

Keystone

The Journal of Christian Home Schoolers

of Australasia

Vol. III No. 2

March/April 1997

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

Home Schooling Disciples of Christ

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Home School Dynasties

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Cold-Blooded Non-Involvement

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The Fool Speaks Folly

He denies God. Do you?.....pg. 14

Gender, Geography & Maturity

Consider these issues in courtship.....pg. 16

TV: NZ's Trojan Horse.....pg. 20

The Province of Rebels

By Rev. Andrew Sandlin

Likewise also these filthy dreamers defile the flesh, despise dominion (or reject government), and speak evil of dignities.

Jude 8

Under the guise of opposing tyranny and endorsing freedom, many individuals reject human authority in history. They are rebels and anarchists at heart, and they appear in God's three main spheres: family, church, state. In the family, obstreperous wives justify disobedience to husbands on the grounds of husbands' sins, and rebellious children do the same on the grounds of parental errors. In the church, super-pious rebels despise church authority and use the flaws of eldership to excuse their mounting ecclesiastical insurrections. In the state, seditionists at heart validate their opposition to any civil authority by branding almost any law of any kind tyranny. The alleged Christians among these groups are quick to point out the fact of God's absolute authority over all human institutions (in this they are right) and from this premise rebel against derivative human authority (in this they are wrong). The immediate authority of God does not obviate the mediate authority of man in the main spheres of the family, church, and state, even if that mediate authority is less than perfect and just (it will, in fact, always be less than perfect and just in a sinful world).

Christ confronted this province of rebels in His earthly sojourn. Jewish nationalism vehemently opposed to the Roman rule in Palestine flourished during Christ's earthly ministry. The Nationalists, or, more properly, Zealots¹, a thoroughly political sect, pressed and battled for the overturning of Roman hegemony and inter-

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KEYSTONE

is the Journal of Christian Home Schoolers of Australasia. (CHomeS), a Charitable Trust. Published six times a year. **KEYSTONE** is received by people in Australia, NZ, Papua New Guinea, the Sultanate of Oman and the USA.

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KEYSTONE is the journal of Christian Home Schoolers of Australasia, (CHomeS), a Charitable Trust established to promote the concept of home education through this bi-monthly journal, a monthly *TEACH Bulletin* of political news affecting home schoolers, 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 alone is fully able to present a world view that is comprehensive, coherent, consistent and complete.

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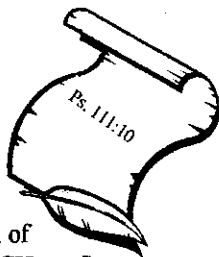
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Editorial

These last two months have been rather humbling, as we have opened the mail and seen the level of support for the new way in which CHomeS has been organised. It has been really exciting as we read the messages of encouragement, thanks and blessing. But at the same time it is dawning on us that people have placed a fair amount of trust in us through their words and contributions. Please continue to pray for us that we would be found faithful by Him in doing this work to the glory of His Name and the Christian edification of you, the saints.

We also found that my lengthy explanation of the changes was confusing! Let me try to summarize it in plain English! People can make tax-deductible donations to CHomeS or TEACH and receive various things in return. These are all suggested donations. At \$16 one would receive 11 issues of TEACH Bulletin, one year. At \$30 one could become a member of TEACH for a year, receive 11 issues of TEACH Bulletin, a free gift, and get discounts on our resources, conferences, etc. At \$35 one will receive 6 issues of Keystone AND 11 issues of TEACH Bulletin, a year's worth (or two years' worth for \$65). At \$60 one may become a member of CHomeS for a year, which includes Keystone and TEACH Bulletin, a free gift, discounts on our resources and conferences, etc. Membership in CHomeS includes and encompasses all the benefits of membership in TEACH

To my regret, I published some letters which stirred up the ancient controversy between Protestants and Roman Catholics with all its attendant vitriol, venom and vilification. Some of it has been directed at Roman Catholics, some at Protestants and the rest at me. As much as I love a good controversy and a good, well-reasoned argument; as much as I believe that there are many issues here which could be explored with much profit to all concerned, I have had to decide not to venture this way again. To proceed would invite unnecessary target practise for some with itchy trigger fingers. Already, simply by declaring a halt to this exchange of views, I will have invited charges of "Treachery to the Truth", "Coverup", "Cowardice" and such like. The debate has been going on in full force since October 31, 1517.....480 years now.....and there is virtually nothing we could say which would add to the literature already piled high on religious library shelves all around the country. For those who really want to pursue this, let me suggest you get a history of the Reformation written by a Roman Catholic. Then read one written by a Calvinist. To really have fun, you must next locate a history of the Reformation written by an Anabaptist! By the time you have read all that, even rabid champions of Christian political parties will be thinking to themselves how glad they are that we live under a 20th century secular civil government.



Letters

Threefold Reasons

I have just been reading back issues of Keystone given to me by Kathy Pyle at Ruakaka. Angela and I have decided to take our 6 1/2 year old son out of the local state primary school to home school him. The journal has been an excellent way of getting to know the important issues facing Christian home schoolers in New Zealand. The main reasons for deciding to home school are threefold.

Firstly the example of the Pyle children, in particular the three older boys who demonstrate a high level of self motivation towards their "formal studies". Rarely have I encountered this in their state schooled peers. Secondly we were dismayed at the bad behaviours and attitudes being picked up by our son while at school. A memorable example of this was after two days of school he had mastered the use of the "f" word both in pronunciation and context. Thirdly and most importantly we have the growing realisation of our responsibility as parents before God. How could we rely on school ground antics to fulfil that awesome task?

Be encouraged in your work for the Lord promoting Christian home education.

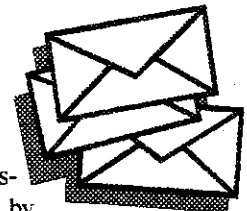
Kerrian & Angela Russell
Maungatapere. NZ

Burden for Families

I was delighted to read about the changes and new aims in the latest Keystone magazine. We have been talking in our support group about wanting to be part of an organisational structure, the timing is great. Home school groups in Auckland are fragmented. I am also concerned that there is little contact between Christian groups.

