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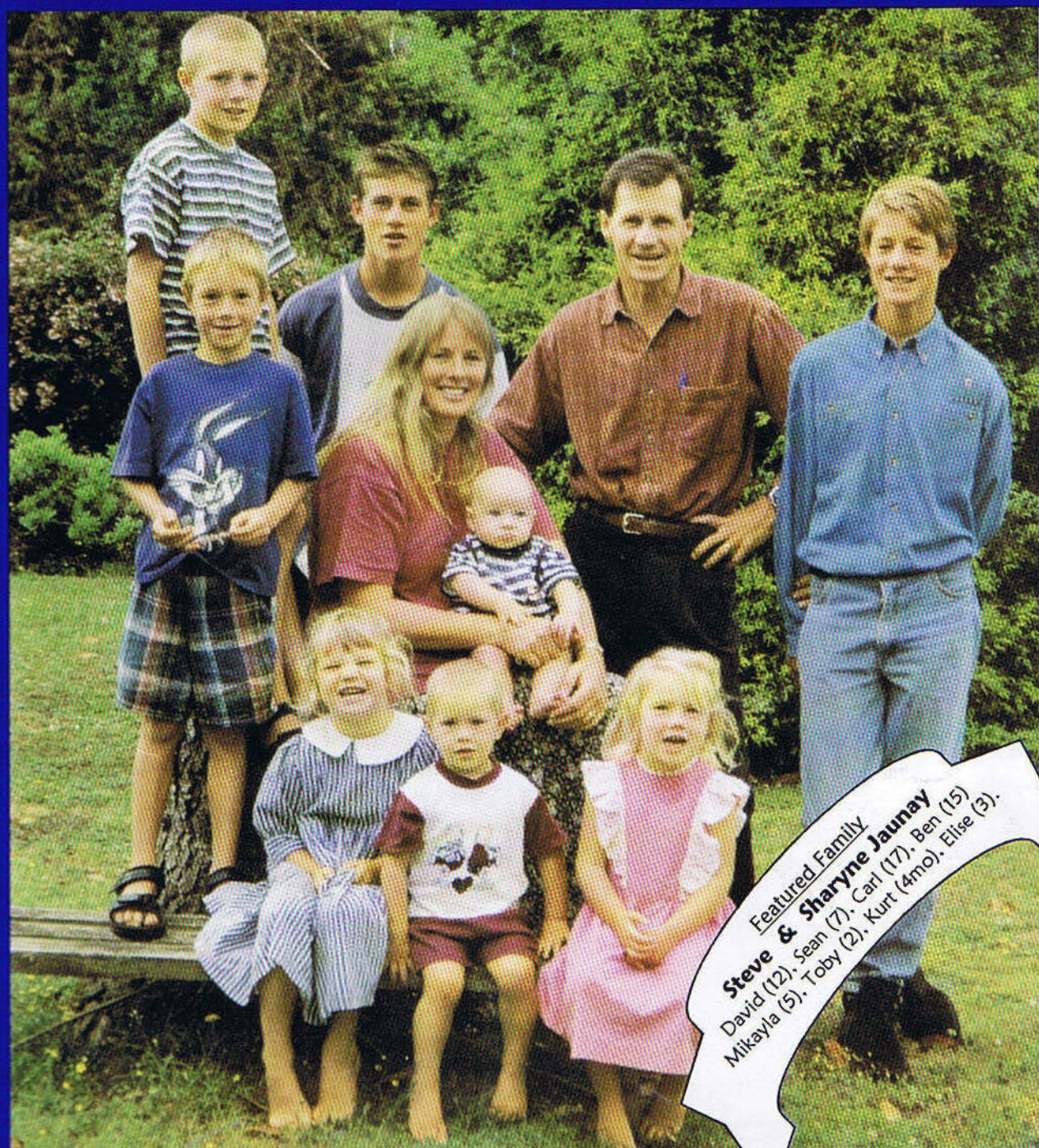
The Journal of Christian Home Schoolers

of New Zealand

Vol. V No. 2

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



Featured Family
Steve & Sharyne Jaunay
David (12), Sean (7), Mikayla (5), Toby (2), Ben (15), Kurt (4mo), Elise (3).

KEYSTONE

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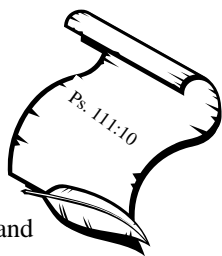
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Editorial



Since the home education movement in New Zealand really

got off the ground back in the mid-1980s, parents have been almost solely concerned with their children's education. Well, of course, you say. But what that has often meant is that the main concern of parents was to put some kind of book or curriculum in front of their children, so that they were doing something.

