NZ Qualifications Framework to get them. We are currently in a transitional period, with the Framework to be totally in place in 1997. Perhaps it will not be so confusing by then.

But it will be very different to what we have now. A bulletin from the NZ Qualifications Authority dated 11 August 1995 stated: "At the request of the Minister of Education, the Secondary Principals Lead Group is carrying out further investigations into the purpose, nature and format of the examination that will replace the existing University Entrance, Bursaries and Scholarships examination once the National Qualifications Framework is fully implemented at secondary school level."

School Certificate

The Ministry of Education plans to shift the School Cert exam to the fourth form in 1997, with both fourth and fifth form students sitting the exam in that year. It is also to be a completely external exam, with no internally assessed component. (See the lengthy article on this in Keystone Vol. 1, No. 3, July/August 95.) Well, looks like the ol' School Cert is in for trouble. Both secondary school principals AND secondary teachers voted to boycott School Certificate exams at their respective annual conferences in July and August of this year. Principals went even further by

unanimously voting to abolish School Cert completely once the new system was in place, which is due to happen in 1997, because it was incompatible with the new qualifications framework. Manawatu-Wanganui PPTA chairman Bruce Taylor said, "(School Cert) is going in the opposite direction of the qualifications framework and achievement-based assessment."

School Certificate is to be replaced in the fifth form by the new internally assessed National Certificate, whereas the School Cert to which the principals and teachers are objecting is a totally stand-alone external exam. (Sources: Manawatu Standard of 15/7/95 and 25/8/95.)

The Christian Education Qualifications Trust

Perhaps the Lord is raising up this organisation to help us Christian home schoolers who are concerned about the mess NZ's higher schooling seems to be in. Here is what the Trust says in its introductory brochure:

"Christian education is comprehensive—it seeks to nurture children in Christ and for Christ. Part of that nurture is a commitment to academic excellence and recognised standards. Today, secular education is intoxicated with the destruction of academic challenge and a refusal to distinguish between mediocrity and excellence.

"The Trust draws on gifted Christians in schools and the wider community to offer qualifications for senior secondary students based on external examinations. Qualifications based on external examinations offer students genuinely academic qualifications free from mistrusted internal assessment and fudged standards.

"Students and schools need the assurance that qualifications will stand in the wider world. Our International Patron (Dr Noel Weeks, Senior Lecturer in Ancient History at the University of Sydney) brings leadership and experience from an international perspective.

"The standards the Trust is committed to can broadly be described as consistent with the old University Entrance and the present Bursary examinations. At the same time, our Christian focus will ensure that application as well as excellence will be recognised. Sample examination papers are being prepared to illustrate what will be expected of students."

The Trust is completely separate and independent from the NZQA. To find out more, write to: The Christian Education Qualifications Trust of NZ,
c/- Tyndale Park Christian School,
R.D. 2,
Papatoetoe,
Auckland.

Compulsory Schooling

The legal leaving age was lifted from 15 to 16 at the beginning of 1993. From 1998 students in NZ will be required to remain at school or have exemption certificates until they turn 17. On the 17th of July this year, our beloved Prime Minister Jim Bolger told the annual conference of Federated Farmers in Wellington that the school leaving age will eventually be raised to 18. (Source: Manawatu Standard, 19/7/95.)

Supervisory Allowance

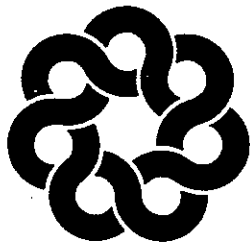
It is interesting to note that the Ministry will continue to pay the supervisory allowance to those being home schooled right up until the end of the calendar year in which they turn 19 (nineteen), as long as they are still being homeschooled. They need to have received their exemption certificate before their 16th birthday, and you must produce the statutory declaration. The Inland Revenue Department has stated that the supervisory allowance is exempt from being taxed as income. And the Department of Social Welfare has decided that the supervisory allowance will be disregarded in the assessment of income tested benefits.