My biggest burden is for families wanting to find out about home schooling. In October last year our group ran "An Introduction to Homeschooling" seminar. With minimal advertising we had 25 people turn up. There is a huge need for more activities like this, particularly in view of the teacher shortage. I am happy to organise and take seminars like this along with other members of our group but want to do it as part of an organisation.

If Keystone is to reach more people there needs to be an acceptance that families will be at different stages regarding home schooling. One of my motives for persuading our local library system to buy more home-schooling books has been to help other families find out information much more easily. I also think it is important that doctrinal issues be kept out of the magazine completely. Home schooling materials are wonderful for sharing if they are seen as helpful and



practical by the people who read them. Most of Keystone is like this. Occasionally an article is a bit "heavy".

I have recently finished reading "All Must Have Prizes" by Melanie Philips. This book has just been published in England. It is a thorough indictment of the school system, particularly current trends in education. While still maintaining the need for schools, the author focuses on what needs to be taught, not social engineering. Very thought-provoking.

Thank you again for all your hard work. It is much appreciated.

Dorinda Duthie
Auckland

Idea is Great

Greetings to you and your precious family in the Name of our Lord Jesus. Enclosed is the TEACH Opinion Poll. The overall idea of closer communication & exchange of ideas and passing them on is great. We are grateful for all you do for home schooling. May God strengthen you and guide you as you serve Him and His body.

PS -- We think the Sonshine Tours are a great idea. We hope there is a good response.

Brian & Brenda Evans
Tokomaru, NZ

Achan's Trespass

Three cheers for the article on TV. But I am amazed at the reluctance of Christians to let go of this absurd and spiritually dead device. "Oh, we don't watch it much," and "We only watch the news to keep up with things," are common responses, or excuses.

Apart from the serious effect viewing can have on children's learning, family relationships and spiritual activities, the content is tripe, and the whole thing is the world waving its fornicating flag at you. Would you

tolerate a person blaspheming in your home, or a pornographic picture on your wall? Yet a TV constantly flashes these images into your minds. These things proclaim which kingdom you promote. "They that feared the Lord spake often to one another" (Mal 3:16) but you discuss the TV programmes.

On the one hand Christians cry out to God for revival (especially in government!) in their weekly prayer meeting, while at home Achan's trespass (Joshua chapter 7) sits firmly in place in the lounge or bedroom, the focus of everyone's attention. No wonder, as at the city of Ai, there is no victory.

Sharyn Jaunay
Whangarei, NZ

Heaped Blessings

Bless you guys heaps as you set all this up. Wished we lived closer to help. Anyway we are praying for you.

Pat & Phillipa Ashton
Motupiko, NZ

Christian Magazine for Adolescents?

Thank you a hundred times for publishing Keystone and now adding TEACH Bulletin. I do hope you don't have to work so hard this year. I liked the article "TV Free and Happy". We only got a TV two years ago when (a family member) became bedridden. And now my children are used to it though they don't watch it much. I keep the set for good programmes and good videos, but I sometimes wish we couldn't receive TV. Christian TV would be nice, just like when Radio Rhema arrived. Do you know if a NZ Christian magazine exists for adolescents? It would be good for my children who are becoming worldly.

Signed:
A NZ mum.

About Christmas

With regards to two articles in CHomeS Roundup (Keystone Jan/Feb 97), I would like to point out that

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Write to the address at left for details.

many God-fearing Christians would disagree with what was written about Christmas. Many Christians believe that Christmas is a Christianized pagan celebration. For further information, I recommend the following booklets: "The Strange Origin of Xmas", PO Box 68, Longburn, NZ. "Tradition or Trap", by Hope Brock, Mail Service 23, Rosevale via Rosewood, Qld 4340, Australia, AUS\$4.

Delwyn McAlister
Tokoroa, NZ

Great Idea

Thank you Craig & your family for your help to us home schoolers. The "school" trips are a great idea although I don't think we'll be involved with them this year as we have a course the week before the trip to Wellington and a baby due in May.

Janet Tongilava
Auckland

Crass Statement

Thank you for your efforts with the Keystone magazine and particularly with the TEACH Bulletin.

I have a comment to make on the article mentioned under "Home School Research" named "Policy Implications". You, as Editor, have made an additional comment under point two of this article, stating that "...just as welfare dependency renders people incapable of budgeting for themselves..."

I must point out to you -- and hopefully all Keystone readers -- that this is not correct. My parents and my parents-in-law are dependent on welfare in the form of old age pensions and budget very well. I also know of several homeschool families who are dependent on welfare in the form of unemployment benefits. They all budget very carefully and are very successful doing it. I know a good number of families who receive welfare in the form of family support. It doesn't change their budgeting capability. We (my family) are also dependent on welfare in the form of an invalids benefit. I assure you that I am very capable of budgeting for me and my family.

I take exception to that crass statement you made and find it insulting because it seems to me to be pointing to an underlying negative attitude towards people who receive state welfare. I imagine this doesn't only concern me, but all welfare recipients who read Keystone and this article.

On a different note: I'm very sorry to miss the second annual TEACH National Home Education Leadership Conference; the dates coincide with a camp organised by the Canterbury Home Educators Support Group. Hopefully see you next year then. Thanks again for your work in CHomeS. My prayers are with you.

Lennie Harrison
Amberley, NZ.

I Apologise

Lennie is correct: the statement was crass and ill-advised. I apologise for the offensive nature of my comments. I guess we are also welfare dependents: I collect the full-time student's allowance for my studies at Massey, and we get maximum family support. Having said that, I hope that we are not psychologically dependent, even though we are, at present, financially dependent. There is an attitude about, which I fear may not be helpful in the long run...it is relevant to home schoolers, as most of us receive the supervisory allowance. The attitude is that the state owes us each a living. It was very well articulated by a writer for the *Manawatu Standard* in a front page article on food-banks that appeared on 19/2/97: "The Government had responsibility to ensure people had adequate income. Adequate income meant food, clothing, shelter, medical expenses and a buffer for emergencies." Through the Apostle Paul our Lord Jesus advised, in the passage about godliness with contentment being great gain. "And having food and clothing, with these we shall be content" (I Timothy 6:8). Note how this secular newspaper writer has expanded the Biblical definition of contentment to include shelter, medical expenses and a buffer for emergencies! And at taxpayers' expense, implying that one need not work to provide for himself. The idea that the state, meaning all you other taxpayers, owes me a living, is highly suspect. We home schoolers need to hold onto the supervisory allowance with an open hand, so that the state who gave it can come and take it back any time, without us being psychologically dependent on it. It is good to note that we seem to feel that way already, according to the TEACH Opinion Poll results (see TEACH Bulletin, No. 3, page 4).