For the last couple of years or so home educators have begun to slow down and critically examine exactly what kind of book or curriculum they are putting before their children, in fact, what exactly this whole educational task is all about. That is, parents are beginning to be concerned about their own education, how they view the educational task, what its primary and secondary objectives are. They are asking whether the superior home environment which they provide is enough for a truly excellent education, or do they also need to ensure the content and delivery of the education is also in tune with not only their children's various learning styles but also their own spiritual values, family traditions and standards, and according to their particular denominational and doctrinal convictions. Home education is being fine tuned to a much greater degree than ever before.

Take this in tandem with the Home Education Research article on page 5. If our stated purposes are to raise up godly, Christlike children who have a good grip on Scripture and close walk with their Lord and a heart for the lost, how are we going to express this in our exemption applications? How are we going to assess these objectives? Is the MoE going to accept such statements on our applications? Are the ERO officers going to be able, both cognitively and spiritually, to appreciate these value-laden and Biblically based learning objectives? I suppose it depends on how we ourselves express them and how we ourselves decide to assess them. The ERO will then see if we are meeting our stated objectives or not. The beauty of home education in New Zealand is that it is we the parents, the ones who fill in the exemption information statement, who decide the purposes of our education programmes and no one else.

To fulfill Christ's Great Commission as in Matthew 28:18-20, our children are going to need to master all the communications skills: reading and listening comprehension and understanding, interpreting other languages, cultural values and body language; writing, speaking and using non-verbal communication. Maths and technology and health and history and geography are all indispensable for communicating the Gospel which includes service of all kinds. In fact, Christians with an eye on eternity, should be far more motivated for achieving excellence in all educational fields than the unbeliever who reckons a job and a good time is the most to be gained out of the few years here.

Contents

Home Education Research

The Mismeasure of Home Schooling
Effectiveness.....p. 5

Feature Family

Steve & Sharyne Jaunay.....p. 7

Home Schoolers Did It

Thomas "Stonewall" Jackson.....p. 8

Fully Equipped Fathers

Wimps, Gimps & Blackguards.....p. 9

Learning Disabilities

Hints for Mothers of Many Children.....p. 12

Bits of Books

The Homeschooling Father
by Michael Farris, Chapter 3.....p. 15

Tough Questions

People Throw Your Way

Why DO You Home Educate,
Anyway?.....p. 16

Letters.....p.18

Puzzles.....p.19

Teaching Tips

Homeschooling Our Way.....p.20
How Far Can We Take the
Unschooling Approach?.....p. 20

Theologically Speaking

Divine Guidance.....p. 22
The English Evangelical Explosion
of the Late 1700s.....p. 25
Christians Protest Education
Bill — 1877.....p. 25

Over a Cuppa

The Irony of Life.....p. 26
The Use and Abuse of Money.....p. 26

**"The only trouble with tainted
money is -- there t'ain't
enough of it."**

William Booth
founder of the Salvation Army

Christian Home Schoolers of NZ Presents:

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CcedNet, the Christian Classical home EDucation NETwork email discussion group is for those Christian families who would like to train their children to think and not just concentrate on output. A thoroughly Christian, thoroughly Classical education, is one based on the approach known as the

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The Home Education Foundation Presents:

TEACH Bulletin (Thorough Education Achieved in a Caring Home) is a monthly newsletter of the Home Education Foundation. Articles deal with political developments which may affect home educators, statist and professional trends, correspondence with politicians and educationalists, and other items of general interest to home educators. Published since January 1997, **TEACH Bulletin** has been used to sound legislative alerts, rallying home educators to write submissions to their MPs and Parliamentary Select Committees when legislation unfavourable to home educators was introduced into Parliament. The four- to six-page newsletter comes out 11 times a year (none in December) for an annual subscription of \$16 or two years for \$30.

HefNet is the Home Education Foundation's email list discussion group. Established in July 1998, this group has expanded quickly and includes home educators with a wonderfully diverse range of political, religious, philosophical, and methodological views. This mix makes for some red-hot yet edifying debates! Subscription is free by emailing the message "subscribe" to hefnet@xtra.co.nz.

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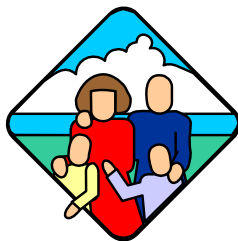
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Feature Family

Steve & Sharyne Jaunay
of Whangarei



Children

Jane (married with one daughter Tamara 2), Carl 17, Ben 15, David 12, Matthew (still-born '88), Sean 7, Mikayla 5, Elise 3, Toby 2, Kurt 5 months.

Steve

My background is upper middle class well-off, emotionally starved, spiritually bankrupt, hippy drug '60's culture. Several years after I left home, and wandered hither and thither, in flats and communes and almost-to-be-demolished houses, my brain-cell repair mechanism had worked well enough for me to see clearly that I was the typical "nowhere man going nowhere" (Beatles). My wandering years were in Australia and the South Island of NZ until I pursued a musical career in Auckland. It wasn't long until that scene became very frustrating and I was dramatically and wonderfully converted, back in January 1980. I had met Sharyne a few months before and we were married in December 1980.