In the absence of reviews by the Education Review Office, we home schoolers are asked to sign a statutory declaration, a satisfactorily completed one being required if you want to receive the supervisory handout. If you have objections to signing a statutory declaration, it is possible to write a letter of affirmation as long as it is witnessed by an authorised person (a JP or postmaster). In addition, the form of affirmation must follow that set out in the Oaths and Declarations Act 1957 and it must be affirmed under that Act. The Act provides for many different forms of declaration, not all of which require words of imprecation.

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New Zealand Vice-Chancellors' Committee

P.O. Box 11-915
Wellington
New Zealand

94 Dixon Street
Wellington

Direct dial: (04) 801-5278 E-mail angela@nzvcc.ac.nz
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24 August 1995

Mr Craig S Smith
Christian Home Schoolers of New Zealand
4 Tawa Street
PALMERSTON NORTH

Dear Mr Smith,

At their conference early in July the Academic Registrars of the New Zealand universities considered your letter of 21 June, requesting "approved alternatives" to Sixth Form Certificate as a means of becoming eligible for consideration for provisional entrance to a university.

I have been asked to respond on behalf of all the universities. I regret that I have not done so sooner.

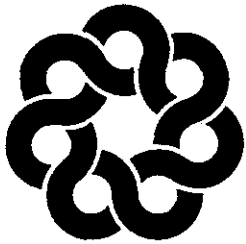
The Provisional Entrance Regulations 1995, which have recently been published, are virtually unchanged from 1994. The slight change does not affect the circumstances of home-schooled children. They require that applicants have received schooling to at least Form 6 level and have been awarded Sixth Form Certificate in at least one subject. For applicants who do not have at least one SFC pass the regulations confer discretion on the Convener of the Sub-Committee on University Entrance to consider individual cases and determine whether or not the applicants are admissible. A copy of the regulations is attached for your reference.

The particular difficulty we have with home-schooled children is in determining the level at which they have been taught. The Academic Registrars would be interested to see examples of the types of programmes that are in use and the sort of detail which can be provided to demonstrate that children have undertaken a sequential course of study and achieved a level of understanding which is similar to that achieved by a 6th form student in a secondary school. On receipt of this information it is possible that some sort of guidance might be given, but you will understand that this is an area where applications need to be treated very much on a case-by-case basis.

If any of your home-schooling families are using the Accelerated Christian Education Programme I am happy to advise you that this has already been assessed by the NZVCC and a student achieving a year 12 certificate is eligible to be considered for provisional entrance by a New Zealand university.

Yours sincerely,

Angela Werren
Academic Officer



New Zealand Vice-Chancellors' Committee

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COMMITTEE ON UNIVERSITY ACADEMIC PROGRAMMES

Provisional Entrance Regulations 1995

Preamble

A university entrance qualification is normally gained through adequate performance in the New Zealand University Entrance, Bursaries and Scholarships (NZUEBS) examinations. Students who for any reason do not sit these examinations, are under the age of 20 years, and are otherwise not academically qualified to enrol at a New Zealand university* may be eligible for provisional entrance. Enquiries should be addressed to Liaison Officers at the universities in the first instance.

* A person is academically qualified to enrol at a New Zealand university who has

- gained a grade of A, B or C in each of 3 subjects of the NZUEBS qualification and been awarded Higher School Certificate; or
- gained a New Zealand Bursary at 'A' or 'B' level; or
- gained a grade of A, B, C or D in each of 4 subjects of the New Zealand University Bursaries Examination prior to 1993; or
- obtained New Zealand University Entrance prior to 1986; or
- been awarded admission ad eundem statum by a New Zealand university¹.

(1. This type of admission is based on qualifications at Form 7 standard or better gained overseas. Not all qualifications are considered adequate for admission.)

Eligibility

1. A person under the age of 20 years who is
 - (a) a citizen or permanent resident of New Zealand, and
 - (b) not academically qualified to enrol at a New Zealand university, and who has
 - (c) received secondary schooling to at least New Zealand Form 6 level, or its equivalent overseas, and been awarded Sixth Form Certificate in at least one subject, or its equivalent², and
 - (d) not, in the year of application, entered examinations in more than 2 subjects of the NZUEBS qualification,may apply for provisional entrance.