United Vision

I wholeheartedly support your vision to see home-schoolers across the country unite and become one body, regardless of their beliefs. I am sure I can thank you on behalf of many, for the sacrifices you have given of your time, family and financially to see this vision become reality. May God bless you and your family richly for this ministry.

Lyn Strong
Auckland

Penfriend Wanted

Hello. My name is Rosetta Sangster and I'm 12. I am looking for a penfriend. I would like a Christian Home-Schooler around the same age. My hobbies include playing my guitar, domestic pets and computers. All letters will be answered.

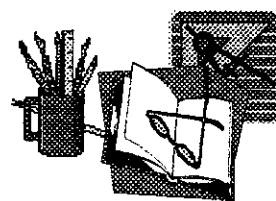
My address is:

Rosetta Sangster
247 Hill St.
Richmond
Nelson, NZ

(Continued on page 7)

bile 018 874-325. The Australian Christian Home-school Support Network offers the following: For an AUD\$50 annual subscription fee, they are available between 2pm and 4pm Monday to Friday for advice and information about homeschooling. They include an information pack which outlines materials, curriculums and services that prospective and seasoned homeschoolers alike will enjoy perusing. They want to see homeschoolers networking, helping each other in their most difficult yet rewarding tasks. Kath is writing a booklet about homeschool leavers testimonies, and would love to include your child's story! Do send it along!]

Home School Research



Home Schoolers On-Line, Part I

Gregory J. Marchant

Educational Psychology, Teachers College
Ball State University, Muncie, Indiana 47306-0595

(Continued from page 5)

Appreciating Discoveries

I am thoroughly enjoying reading three back issues from 1995, recently loaned to me. We are home schooling our 8-year-old girl for the first time this year after having her in the state school system for the past few years. I was interested to read the results of the survey you had done back then as they were entirely in keeping with our own experiences and reasons for now home schooling. It was very encouraging to see the way that our Lord and Saviour speaks to us all along the same lines, but at the time and in the way that we all are able to hear. His Goodness truly never ceases to amaze me. Thank you for your ministry in this area of encouragement to Christian home schoolers. I am appreciating discovering it. May God continue to lead you and strengthen you both individually and in this work as He wills.

Mike & Louise Moloney
Te Puke, NZ

ERO Visits a Highlight

I was pleased to learn that the ERO will be resuming their inspections. Because our boys took great delight in showing their work, we always considered the visit to be one of the highlights of our school year. I am also glad that they will be doing family visits. When our six-year-old had his first review, our eight-year-old was extremely disappointed that no attention had been given to his work, even though we had carefully explained ahead of time that this would be the case. During the remainder of the year he asked so often when his visit would be, I finally phoned the Review Office to find out when they were likely to come. Although they sympathized with our son's desire, we were informed that they were no longer able to carry out such reviews. I believe the visits are equally important for new mothers. All too often mothers are concerned they may not be doing the job as well as the state system. One mother came right out and asked the review officer if she were doing enough. The reply was, "More than enough." I believe the review helps families relax and enjoy their home schooling more.

Sharyn Wylie
Wanganui, NZ

In March of 1993 Mr Marchant conducted a research project wherein he collected and analyzed from a six-day period a total of 250 computer bulletin board notes from home schooling parents. In addition, ten questions from various educational researchers were posted on home schooling bulletin boards and generated quite a number of responses. (The first five of these questions and replies are reproduced below; the remaining five will be in the May/June issue of **KEYSTONE**.)

The top reason given for home schooling was academic excellence followed by religious (Christian) reasons. A number of those indicating "Other" mentioned that they were home schooling for the enjoyment of it.

There were some relations discovered between reasons for home schooling, methods used, and some of the other information. For instance, those who were home schooling for religious reasons had more children and had more experience home schooling. They were more likely to say that they used a variety of materials, but less likely to describe their material use as "eclectic". Those who identified academic excellence as their reason for home schooling had fewer years of home schooling experience, and were more likely to describe their material use as "eclectic". Those who related their reason for home schooling to dealing with disabilities had more years of experience with public schools.

Many of the notes involved an ongoing exchange concerning topics. For instance, there were numerous exchanges concerning creating a name for the home school. The father was often identified as the principal and the mother served as the head teacher. Stationery and business cards helped with the home schooling parents' interactions with the public school, other agencies, and allowed them to obtain education discounts on purchases in some stores.

Notes and Replies

What follows are the 10 posted questions and three condensed responses for each. They are not intended for any generalizations, however in some cases they are representative.

1. *The first question concerns the socialization of*

In Line with Scripture



*The fool says in his heart,
"There is no God."*

-- Psalm 14:1

by Craig Smith

I just started at Massey University as a full-time student (taking three papers this semester). The main motivation was to receive the mature student's allowance, which along with family support is our main income. Let me tell you, doing the reading required for my classes as well as editing **KEYSTONE** and **TEACH** is a bit more than I had anticipated.

However, the first day in our Philosophy of Education class, the professor, Dr John Clark, wanting to let us know where he is coming from stated: "I am a materialist. I have no time for gods or souls or metaphysics." I appreciated him doing that. However, I now am concerned that I am not going to get any value for the fees I paid to attend that course. Why? Because, where the Bible says the FOOL says in his HEART "There is no God," this professor said it out loud!