Before I was converted, I had no intention of any long-term commitment to anybody or any thing, except my own music ambition. These are now my most precious treasures, to which I am very long-term committed; Jesus, my wife, my children.

I am now respectfully employed in a very good Christian school, but it has been a long road to get here. I have known much frustration and broken-ness, but I am very thankful that I have learnt what is of real value. I have worked in music tuition, music retailing, gardening, and building. The last 5 to 6 years have been spent in training for teaching. I could write a small book about that...

During this time, I began to examine our culture and lifestyle in the light of scripture, and found that quite a lot of what we do, and the way we think, is actually not Biblical. What we consider to be acceptable Christian practice and attitude is often just a facet of shallow Western culture. Among other things, I became more convinced about the merits of home education, and the difficulty in any form of educational institution. In fact, home education is not just worthy of merit, it is really the only way to fully take responsibility for the injunction from God to train and nurture our children. My direct involvement has been fairly minimal except for two years after my initial training period when I was leading a small home-school cluster.

Sharyne

I guess it's my turn now. I was brought up in a fairly middle class, blue collar family not quite in the same class as Steve's. Mum sending me off to church and Sunday School and Christian camps but never attending herself. Rebelled against the apparent

meaningless of my family's existence and got into the drug scene, alternative living and finally in my searching.....eastern religion. Meanwhile, having in my loose lifestyle, been in a de facto relationship and had a child.....finally the hook that had been planted in my early years (and somebody's prayers!!) drew me to the Lord Jesus, and I was wonderfully saved a week after Steve.

Home Education for us is something that has grown and changed and grown in conviction over the years. We started off initially venturing into it in 1989 because we were moving to a town where there was no Christian School, so felt the need but the grass roots conviction wasn't there. As we became more involved and more widely read on the subject and experienced the reality of it our conviction deepened and it became more of a priority than just an alternative. Our methods have changed from the start where we first did unit work around an inspired theme where I found with a growing family I wanted something a bit more structured, out of the fear probably of not doing it right and the mistake of bringing the classroom into the home, and I also felt that if I didn't do it this way, time would just drift around and we wouldn't do anything. So we have used A Beka books and mostly Alpha Omega over the years, and the children have mainly done very well and been more than able to manage with state curriculum when needed, and we have tried to not let the work rule us but get inspired over different projectsBUT I have wanted for some time to loosen up and free-fall a bit. Having discovered Charlotte Mason and her "how to"s, I am venturing forth into new ground for us and trying to break routine, which I think you can only do once you are fully confident that what you are doing DOES really work and yes you are doing a very good job helping your children to learn and preparing them for life. We have always read lots and lots of books (not having a T.V. helps) lots of family reading together of lovely tried and true favourites. The farm environment we have been in since 1993 has provided wonderful opportunities for the children to have all sorts of different experiences.

We have had the usual ups and downs in our family. We put Jane into High School after a year at home, which turned out to be a dreadful mistake which we have regretted. It strengthened our determination with the others. Jane joined the wrong crowd and ended up in strife, after which we brought her home again to finish off her learning. But the damage had been done and it certainly was a struggle.

Carl completed Sixth Form last year at home using correspondence by enrolling as an adult, after having gained three S.C. subjects the previous year using E.S.A. revision books and a Link School. This was possible because he was sixteen, and it allowed him to study some subjects that were peculiar to his interests such as computing and agriculture. He has just landed a job in a horticultural unit, which is the field he wanted to get into, so he is real pleased, and he will start doing a National Certificate in Horticulture while he is working. Ben is attempting some S.C. subjects this year, although we think that his entrepreneurial tendencies will distract him a little. He is slowly getting his private pilot's license, and looking after chooks for eggs, and pigs for meat to sell. Oh yes, and felling tea-

tree for firewood, and attending air cadets, and ... and ..., and ...

David is doing well and is quite an energetic busy person hard to nail down at times, and I think having started a bit of Charlotte Mason's exploring that he is more suited to this type of learning. So we are beginning to enjoy nature notebooks, the classical composers and early painters as well as Sean slowly getting the grasp of putting his sounds together to form words, with Mikayla at 5 close on his heels. Elise and Toby join in with lots of gusto and copious amounts of paper where able, and Kurt gets lots of goos and gaas and plenty of stimulation. Sounds busy doesn't it?? Well, yes it is, and sometimes I don't cope with it all very well. But if I look at the Big Picture instead of the day to day grind and just relax a little more.....it all works out in the end. So keep on keeping on all you wonderful parents out there.!!!!

Back to Steve

The thing that most grips my mind and heart and gets me stirred up now is the mandate to parents, especially fathers, to train their children to carry the baton of righteousness on to the next generation. That's why I get a bit steamed up about issues like too many women in the work force, and other current cultural diversities from Biblical living. Unfortunately the church generally is not setting the standard but following along in the pursuit of material gain and comfortable living, usually at the expense of that generational mandate. We should be setting the standard for alternative diet, medicine, education, government, and so on. I believe that the church is still God's glory in the earth, but it must be led by godly men who build strong marriages and families, in order for it to have a lasting impact in our culture. The church is a company, in fact, of priests and kings, to their own families, and then to the community. God has only ever wanted to impact the earth this way.