(2: Persons applying on the basis of overseas schooling may be required to provide evidence of competence in the English language.)

In special circumstances the Convener of the New Zealand Vice-Chancellors' Committee's Sub-Committee on University Entrance may permit persons who do not fulfil clause (c) or clause (d) above to apply for provisional entrance³.

(3: Prospective applicants under this provision should seek guidance from the Liaison Officer of the university they wish to attend.)

Persons who do not fulfil clause (d) above may (i) in exceptional circumstances be considered for provisional entrance at the beginning of 1996³, if their failure to qualify for entrance has been marginal; or (ii) be considered for mid-year admission in the year immediately following their NZUEBS examinations in universities where this is standard practice. Admission will be at the discretion of the university concerned⁴.

(3. In 1997 and thereafter the "marginal failure" provision will no longer apply.

4: Prospective applicants under this provision should seek guidance from the Liaison Officer of the university they wish to attend.)

Method of application, closing date, fee

2. (a) An application may be made to any university by the closing date⁵, on the form specified for the purpose by that university and accompanied by the required evidence of academic achievements, a statement from an adviser⁶ concerning the applicant's suitability for the

proposed study, and the required fee⁵. Only one application per university, for one course of study, may be made. (For exceptions, see regulation 3 below.) Applications may be made to more than one university provided the appropriate application fees are paid. Some universities will consider applications made after the closing date.

(5: The required fees in 1995 and the closing dates set by the universities are as follows: Auckland \$60 5 December, Waikato \$63 1 December or 17 June 1996; Massey \$60 1 December or 1 June 1996; Victoria \$60 11 December or 10 June 1996; Canterbury \$60 1 December; Lincoln \$60 1 December or 10 June 1996; Otago \$72 10 December.

6: In the case of applicants still at school the adviser is the principal of the school. In any other case the adviser is a university Liaison Officer or other person appointed by a university as an adviser.)

- (b) Applicants should ensure they also fulfil any separate pre-enrolment procedures required by the universities.

Circumstances in which more than one application is permitted

3. Where an applicant is applying for a course of study to which admission is limited the applicant may also apply on the same application form for a second course of study at the same university⁷.

(7: A successful outcome is more likely in the case of an application which includes at least one course of study to which admission is unlimited than in the case of an application for two courses of study with limited entry.)

Assessment of applications by a university

4. Each university shall designate one or more members of its academic staff to be responsible for considering applications. The person(s) so designated shall take into account
- (a) the academic achievements of the applicant,
 - (b) the course of study proposed by the applicant,
 - (c) the statement made by the adviser,
 - (d) any statements made by any other advisers consulted by the applicant,
 - (e) any other evidence which may have been provided of the applicant's suitability for provisional entrance.

(The universities will apply the following criteria in cases of narrow failure in NZUEBS: applicants must have attempted at least 3 subjects in NZUEBS; of the best 3 grades at least 2 must be above D, of which 1 must be a B or better; the third may be a D provided it is within the highest 5 marks of the D grade range; and the advisers must have given strong support to the applications.)

Results of applications

5. Each university shall advise applicants of the outcome of their applications for courses of study to which admission is not limited by 10 January following lodgment of the applications⁸. For other courses of study starting in February/March the outcome shall be made known as soon as practicable. For courses of study starting in July the outcome of the applications shall be made known by the end of the fourth week in June.

(8: Admission to a course of study does not guarantee admission to particular courses/papers/units etc.)

Appeals

6. A person whose application is declined by a university may appeal to the New Zealand Qualifications Authority*, whose decision in the matter is final⁹.

*Equivalence Section, P O Box 160, Wellington.

(9: The Authority will not consider an appeal based on new or additional documents. Any such documentation should be submitted to the university for a reconsideration of the decision.)