But after three weeks of it, I have found that all my other lecturers and the theorists whose writings I have to read, are all of the same ilk. Bronfenbrenner and Vygotsky are busy constructing theories of human development. Because they believe we are really only animals that walk on two legs and possess sophisticated language skills, we develop according to our biology, our environment and the socio-historical contexts in which we live. The God of the universe does not get a look in! Hirst, Lloyd, Langford *et al* may try to divide knowledge into subjects or integrate them into fields, but first they have to overcome the hurdles of "Why do this anyway?", "What is the purpose of education?", "What constitutes an educated person?", "What, in fact, constitutes a person?"....and they do not get over these hurdles because they do not have a comprehensive integrated philosophy of life. Once again, God, the Author of life, the Omniscient One Who has revealed to us mortals pure truth in the Bible, is totally ignored or assumed to be irrelevant! In other words, they offer their pickings, what they have concluded as a result of many years of thinking about it. It is like letting someone else fill your plate at a smorgasbord: some of the stuff looks good, some looks terrible, and altogether it is rather unappealing.

This is especially so for us Christians, on whom our God, our Lord and Saviour Jesus Christ has had mercy. He has revealed to us the comprehensive truth about this whole universe, from the reasons for evil and death, to the meaning of pain, to the purpose of it all:

He has revealed these things to us in the Bible. We know who we are. We know why we are here. We know where we are going. Yet none of my professors can answer any of these questions!

As a further Scripture says, "Knowledge puffs up..." (I Corinthians 8:1). It is so easy to gain so much book knowledge as to put to shame many of your peers. It really isn't that difficult, in fact. We can instruct our children so as to appear to be geniuses. Just get them to learn to count to ten in four languages, memorize four or five salvation verses with references, learn the first line of the periodic table, and all the bones of the body, and be able to name and place all the capitals of all the countries of Europe on a blank map. That would take maybe two weeks to learn if you had no other projects going. People would be amazed! But what do they really know? What wisdom has been imparted as a result of this learning?

We home schoolers must beware of imparting facts as if they were separate from the Creator of all facts. We must beware of our children gaining knowledge apart from the Biblical framework which tells us all knowledge is for the specific reasons of:

- 1) Bringing glory to God by revealing the wonders of His creation (I Corinthians 10:31);
- 2) Extending His sovereignty over every square inch of His creation through our stewardship in Christian dominion over it (Genesis 1:28);
- 3) Bringing the lost rebels of His creation, our fellow human beings, created in His image, back into fellowship with Him through the message and the ministry of reconciliation through the Cross of Christ (II Corinthians 5:17-20).

God has given us at least these three reasons for learning, for becoming educated, for engaging in home schooling. This is something you can sink your teeth into; this encompasses all subjects of the curriculum and every other field of endeavour as well; this will keep you going all your life; this makes the state's reasons for educating, "To produce good citizens who can get worthwhile and fulfilling jobs and help make the world a better place to live", look like a bad joke.

Because we know God, and that He is totally Sovereign over every atom in the universe, and because we know what He is going to do in the future, we Christian home schoolers take the education of our children very seriously...it is educating both for time and for eternity. My professors at Massey CANNOT take education as seriously as we do, for they do not have the eternal aspect in their thinking. I delight in the knowledge that virtually all of us Christian home schoolers can say along with the Psalmist:

"I have more understanding than all my teachers (at Massey), for Your testimonies are my meditation." -- Psalm 119:99

Over a Cuppa



Happily Married for 81 years.

After 14 children, 43 grandchildren, 75 great-grandchildren and at least 30 great-great-grandchildren, George and Gaynel Couron (Sacramento, Calif.) are as surprised as anyone at their long life and marriage. The couple will celebrate their 81st anniversary April 10. It is the United States' longest-lasting marriage, according to Worldwide marriage Encounter, a group offering programmes to improve communication between spouses. George (100) married Gaynel (97) in 1916. (*Dominion*, Feb 2, 1997.)

(Now here is a challenge and an opportunity to catch a vision of what the Lord could do with our co-operation. George and Gaynel preside over a dynasty of 162 direct descendants....add another 50 or 60 for spouses....200 people. If they had thoroughly trained those original 14 in the ways of the Lord (via home schooling of course...it simply cannot be done any other way, I reckon), imparting a vision for establishing generations of faithful Christians, and guided the courtship of each one into a keen Christian marriage, the rest, in God's Providence, could take care of itself. Sure, they would have sacrificed a life of pleasure, comfort and ease: and of getting ahead of the Jones's; and of climbing the corporate ladder; and of "self-fulfillment". But they could look across a nation filled with their descendants, all endeavouring to bring glory to God in their every thought, word and deed. I would not be ashamed to come before my Lord on Judgment Day with works like that in my hands. See I Corinthians 3:11-15. -- Ed.)

Twinkle, Twinkle, Little Star

by Garth Leno

In the late 1800s in Poland, a mother took her young son to hear the famous concert pianist and prime minister, Ignace Paderewski. Their seats were near the front of the concert hall within close view of the majestic Steinway piano sitting on the stage.

Seeing an old friend to talk to, the mother turned her attention from her son for a few minutes, during which he left his seat. When eight o'clock arrived, the spotlights illuminated the stage and the audience grew silent with anticipation.

Suddenly the boy's mother gasped as she saw her son sitting at the great Steinway, innocently playing "Twinkle, Twinkle, Little Star". Before the mother could retrieve her son, the master appeared on the stage and quickly moved to the keyboard. "Don't quit; keep playing," he whispered in the boy's ear. Reaching around the boy with both arms, Paderewski added a

running obbligato to the boy's simple tune. Together, the old master and the young novice held the crowd mesmerized.

In our lives, unpolished though we may be, it is the Master who surrounds us and whispers in our ears, "Don't quit; keep playing." And as we do, He augments our lives until a work of amazing beauty is created.

However, before God can begin that kind of work in our lives, we must receive Him as our personal Saviour. The Bible says, "No one can see the kingdom of God unless he is born again." (John 3:3 NIV.)

Repent of your sins and live for Him today. Then allow God to work through you until a composition of astonishing splendor is created.