For our children, we have upheld the value of hard work, discipline in the home, the Word of God shared at the table, singing sometimes there, and prayer. We have prepared the older boys to allow God to present a partner for life, not to go chasing and dating. We uphold the family as the best arena for the introduction and development of worthwhile friendships.

In closing, let me say that the most important task we have on this earth, with the most disastrous consequences if we abdicate, and the greatest reward if we do not faint, is the training up of the next generation to have a vision for their children. We often hear the great commission "Go, and preach, teach, heal, etc." This is good, but it must flow from the home. "How can a man rule the house of God if he cannot rule his own household?" God bless you all as you press on in the most challenging of careers – parenting!

Home Schoolers Did It



Thomas "Stonewall" Jackson Heroic Warrior

by Eloise Koren

In this generation when discipline, duty and honor have taken a back seat to power, arrogance and deceitfulness, it is refreshing to look back into history and let our thoughts dwell on the heroic warriors of the past. Consider the heroic military exploits and the personal honor and Godly devotion of one of (the United States') most beloved military heroes, "Stonewall" Jackson.

Jackson (1824-1863) was orphaned as a young lad and spent most of his boyhood with his bachelor uncle, Cummins Jackson, who taught him how to farm and work in the sawmill owned by the family. He had no religious teaching and very little schooling except a few winter months and what he gleaned from books, which he borrowed from friends. Through hard study and the influence of family and friends he entered West Point, where he struggled to pass the first year but continued to improve each year. One of his instructors declared that "in a couple more years at West Point Jackson would have been at the head of his class."

Right after graduation Jackson, along with his classmates, was sent to fight in the Mexican War under Zachary Taylor and it was there that he proved to be an able and brave soldier. Shortly after the ending of the Mexican War he applied to VMI (Virginia Military Institute) and was accepted as a professor and taught mathematics and artillery.

His happiest years were spent in Lexington, where he entered into the life of the church and school. Although he had embraced Christ while fighting in Mexico through the witness of Captain Taylor, it was at VMI that he became a devoted disciple and was an active elder and Sunday school teacher in the Presbyterian Church.

When storm clouds gathered and war became a certainty Jackson was sent with his students to recruit and train volunteers, and with the entrance of Virginia into the Confederacy Jackson chose to defend his home state and its people. In the South this Civil War was called the "Second War for Independence" since they were fighting, not for slavery (most of them had none or few slaves), but for freedom from "big" government which, they felt, was becoming more and more like King George III in its demands.

Historians consider Jackson a military leader on a par with Napoleon and Alexander the Great. As a field officer he was unequalled for his fast marches, his strategy in positioning his troops and in discerning the

movements of the enemy. He was strict in his discipline but fair, and the soldiers under his command were his first concern. In battle after battle he brought victory out of defeat despite his meager supplies and lack of troop strength. His decisiveness in battle and his complete lack of fear in the heat of the conflict inspired his men with courage and devotion to their cause.

Though considered a great military hero by friend and foe, to those who knew him and fought with him he was, most of all, a man of God who prayed before every battle and would not fight on the Sabbath unless it was absolutely necessary. He recruited ministers and priests to hold worship services and Bible studies for his men and prayed earnestly for revival among his troops. He was known as a man of prayer, often praying to God as he rode on horseback through the woods making sure his troops were in position.

All his official reports gave glory to God for any victory. His letters to family and friends gave testimony to his strong faith in a sovereign God who "worked all things for our good" and His glory. Romans 8:28 was his favorite quote from the Bible and he firmly believed that God was in control and would protect him until his work on earth was done. Because of this trust in the Almighty he was not afraid to be in the front of the battle.

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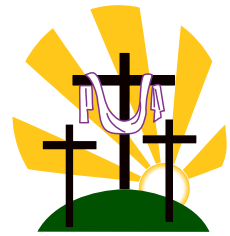
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Fully Equipped Fathers



Wimps, Gimps and Blackguards: Creation, Presuppositions and Treason

By Rev. Brian M. Abshire

Why do so many sincere Christians compromise on the issue of six-day creation? The first eleven chapters of Genesis are so clear, that it would take a creative writing professor to misunderstand them. God lays out in straightforward manner how he created heaven and earth. He identifies the "days" as having morning and evening. He sets the seventh day as an eternal reminder of his rest. He even provides genealogies from Adam to Christ. How much clearer could he be?

The problem, of course, is that the controversy has nothing to do with the clarity of God's revelation, but the fact that it is embarrassing revelation. "Science" for the past 150 years has been utterly opposed to a Creator, and the church for the most part has simply knuckled under. But why did Christians surrender to the humanists on this one so quickly? Is the evidence for evolution, an ancient earth, local flood, etc., so overwhelming that we had to crawl back into our churches with our tails between our legs?