Enrolment in only one course of study

7. A person whose application is approved may enrol only in the course of study for which provisional entrance has been awarded. Only with the permission of the person(s) designated in regulation 4 above may enrolment in a different course of study* be made until such time as a university entrance qualification is granted.

*Students seeking to transfer to another university need the permission of both universities.

Award of university entrance

8. A person with provisional entrance who satisfactorily completes one year of full-time study* or its equivalent shall be deemed to have qualified for entrance to a university, and shall be so advised by the university at which he or she is enrolled.

* 'satisfactory completion' means passing all components of one year of full-time study as defined by the university concerned. The study may be undertaken full-time or part-time.

Overview by NZVCC

9. The New Zealand Vice-Chancellors' Committee's Sub-Committee on University Entrance shall maintain an overview and receive such reports from the universities on the operation of provisional entrance as it shall request from time to time.



University of Canterbury Private Bag 4800
Christchurch New Zealand
Telephone: 03-366 7001
Fax: 03-364 2999

Liaison Office
4 July 1995

Mr Craig Smith
National Director
Christian Home Schoolers of New Zealand
4 Tawa Street
PALMERSTON NORTH

Dear Craig

Thank you for your letter about entrance to the University of Canterbury by home schooled students.

A person is normally academically eligible to matriculate at the University of Canterbury in three ways. By being a New Zealand citizen or permanent resident who has attained the age of 20 years by 31 March in the year of admission. By gaining a matriculation qualification through the University Bursaries Examination. This means either an 'A' or a 'B' Bursary or 3 grades of C or better plus Higher School Certificate. Correspondence School would offer such a pathway for home schoolers. The final way is by being granted Provisional Entrance.

We do not offer the "personal interest" entrance option mentioned in your letter.

The first two alternatives are quite clear and while Provisional Entrance does allow some discretion on the part of the university there are some regulations that must be followed. (A copy of these regulations is enclosed for your information.)

A Provisional Entrance application is considered on the basis of the applicant's academic achievements, the proposed course of study and the student's readiness to undertake university study.

This is the reason for the requirement of a Sixth Form Certificate grade or its equivalent. A decision can be made based on a known standard. Home schoolers can gain this qualification by enrolling and completing at least one Sixth Form Certificate course through the Correspondence School.

A person with one Sixth Form Certificate grade however would have to make an excellent case to gain Provisional Entrance to university.

An alternative to Sixth Form Certificate that we have accepted in the past is the A.C.E. course with the applicant being strongly supported by his/her teachers and results.

It would be difficult for home schooled students working solely on their own curriculum, based on personal resources, to gain Provisional Entrance.

All applications are however considered on their own merits. An interview would be necessary. If the criteria in the regulations are not met, in special circumstances the Convenor of the New Zealand Vice-Chancellors' Committee's Sub-committee on University Entrance may use his/her discretion and grant Provisional Entrance.

Within the next three years the criteria for university entrance to university is likely to change with the introduction of the National Qualifications Framework.

I hope that the above information and the enclosed regulations are helpful to your members.

Yours sincerely



Ken Wilson-Pyne
LIAISON OFFICER

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Over A Cuppa



Evaluating Your Child's Progress

Home schooling is in the news--and under attack! Education secretary Maris O'Rourke has told a government select committee that the ministry was concerned that no one was keeping checks on home schooling quality. An educational review officer has commented that recording of progress is not

being well done.

What steps can home schoolers take in the light of these criticisms? How can they effectively assess their children's achievement?

Numbers of parents are using the American CAT tests, but many others need to use NZ tests to make graphs of their child's progress.