Puzzle



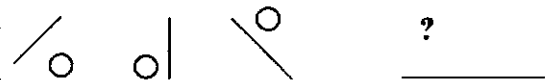
The answers to last issue's riddles are:

1. An egg.
2. A cherry.

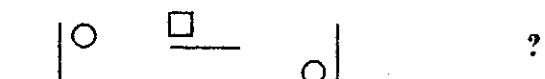
Here are some beauties:

Complete the series:

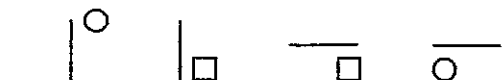
Z Y X W V T _ _
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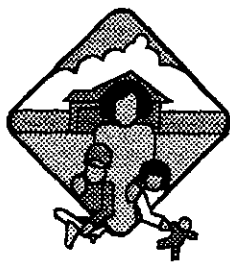
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Teaching Tips



Internet Helps Out Home Schoolers

Here is a little of what there is on the Internet to offer parents fulfilling the difficult role of home educator.

Home schooling resources are readily available. At http://archive.phish.net/eosl/homeschooling_plain.html there is a wealth of pointers to sites offering educational software, consultancy services and professional help from educators. Another similar site can be found at

http://archive.phish.net/eosl/main_plain.html which is the Educational Online Sources Home Page based in the US.

Once you arrive at these locations, many doors open up to other sites offering a wide variety of services such as books, videos, and teaching support. Try the Home Education Resources Centre (HERC) at

<http://www.cts.com/netsales/herc/> as well as the Internet Educational Resources, found at <http://www.cts.com/netsales/herc/hercoir.htm>.

There are world-wide home school support networks as well. One of these is the newsgroup

misc.education.home-school.misc where it's possible to ask for help or share your frustrations and successes with a few million other parents in the same position.

But most important of all is to realise that the entire Internet is an educational resource enabling children to visit sites many of us only heard about in the classroom discussions. Try a visit to the Sistine Chapel at <http://www.christusrex.org/www1/Sistine/0-Tour.html> for openers.

(Manawatu Evening Standard, 26 March 1996)

Teachers Tell How You Can Help Your Child Excel

(Excerpts from a *Readers Digest* article by Sarah Heeringa, Feb 1997.)

The Best Students Do Chores.

Claire Gianotti, National Coordinator of Parents as First Teachers: "You can scan a room of five-year-olds and see which ones have been involved in family activities". In fact, many teachers say that almost all the top performers in a class are those whose parents assign chores. Other family-instilled characteristics -- like good manners and a strong sense of values -- are also crucial to a student's success.

High Expectations Are a Must.

Avondale College in West Auckland principal Phil Raffills: "High expectations are the key...If you have them, the kids will meet them...Parents should not be dictatorial or unrealistic, but they should be firm and clear in what they expect of their children."

Limit TV Viewing.

MOE national operations manager Ron Scott: "Studies show academic achievement drops sharply for children who watch more than ten hours of TV a week. Too much TV, even educational programmes, can undermine the development of your child's reading skills. In addition, ensure there are plenty of reading materials at home and the children read them."

Get Involved in Your Child's School.

Jim Frater, chairman of the Board of Henley School in Nelson: "Parents should know what their children are doing at school and be involved all through their education...Initially parents may feel reluctant because they might think they need specialist skills. But they've already got them. All they need is commitment and time." (Yeah, we knew all that, plus a whole lot more. When are the Educational authorities going to simply come right out and say it: "untrained" parents can and routinely do educate their own children at home to as high or higher a standard as that achieved in expensive public schools. -- Ed.)

Marks Aren't Everything.

Educationists agree that some of the most creative thinking comes from children who do not get extraordinarily high marks. The key is to allow kids to explore their individual strengths and interests. The best students have different learning techniques. But they are also the students who know that learning is not always fun or easy.

The Dreaded "M" Word

When talking to mothers starting out on home schooling, often maths is mentioned as the one subject that they really worry about. (Did no mother do well at school in maths -- ever?) Well, take heart, I have taken one son from 10 buttons to quadratic and even simultaneous equations, trigonometry and algebraic fractions. I survived and enjoyed it. And yes, I was one of those maths failures at school. The key is in learning alongside your child and taking time, as much as you need, to understand each new concept. Keep going over it until you've got it. Simultaneous equations don't come up at age 5 and when they do, you are ready.

I taught three sons through to Form Five maths and I got better every time. I learnt that all sums have an answer and how important it is to follow all the steps of an example. Don't let maths frighten you. Plunge in and start to enjoy it.

(by Marty Eldershaw, Upper Hutt, NZ)

(Continued on page 25)

Trojan Horse is Spelled "TV"

by Ian Vickery, Auckland

The television is not evil but is amoral. The evil is not in the machine itself, but in the type of material displayed through it with its addictive nature, and the time we squander watching it. Therefore one does not sin by having a TV in the home. However if this object is the source of your sin then it should be removed. In addition God's word commands us "To set no evil thing before our eyes" (Ps 101:3). This means that we should not watch anything that is immoral or ungodly.

In reality the television is a "Trojan Horse." It is something that looks great and offers so much, that we decide to bring it into our homes. Once inside it will begin to destroy us. God has placed an impenetrable hedge around each and every Christian and their homes, and Satan's only way through this hedge is to use a Trojan horse, such as a TV set.

This leaves us with two choices. The first is to get rid of this Trojan horse and never allow it into our homes. The second is more risky, and unless done correctly, can result in very damaging consequences. This is to remove the enemies from inside the horse before you drag it into your house.

Some essentials in removing the enemies out of the television set:

- Cancel your TV License.
- Cancel all video memberships including membership from Christian book shops.
- Remove your external aerial.
- Get rid of all your rabbit ears antenna.
- Destroy any videos that are not 100% wholesome.

The net result of all this is that you will not be able to watch any TV programmes including sport. Because you have cancelled your license you will not be able to watch a television programme that someone else

has videoed. You will be limited to watching videos that you have purchased.

If any videos that you have are not 100% Godly but are only 99.99% then they should still be removed. As Christians we should strive to become like Christ and shouldn't lower our standard because someone else has. Refusing to watch and purchase these videos sends a message to the publishers as to the type of videos that we want to watch, rather than allowing them to dictate to us what we should watch. One of the consequences of this is that you may end up with no videos left in your house, so be warned.