I am going to suggest that there are three main reasons why Christians compromise on this issue: because they are wimps, gimps or blackguards. The wimps are those who refuse to take a stand because they fear controversy. The gimps are those who are handicapped by an inadequate Christian worldview and find themselves compromised despite their sincere desire to be orthodox. The blackguards are those who hate God and are seeking to destroy the church by pretending to be something they are not. Together, these three groups amount to theological treason, for they sell out their church and their God for the mantle of academic respectability.

Theological Wimps

Nobody loves a wimp. Oh, you might not hate him either, but you don't respect him and you certainly cannot trust him. A man who refuses to take a stand, who fears controversy and will not roll up his sleeves and get down in the mud and the blood when necessary, is beneath contempt. Such men are by nature slaves and are useless to themselves, their families, their churches and their nation. Families and churches with wimpy men are soon run by women, quickly degenerating into heresy and irrelevance. Nations with wimpy men are soon conquered by their more aggressive neighbors.

However, seminaries and denominational colleges run by wimps get academic accreditation! Modern broad evangelical Christianity is largely composed of wimpy men who run like rabbits at the first sign of trouble. These individuals fear men more than God and constantly sell out the Faith. There is perhaps no more reprehensible evidence of this than the furor over six-day creation. Think about this: for 1800 years of church history, few Bible scholars, theologians, prophets or priests ever believed or taught anything except literal, six-day creation. Then, with the advancing technological power of science in the nineteenth century, leading men in the church suddenly discovered for the first time that a “day” was not really a day any longer but could mean millions and millions of years. Wow, amazing! But does anyone really believe that there would have been any incentive to reinterpret the Scriptures unless humanistic evolutionary presuppositions had infiltrated the church?

But to hold to six-day creation in a “scientific” age exposes one to endless ridicule, and that is the one thing a wimp fears most. I well remember the first historical geology class I took in a secular university. I took the class with an old friend who was known for his caustic sense of humor towards theological liberals. When the professor was explaining how fossils were dated by the strata of the rock, and that the rocks were dated by the kind of fossils found in them, I raised my hand and (believe it or not) innocently asked, “But isn’t that circular reasoning?” The professor looked at me with dripping contempt, then went into an impromptu speech saying that every year he had at least one of these anti-intellectual fundamentalist nuts, but he soon whipped them into shape or ran them out of his class. I slowly rose to my feet and said, “Sarcasm and ridicule is a poor substitute for logic and sound reasoning” and was about to invite the professor to step outside for a private little tutorial of my own when my friend jabbed me in the ribs with his elbow. He quietly explained that this was his last class before graduation so I should sit down and shut up. You get the message? Don’t make waves, because a degree is more important than truth. The problem was not the insulting behavior of the professor, nor the complete bankruptcy of his worldview, but the fact that I had the audacity to point out that the emperor had no clothes. There were a number of other Christians in that class; but not one of them stood up, not one of them disagreed. How much evolutionary humanism did each one absorb simply because each just wanted to get a good grade?

Theological Gimps

Perhaps I am being cruel in calling all those Christians who bow the knee to modern evolutionary “science” wimps. Maybe they are not afraid of controversy. Maybe instead, they are theological “gimps” handicapped by an inadequate worldview that is simply unable to stand against the humanist onslaught. B. B. Warfield springs to mind. Depending on Scottish rationalism, Warfield eventually compromised on the issue of creation and the age of the earth because the rational arguments of the day seemed unanswerable. His philosophical presuppositions were such that he

believed that truth was determined by “brute facts.” And when the supposed “facts” of science undercut the old Christian worldview regarding the age of the earth, he was then forced to reinterpret Scripture to fit those facts.

Of course, since Van Til, we all ought to know that there are no “brute facts,” only interpreted ones. No one brings a clean slate to any issue. All of us interpret reality in the light of certain fundamental preconceptions. Nineteenth-century science rode on the crest of an Enlightenment dedicated to severing Christianity from civilization. Apostate men were looking for ways of overturning the Christian consensus and by attacking the historicity of Scripture, they were implicitly undermining its authority.

Take for example Lytle and his Uniformitarianism. Lytle was a geologist who postulated that all contemporary geological features were the result of ongoing geological processes. The very idea of “catastrophism”, that certain geological features were the result of disjunctive events, became heresy of the first degree. The philosophical appeal is obvious, e.g., if all canyons are formed by rivers eroding the banks, then one can measure the rate of annual erosion and project back approximately how long it took the banks to reach their present depth. Therefore, the age of the earth indeed must be very old for such geological features as the Grand Canyon to have formed. An ancient earth is fundamental to evolutionary theory; there must be massive amounts of time for one animal to turn into another. On the other hand, the Scriptures give a reliable time line of human events. If one can demonstrate that the earth is immeasurably older than the Scriptural record, it is held, one has therefore destroyed Biblical credibility.