The NZ PAT tests are specially valuable because they are used nation-wide, are inexpensive, need only be used once a year and can compare a child with others of the same age. These tests are available as:

Reading Comprehension	(Std 2--Fm 4)
Reading Vocabulary	(Std 2--Fm 4)
Reading Study Skills	(Fm 1--Fm 4)
Listening Comprehension	(Std 1--Fm 4)
Mathematics	(Std 2--Fm 4)
Social Studies Study Skills (in two parts)	(Std 3--Fm 5)

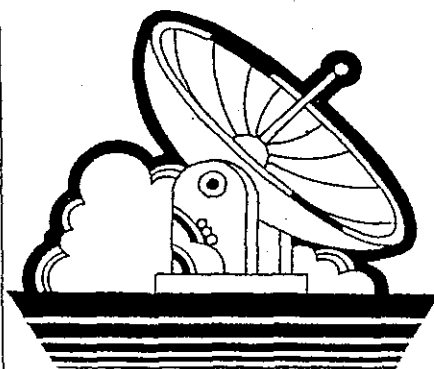
They enable a parent to diagnose weaknesses and areas needing greater attention.

Additional tests that may be given are:

Schonell Spelling	(6--10yrs)
Burt Word Recognition	(6--10yrs)
Dolch Sight Words	(5--7yrs)
Test Phonic Spelling	(5--7yrs)
Reading Rate (words per minute)	

Home schooling parents can simply choose the tests which are needed.

(This article was contributed by Alan Curnow, a learning consultant of 200 Hill St., Richmond, Nelson, ph. (03) 544-7728)



Carl Sagan, an ardent evolutionist, an atheist and fervent believer in life in outer space, has been involved in a search for extra-terrestrial intelligence (E.T.I.). Using radio telescopes, he and others have listened to signals coming from space to see if there is any sign of E.T.I. The evidence he is looking for is non-random signals which reduce to a code because these, he says, will be proof positive that the signals come from an intelligent being. Now if he took his ear from his radio telescope and instead put his eye to a suitable electron microscope focused on a section of the genetic code, what he will see are molecules there in non-random order and they carry coded information! By his own admission then he will have discovered proof positive that an intelligent Being has been at work.

ACTION STATION



*If you would like some more of those Home Schooler Questionnaires, either for yourself or other home schoolers you know of, tell me how many and I'll post them to you. We are happy to collect and collate any number of these. The more we have the more accurate picture it gives.

*Write up a story about your home schooled child who has some impressive accomplishment to his/her name. We want such stories for our column "Home Schoolers Did It."

*Enter the contest described in the Editorial, page 3.

*Mark in your calendar/diary the Christian Home Schoolers Conference in Palmerston North 2-4 February 1996, and make plans to come!

*Have a good look at the enclosed brochures.... there are some great products and good deals, something for everybody.

Can you, Dad, teach one of the subjects to your children? Strive to claim a chunk of time at one of the meal times when you are all together each day for spiritual instruction from God's Word, showing its relevance with stories from your own life's experiences. Just sitting and reading a book to your children, perhaps a little above their "level", will increase their vocabularies, widen their interests, stimulate their imaginations and give you untold opportunities to talk to them about issues arising from the stories....opportunities to share the lessons God has providentially taught you through your own observations and experiences.

Be a real blessing to your wife and check the children's work each day, helping them to correct mistakes. It will remove a huge burden from her and also allow you to keep tabs on the children's progress. Check them orally, too, for it is easy for a child to write down a correct answer to a question, but still remain ignorant of the concept involved. This leads to further opportunities to expand on the spiritual and Biblical truths involved.

Of course all of this takes time. But what are our true priorities? I have actually caught myself

saying "No" to one of my children's request to read to them so that I could read yesterday's newspaper! Let us schedual-in time to do these things for our wives and with the children so that **THEY DO** get done. We can save the extra snack time and TV time and personal reading time for when they have gone to bed. May God grant us each wisdom and grace as we continually seek to achieve an optimum efficiency in serving and bringing glory to our Lord through the way we fulfill our responsibilities to our wives and children.

Most of us have enjoyed a Christian "retreat" at some time or other. But real Christians don't "retreat." No Way. They attack! Remember: No more get-togethers where we "eat, meet and retreat." Now, it's "snack, yak and attack!" (John Lofton, "What Kind of Spiritual Quest?", Chalcedon Report, March 1994.)

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