In order to keep a TV in your house you will need to apply to NZ on air for an exemption. The law states that if you have a device capable of receiving a television signal, you are required to purchase a license. Please be aware that they may not always grant you an exemption. If this is the outcome then don't give up but try again. However if all attempts fail then you should proceed and remove the TV altogether.

One of the problems with keeping a TV is that your

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Please send a catalogue to the following address.

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Address: _____

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license fee goes towards making immoral and ungodly programmes, something that I find untenable.

Also in making this recommendation if you do not have the self-discipline to control what is displayed on the television, then you should not think about this but proceed with its immediate removal.

In summary if you have a TV in your home that is used for watching videos then by law you are required to pay a Television License. If you pay a Television License then you are contributing to the making and displaying of ungodly programmes. You should either apply for an exemption from paying a television license or remove the TV altogether.

Editor's Comment

I almost hesitate to mention the following, because I know the strength of the temptations this will produce, but here goes.

Friends recently sent us a copy of correspondence they had with NZ on Air back in 1992. Our friend wrote in part:

My family stopped watching television in July last year. We would like to cancel our licence, and apply for an exemption which will allow us to continue to use our television set to watch videos only.

NZ on Air wrote back saying in part:

Section 9 (2)(b) of the Broadcasting (Public Broadcasting Fees) Regulations 1989 states that if a person satisfies the Commission that no fee is payable in respect of that television, then there shall be no liability for payment of a fee. As you have stated that the television is only used for viewing videos and with the understanding that it will not be used to view or record any television programme broadcasts, please complete and return the enclosed declaration and we will note our records accordingly.

So our friends got an exemption from paying the licensing fee, but only use the TV to watch videos. We bought a very old monitor screen, which cannot act as a TV anyway, and we watch the odd video, but never have to expose ourselves to TV. New monitors are more expensive than TV sets. I know of others who have disabled their TV so that it will not receive broadcasts, but will screen videos.

I mentioned temptations because if you get an exemption from paying the fee, but the TV is still there in perfect working order, the temptation to simply switch it on...you know, ONLY when there is a REALLY wholesome and educational programme on...could be too great to resist. And once that has happened once, naughty as it was...no let's call it by its proper name...as sinful and deceitful and dishonest as it was, it will

happen so much easier next time...and the next...and the next...

I want you to know, brethren, that I have personally been down that road many a time in other situations, and I know how easy and pleasant it is, and how clever you feel, and how smug that you have everything under control, and that these big companies budget for bad debts, non-payments, and thefts, so you're not really doing them out of anything anyway. Did you catch how I just rationalised my way into accepting theft as ok in certain circumstances? Let me tell you, God knows what He is talking about when He warns us in Jeremiah 17:9 that "the heart is deceitful above all things, and desperately wicked." Sin is so deceitful. It works well with our hearts, minds and flesh (all still corrupted by the Fall, even though now redeemed, made spiritually alive and in the process of being sanctified), which is why we still have to watch ourselves so carefully, and rely upon the cleansing and instructing and counselling and sanctifying work of the Holy Spirit speaking in the Scriptures. So whatever we do with this issue, just as in any other area of our lives, let each of us "keep (our) heart with all diligence, for out of it spring the issues of life." (Prov. 4:23)

(NZ on Air, Broadcasting Commission, PO Box 31031, Lower Hutt, free phone 0800 733 000.)

Trading Post



Wanted:

Second-hand copy of A Beka History of the World in Christian Perspective, Volume 1. Contact Andrea Simmonds, 7 Mill St., Nelson, ph. (03) 545-9221.

For Sale:

Konos Vol. 1, as new, \$50.

Modern Curriculum Press Teacher's Manuals:

Plaid Phonics D -- \$30.

Mathematics A -- \$20.

Mathematics B -- \$20.

Phonics is Fun -- \$10.

Contact: Stephanie Starrs, Auckland, ph. (09) 626-6394.

Wanted:

Weaver Curriculum, Vol. 1 with Day by Day and Wisdom Words. Contact: Chrissy Miller, 6a John Webster Pl., Glen Eden, Auckland, Ph., (09) 818-8630.

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Statist & Professional Trends



Money or Liberty?

The *Dominion* of 9 September 1996 declared, "Forty-two percent of schools in Mangere and Otara, NZ, are performing very poorly and need extra help, an Education Review Office report says. The report recommends substantial incentives to help principals and boards attract and retain highly qualified and experienced teachers." It is always interesting to notice how they treat problems among themselves and then with us. For problems they admit they have, the solution is to throw more money at it. If they reckon we have a problem, they do not suggest the same solution, but instead that we place our children in their institutions.

Primary and Secondary education in NZ will receive \$2.35 billion in '96-97 for the 680,000 students of that age. That is \$3,455 each. And what good will it be doing for them? The illiteracy rates, crime rates, bullying, drug use, gang recruitment, condom instruction, and sexual experimentation among school children does not go down as they pour in more money....it all goes up! These seem to be the inevitable effects of state funded compulsory education here in the west.

Please, please, never flag when it comes to defending our responsibility before God to home educate our own children in the way our consciences see fit. Let me quote the founder of Westminster Theological Seminary, Professor J. Gresham Machen:

If liberty is not maintained with regard to education, there is no use trying to maintain it in any other sphere. If you give the bureaucrats the children you might just as well give them everything else.

The Fear of Feral Youngsters

The reason we fear to go out after dark is not that we will be set upon by a band of religious fanatics beating us about the head with their Bibles. Rather we are much more likely to be set upon by gangs of feral young people who have been taught that nothing is superior to their own needs or feelings.

(Bruce Logan, "Democracy, Censorship and Christmas", *Cutting Edge*, [Christchurch, NZ], Dec 96, p.3.)