Notice, though, that Lytle begins with an unverifiable assumption; i.e., how can he know that present processes can be extrapolated into the past? How can he know that rivers always ran at the same speed with the same amount of erosion? He cannot. But the assumption is necessary because he has to prove that the earth is incredibly more ancient than the Bible record teaches.

Furthermore, when that same uniformitarian assumption is used in other areas to demonstrate that the earth is NOT ancient, the results are simply ignored. Take, for example, meteorite dust. Scientists can estimate the amount of dust that falls every year. Extrapolating the same rate in the past (a “fundamental” axiom of uniformitarianism), if the earth is billions of years old, there ought to be incredible mountains of meteorite dust. But no such dust mountains are found. Well, maybe they all washed into the oceans or something. We need some place where there is no erosion. Remember the big pads the Apollo landers had? Those were designed to soften the landing on the incredibly deep levels of dust thought to have piled up in the billions of years since the moon was formed. Instead the astronauts found no more dust than would have collected over a few thousand years. But nobody

talks about that because, you see, it doesn't fit the humanist picture. Therefore Lylle and men like him were not objective seekers of truth, but men with an agenda. They deliberately choose one set of presuppositions over another, and ignored the inconsistencies because they wanted to disprove the Biblical accounts.

It is interesting that catastrophism, so long out of vogue when it was necessary to destroy the credibility of the creation and flood accounts, has now returned with a vengeance in modern science. The nasty little secret of uniformitarianism was that there are certain geological features that DEMAND a world-wide catastrophe but until recently, nobody dared bring them up. For example, the disappearance of the dinosaurs was a great mystery until just a few years ago. Now it seems an asteroid hit the earth 65 million years ago and essentially ended all life except some vermin, who surprise, surprise! crawled out of the smoldering carnage and evolved into certain seminary professors! But since the overwhelming majority of Christians have adopted the "scientific" view, creationism is no longer seen as the great enemy. Therefore, we can safely bring certain facts to light that were hidden or ignored for more than a century.

Theological wimps will not wrestle with this kind of information because they just want to be accepted and approved and get their degrees from prestigious universities and go merrily along their way. Theological gimps CANNOT wrestle with this kind of vigorous opposition because they lack the necessary philosophical and intellectual weapons to say why the enemy is wrong. Repeatedly, when I raised the scientific evidence for a young earth with professors who held to some form of theistic evolution in both Christian college and seminary, they replied, "I don't know about those things, I am only a Bible teacher." Pietism has robbed modern theologians of a comprehensive theology that ties all areas of life together. Therefore, they are handicapped in fighting humanism, simply ceding battlefield after battlefield to the enemy without firing a shot while they retreat into theological irrelevance. It needs to be remembered that it was R. J. Rushdoony who got Whitcomb and Morris's book *The Genesis Flood* into print. Broad evangelicalism simply didn't care about evidence that the Biblical view of creation and the great Flood had a scientific basis because it is simply irrelevant in their emasculated worldview.

Never mind that by compromising with the enemy on this issue, you destroy any validity to the Christian Faith (if you cannot trust God's account of creation, how can you trust him on anything else?). Never mind that by giving up on the first eleven chapters of Genesis you destroy salvation (if there was no literal first Adam, then Christ is simply irrelevant as the Second one). Never mind that by failing to believe, teach and defend the history of the Bible, you make its theology into existentialist nonsense (acceptable because the church has already retreated into pietism, existentialism's illegitimate half sister). No, we must

accept the humanists' version because if we stand up in the accredited colleges, universities and graduate schools and affirm the Biblical account, then we will be laughed at, ridiculed, and we might not get that magic degree that promises to open every door.

Thus we trade our Christian heritage for a bowl of left-over humanist porridge. And the irony is, Christians who compromise on this issue are still not accepted by the academic community. They laugh at our naiveté and call us to be consistent with our own compromise. If the Bible affirms six-day creation and we reinterpret it to fit modern prejudices, then where else will we compromise? They do not respect us. We are wimps or gimps and moderns never will open their doors to us. But Christians seem to be happy riding in the back of the humanists' academic bus, just so long as they get a seat someplace.

Theological Blackguards

Of course, there is a third category. There are those who are unprincipled blackguards: men who know perfectly well what the issues are, who hate and fear the truth but still choose to identify themselves with the church anyway (I am tempted to say it is because they are not smart or talented enough to succeed in the humanist camp, but then you'd think I was being nasty again!). These men utterly reject our Lord and King, but still make warm, encouraging noises that mislead the elect. They get jobs in our denominational colleges and seminaries and work quietly every year under the guise of "academic freedom" to destroy the Faith of entire generations of young people. And stupid Christian parents send their kids to these schools, join the alumni organization and send in their support checks every year to keep the dear old alma mater in business. And every year, the school becomes more and more apostate, the graduates less and less Biblical. Meanwhile, the deans and presidents tell the parents all sorts of nice, encouraging things about how well the basketball or football team is doing. And as long as they make the state championships, everyone is happy.

Meanwhile, the theological blackguards stay in the background, adopt a smiling face and a pleasant manner and actively seek to destroy the Faith, while Christians pay them a tenured salary to do so. The theological wimps don't have the guts to correct or stand up to them. The theological gimps don't have the tools to do so. And year by year, our best and brightest are brought to theological ruin.

Every age has its own issues where the culture demands one thing and the Scriptures another. Today, gnosticism is not a major problem, but it was a serious heresy afflicting the patristic church. Arianism is not a direct threat to the church in this age, but in the third and fourth centuries, it almost destroyed orthodoxy. The attacks vary from century to century, but the real heroes are those men who counter a culture at that one point where compromise is so tempting. In our age, I believe there are two issues which demand that we stare the enemy in the eye and say, "Here I stand, I can do no other." Those issues are six-day creation and the role of

women in the church. In both cases, the prevailing cultural norms are diametrically opposed to Biblical truth. There is no room for compromise; you either believe the Bible or its adversaries. The temptation to reinterpret Scripture is no solution because reinterpretation destroys the heart of the Faith. And any man who compromises on these issues has just opened the door to heresy, apostasy and cultural irrelevance. It is where the battle is hottest that we must fight the hardest.

It is time for the church to clean house on this issue. We need to fire the wimps, equip the gimps and expose the blackguards for what they are. If a man compromises on the issue of six-day creation, then not only is he unfit for the ministry, but he is also certainly unfit to teach our future pastors in seminary. If one belongs to a church with a denominational college or seminary, then write to the headquarters and find out their official stance. If they weasel in any way, then get out of Dodge, making sure you take your check-book with you. If they cannot take a definitive stand on something as fundamental as six-day creation, then they are unworthy of God's tithe. Who knows where else they are compromising?

Treason is a hard word and not to be thrown out casually. But what do you call a man who sells out his country for personal gain? OK, up the moral ante a bit, a man who sincerely disagrees with his nation's policies and willingly gives aid and comfort to their enemies? Whether he is a self-serving SOB out to line his own pockets, or only an idealistic fool, he is still a traitor. Those who compromise on the issue of creation are selling out God's word. Maybe they are doing so for high and lofty motives, but they are still traitors. Maybe some of them can be won back before it is too late (let us give them every opportunity) but they are still traitors. The humanists have no love or respect for theological traitors. They may use them, but they don't like them.

Therefore, there is no reason for God's people to compromise on this issue. Let us stiffen some backbones, smack some courage into the cowards, and train and equip those who don't know any better. This is war, folks, and the peace and purity of the church are at stake. Here I stand, I can do no other.

(From *Chalcedon Report*, No. 398, Sept. '98; PO Box 158, Vallecito, CA 95251, USA. Used by permission.)

Learning Disabilities



Hints for Mothers of Many Children

by Ton & Sherry Bushnell

Stay Rested

Whatever it takes, mommy needs her rest. If mom is always tired, it pays to even spend money for an afternoon sitter to get mom a nap. Husbands that are careful to assure mom is rested will reap rewards immediately in a happier wife, happier children and emotions on a more even keel. We cannot emphasize this enough.

Take Time to Plan

Avoid the 4pm scramble to get dinner. By 3pm the children will be getting hungry if they ate lunch at 12. There is nothing so muddling as a passel of preschoolers, a crying baby and prowling teens about the kitchen around dinner time. If nothing is planned, looks of despair are sure to ensue. Plan ahead to avoid the chaos.

Laundry

The unavoidable chore. Brain storm as a family to find ways to make this ever present mountain seem easier to climb. Here are some suggestions:

- Get a second washer and dryer.
- Have those who are able wash their own clothes.
- Teach children to put clothes in the laundry hamper only if the item is dirty (not just because they have worn it).
- Sort drawers often. This is actually a time and laundry saver. Unwanted clothes pile up in a drawer, taking up room for clothes that are worn. As a child rustles through an over-crowded drawer, looking for a needed item, unwanted items fall to the floor, and tadah! another load of laundry.
- A few well-cared-for, quality clothes are of better use than a bundle of cheaply made, fall-apart ones. We feel good about repairing a garment that still has lots of life left and is relatively stain free. A frayed shirt that is missing a button will not be worth the effort to repair because it's about to be thrown into the rag bag anyway. It's better to buy quality classic clothes at a thrift store than the newest rage in cartoon advertising at the department store.

Let's Not Send Our Children Away

Sounds callous, but how many of us are guilty of this daily? "Go play, Mommy is busy right now." "Can you find something to do outside while I am working?" "Go to your room!" These statements are quick fixes for problems that need to be addressed.

Before sending our children away, we should ask ourselves, Are they hungry? Are they tired? Can they

Tough Questions People Throw Your Way



So Why DO You Home Educate, Anyway?