Cold-Blooded Non-Involvement

"When I think of determined, cold-blooded, unforgivable non-involvement, I still remember a horrible event which occurred in New York City about 30 years ago. It still brings tears to my eyes. A policeman testified in

court: 'Forty people could have helped that girl, but none did.' They were too rotten inside. An estimated 38 neighbors watched as if they were seeing a boob tube movie as a young woman was repeatedly stabbed as she ran hysterically down the street. For thirty minutes she pleaded, "My God, Dear God, won't someone please help me?" The killer left her twice and returned. When, after an hour, the maniac struck the fatal blow and left, the gallery re-closed their curtains and went back to their filmed murders or to bed. Not one person had the courage and morality to come out of his apartment and help. The young woman's life could have been saved at any point during the first forty minutes of the slaughter. Incredibly, not one person had the courage and morality even to go to the telephone and call the police. They told the police later that they 'didn't want to get involved'. May God have mercy on their uninvolved souls." (Tom Anderson, *Straight Talk*, 15 June 1995.)

(Many Kiwis know that New Zealand is being surrendered piecemeal to the forces of satan. But they do not take a stand because they cannot afford to "get involved". We will get involved, or we will get enslaved. -- Ed.)

The Age of "Tolerance"

Perhaps the most offensive aspect of Christianity to the Greco-Roman world was its exclusiveness. The pagan plea was for toleration; the Christian insistence was on truth, Jesus Christ. If truth is absolute, then there can be no other way. Error can at times be tolerated, but it cannot be accepted. So even though Christians were the most loyal and honest citizens, they could not, like the Romans could, tolerate or compromise with other gods, religions, or moralities....or worship the emperor.

At this point the tolerance debate reversed itself. Suddenly the Romans became intolerant of Christians insisting that Jesus Christ is King over imperial Rome and to Whom Caesar must bow. This Roman intolerance became very severe....and Christians were tossed to the lions. (RJ Rushdoony, *The Pagan Critiques of Christianity*, *Chalcedon Report*, June 1994.)

What Condom Education Really Teaches

Everybody knows that when teen-age girls get pregnant, the fathers of those babies are their teen-age boyfriends, right? Wrong, says a collection of new studies. More than 50% of the fathers of babies born to mothers between the ages of 15 & 17 are adults aged 20 or older. According to a California study of 47,000 births to teen-agers in 1993, two-thirds of the babies were fathered by men who were beyond their high school years (18 in most of USA).

The younger the teen-age mothers, the greater the age difference. The California study found that among

mothers aged 11 to 15, only 9 had had relations with classmates. Forty percent had been impregnated by high school boys, and 51 % of the fathers were adults.

These data ought to give pause to those who believe that handing out condoms in junior high and high schools will stem the tide of unwed parenting among teenagers. (Mona Charen, August 9, 1995, syndicated column in the USA.)

Dear Parents,

Do you need a resource that will help your children to read and spell?

Once they know 3 and 4 letter phonetic words, they are ready to learn the "spelling rules" that help them become independent readers.

Send for a brochure on this story and activity filled "Simple Spelling" kit.

Write to S. Muir, PO Box 49, Akaroa, Banks Peninsula, NZ.

Theologically Speaking



Discipleship

The inescapable conclusion we draw from the gospels is that Jesus' call to discipleship is a call to a total rethink. Everything is affected: relationships, values, attitudes, motivations, priorities, goals, activities, decisions -- you name it. The disciple's entire life -- past, present and future, is to be given over to Jesus Christ!

Following Jesus is not an "add-on", it is a total remake. It is not only a call to personal change, but a call to be a change-agent, for Jesus said, "Go and make disciples of all nations." (Matthew 28:19) Because of this the call to discipleship presents both a wonderful opportunity and a daunting challenge. On the one hand it offers a new life, a new beginning -- "I have come that (you) might have life, and have it to the full" (John 10:10). On the other it demands death -- "Unless a grain of wheat falls into the ground and dies it remains alone" (John 12:24-25). At one moment Jesus says, "Come to Me all you who are weary and burdened and I will give you rest" (Matthew 11:28), and at another He says, "If anyone will come after Me let him deny himself and take up his cross daily and follow Me (Luke 9:23). It will be tough. There will be times of real discomfort. We will find some in the world around us reacting strongly to us. Jesus says, "If they persecuted Me they will persecute you also" (John 15:20). To some we will be "the smell of death", to others, "the fragrance of life" (II Corinthians 2:16). Being a true disciple of Jesus is to be ready for this.

(Lynton Brocklehurst, excerpts from "True Discipleship", *People to People -- the Navigator Vision in Focus*, Spring 1996, Vol 4, No 3. The Navigators, PO Box 1951, Christchurch.)

My wife Barbara & I were discipled in Christchurch by the Navigators just after we became Christians. There were a good number of single people: students, nurses, businessmen. We were, for all intents and purposes, fanatics. We had a good 1/2 hour or more quiet time every morning, constantly memorized new passages of Scripture, attended Christian conferences all the time, spent hours in preparation time for our weekly Bible study meetings, wrote out and practised our conversion testimonies so that we could dump it on some unsuspecting unbeliever in three minutes flat, learned to share the gospel from several angles using several sets of salvation verses (all memorized), spent our spare time in thinking up ways to initiate conversations on spiritual topics or engineer conversations so they would go that way, and regularly patrolled Hagley Park or Cathedral Square or New Brighton beach for lonely looking souls to whom we would "witness". We flatted

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(Continued from page 19)

Language Skills

These are skills that your child needs to learn to operate effectively in the post-school world. Make sure that the programme you are using covers all of these things, not just in theory but also with plenty of practical work. These skills can be developed in all subjects of the curriculum. Look for opportunities to practise these things in your daily life, e.g. note taking of Sunday sermons, library visits to locate and use project information, summarising a familiar story to make an illustrated easy-to-read version for the preschoolers, etc.

1..Skill in finding information:

Able to use:

- table of contents
- index
- alphabetical arrangement
- dictionary/glossary
- encyclopedia
- card index, computer, etc. in library
- maps, charts, graphs, tables, etc.
- pictures
- skimming
- headings and other typographical aids

2. Skill in selecting and evaluating sources of information, especially from a Christian point of view.

Able to:

- select suitable sources of information
- distinguish between relevant and irrelevant, important and unimportant, Christian and humanist information.
- recognise difference between fact and opinion
- judge the validity of one's information
- use several sources of information for problem solving
- judge the adequacy of one's information

3. Skill in recognising specific purposes for reading, i.e. for pleasure, information, problem solving, etc.

4. Skill in adjusting reading speed and method according to the purpose of reading and the nature of the material.

5. Skill in comprehending and organising what is read.

Able to:

- find the main idea
- see sequence of ideas
- find details
- do organised reading, draw conclusions, see relationships, make inferences

6. Skill in using information.

Able to:

- follow directions

- take notes
- classify material
- outline
- summarize

7. Ability to remember what is read.

Able to:

- use the aids to retention
- practise recall
- select facts to be remembered

Syllabification

A big hinderance to children's reading and spelling is lack of skill in recognising and using the different syllables in words. This is something that does not always come naturally and it can be learnt. These points are usually part of all American home school reading programmes, but if your child has been in a NZ school, he/she will probably know nothing about this. If you understand the following ideas and principles, you can teach them as you do poetry, give spelling words either in tests or informally when the child can't spell a word, as you hear oral reading and the child "gets stuck" and so on. If you are not using a good American reading or language programme, do be sure to systematically teach these points.

1. Studying polysyllabic words

- Number of syllables: help children to see and hear the number of syllables in a word.
- Vowel sounds: help them to see and hear that every syllable has one vowel sound.
- Accent: help them to see that in a polysyllabic word one syllable, called the accented syllable, gets more emphasis.
- The Schwa: help them to see and hear that in a polysyllabic word the vowels in unaccented syllables generally have the sound of the schwa as in away, bottom, standard. The unstressed vowel (or schwa) is represented by the phonetic symbol (an upside down, back to front e).

2. Principles of Syllabification (ear -- eye training)

- Each syllable has one vowel sound.
- If two consonants come between two vowels usually the first syllable ends with the first consonant, e.g. hap-py, pen-cil.
- If a consonant comes between two vowels usually the first vowel ends the first syllable, e.g. o-pen, mu-sic, la-zy.
- If a word ends in -le preceded by a consonant, that consonant usually begins the last syllable, e.g. ta-ble, han-dle, needle, lit-tle.

(Both items on this page from Otago Christian Home School Newsletter, Nov/Dec 1995)

Let your speech always be with grace,
seasoned with salt, that you may know
how you ought to answer each one.

--Colossians 4:6

Action Station



- 1) Do you know of a Christian Magazine for adolescents to combat worldliness? (See letter page 4.) If so, please write in to us. -- Ed.
- 2) Kath Fenby in Australia is collecting home schooling testimonies for a book. Would you send her yours? See story pp. 6-7.
- 3) Both the ERO and the MOE are happy to post information to home schooling groups as a way of increasing the communications (see stories in enclosed TEACH Bulletin, pp 1-2). If your support group would like to be on either or both mailing lists, write to:

Kathy Phillips, Manager
National Operations
Ministry of Education
PO Box 1666
Wellington

Jenny Clark
Manager of Public Relations
Education Review Office
PO Box 2799
Wellington

reality that a man and woman would marry, have children, and for the rest of his days, the man would support them....In this era, family life is under siege: Young men face a real uncertainty about being able to earn a living to support themselves, let alone their families, and lots of women want to have their children alone. There are no real fathers for those kids. And the relationship between the men and women who brought them into the world is going very poorly.¹⁰

Naturally, it is "going very poorly." One cannot flout the laws of Biblical revelation and the created order with impunity: *the debt to the law, including familial law, cannot be escaped.*

The solution to these and manifold other sins and errors in the family, however is not insurrection. The wife may not cajole, slander, and undermine a husband, much less threaten to divorce, merely because he is sinful or does not meet her expectations. Marriage is more than romantic arrangement. It is a divinely appointed covenantal sphere (Mal. 2:14, 15). It cannot be severed merely because one spouse "falls out of love" (as though love were something one "falls" into in the first place!), or wearies of the sins of the other. Marriage as a covenant is a judicial, not a conventional or "spiritual," arrangement. Because it is easy to end marriages in modern antinomian culture, wives

(husbands too) treat the marital covenant diffidently; they act as though imperfection or sin in the spouse is justification for rebellion against the covenant oath. In this they are gravely mistaken.

Likewise, children stand under covenantal authority of parents. They may not undermine parental authority even if that authority practices drunkenness, unconcern, or tyranny. If parental authority violates civil law in mistreating children, it is the obligation of the civil magistrate (or, lacking that exercise in a non-Christian state, the church) to intervene. It is not the prerogative of children, however, to strike their parents, slander them, or abandon their home.

Recourse to tyranny and sin in the family is no less available than in the church and state. An aspect of the blessing of what has come to be called today "extended" families is the recourse to its members in time of need (1 Tim. 5:8). Additionally, the church is commissioned to assist the family (1 Tim. 5:9, 10), to serve the covenant (this includes assistance in times of serious conflict). The state, moreover, in certain limited cases in which family authority violates civil law in harming a family subject, is authorized to deter that sinning authority. The church and state are checks, carefully limited checks, but checks nonetheless, on the tyranny of family authority.

Insurrection in the family is by far more egregious than insurrection in the church or state, since the family is the central covenantal institution. In fact, as the case of Absalom (2 Sam. 14-18) and others indicates, insurrection in the family readily leads to insurrection in the church and state. Wives who spurn their husbands or commit adultery will eschew church discipline and state sanctions. Teenagers who slander their parents or young adults who marry against Christian parents' wishes are no more inclined to heed church and state authority. *Rebels tend to be rebels in every sphere.*

Conclusion

In the family, as in the church and state, subjects (wives and children) must meet injustice, not with the greater injustice of sedition or anarchy, but with justice, faithfulness and obedience.

Sin on the part of authority is especially grievous (Jas. 3:1), but rebellion is never appropriate (Num. 16). The province of rebels is the province of God's judgment.

(From Chalcedon Report, No. 374, September 1996, pp 8-11. This monthly is available to all who request it from Chalcedon, PO Box 158, Vallecito, CA 95251, USA.)

(The implications of this article for Christian Home Schoolers are many: What attitudes toward civil authority do we teach and model to our children? How about toward the church? How about toward our spouses? -- Ed.)

(Continued on page 24)