1. Parents can provide for their child's emotional needs better than a teacher with 10 or 20 or 30 students can.

Parents know their children better than is possible for even the best intentioned government school teacher. They are better able to determine the causes of problems that come up. Parents are better able to tell if the child is having trouble learning or simply not trying. Parents can ease back on schooling for a while when a child is going through a difficult time emotionally. Parents can adapt to the child's needs throughout the day. Some students simply can't sit still for very long. Others can sit and work for hours. In a government school setting, by necessity, all students are required to do basically the same things. Therefore, either some students have their work disrupted in order to meet the needs of the child who can't sit still or the child becomes a "behaviour problem" that hinders the more studious child. In a home school setting, each child can be treated as the individual that he is.

2. One-on-one tutoring is the single most effective method of teaching.

No matter how well-intentioned and competent, a government school teacher cannot do as good a job with 25 students as parents can do with their own children. When dealing with children one-on-one it is possible to determine if they really understand what they are doing or just mimicking an algorithm. It is possible to determine areas of confusion and deal with them. A teacher with a class room full of children cannot do that effectively. One-on-one tutoring allows individualized programmes of study. Individual students can study areas of special interest to them in addition to the basic academic core. One-on-one attention encourages the child. That attention shows them that they are important and that their education matters.

3. Positive socialization is easier in a home school setting.

This topic has been dealt with at length in many other places. Let it be clearly said that this is one area where observations show virtually no difference between Christian schools and government schools. The same peer attitudes show up among Christian school children

as those in government school.

4. A child will get a better, more rounded education from home schooling.

He will not be held back by slower students nor dragged forward prematurely by brighter students. This relates back to the individual attention that is a benefit of the one-on-one nature of home education. Due to the personalized nature of home education a student can learn things in any area or field that is of interest. They do not have to be limited to the offerings of the government school. In a home schooling situation a child can learn all kinds of academic subjects that would not be offered in government school.

Government schools do not offer a class if only one or two students show interest in it. Home schools do. Government schools do not generally offer a variety of vocational apprenticeship programmes. Home school can do so if that is the child's area of interest. In government schools, once a course is started it must be finished. In home schools, if something turns out not to be of sufficient interest or the material proves to be sub-standard, the whole thing can be dumped without ceremony or delay and a course of superior quality started.

Teachers in government schools cannot risk losing the slower or average students by going at a pace that would challenge the brighter students. Therefore, the brighter students could get excellent grades with little or no effort. Or they can get so bored that they get into a lot of trouble. Once they gain a reputation as trouble makers these bright students can actually end up on the school black-list, and from then on teachers are only concerned with how to keep them from causing trouble, not how to challenge them to greater efforts. Neither can the government school teacher wait for the slower students. If she does, the entire rest of the class is unchallenged and bored. She must teach at a level which the "average" student can handle, leaving behind the slow and boring the bright.

5. Christianity can be discussed in all aspects of the curriculum so the deprogramming that is necessary for a government school parent is not needed (if indeed it could ever successfully be accomplished at all).

Government school curricula are often dictated by the fad of the moment in educational philosophy. The people who develop those philosophies do not, in general, embrace the Christian world view. In fact, they are often strongly antagonistic to Christianity.

History books often ignore the positive effects of the church and focus only on some negative events in church history. They ignore the Christian influence behind the founding of the United States, Australia and New Zealand. They paint the Puritans as intolerant and ignore the fact that intolerance was the reason for the Puritans' journey to the New World in the first place. Homosexuality is presented as an acceptable alternative

lifestyle rather than as a sinful lifestyle from which one can find deliverance. "Sex education" becomes an exercise in social engineering rather than a course on human reproduction. Positive values are not taught, so that student can make "their own decisions". This produces a child with no moral compass to guide them.

Parents of government school children must either accept this indoctrination of their children or spend much effort deprogramming their children. It seems that submitting children to this indoctrination and then having to try to undo it is likely to produce a confused child. In a home school setting children are taught from the world view of the parents. For the Christian parent that means that every single aspect of the curriculum can be, and should be, influenced and directed by Scripture. Values are taught and reinforced. No deprogramming is necessary. The whole curriculum and the child's entire intellectual development can be founded on the truths of Scripture.

This is one area where Christian schools are sometimes better than government schools.

6. Parental control of education.

Studies of government schools have consistently shown that the education of a child is always better when parents are active in that education. How could a parent be any more active in their child's education than if they are the teacher? Authority over, and responsibility for, a child, according to Scripture, are the parent's. It is not given to the government. It is not given to the church. The parents should not give that responsibility away. Any educational arrangement that does not give authority to the parent is illegitimate. If parents allow their children to participate in an educational programme that does not give the parents ultimate control then they have abdicated their responsibility in one of the most important areas of a child's life.

7. Home schooling serves to strengthen the family and thus society.

Society's basic building block is the family, so anything that strengthens the family will strengthen our society. Families are strengthened by sharing meaningful experiences together. Nothing other than the family spiritual life is as meaningful an experience as education. Sharing that experience draws the family closer together. Since most home schooling parents are products of government schools, they can join the child in the benefits of home schooling by gaining a more rounded educational experience than that which they had as children. Children sent to government schools are told that their education is important but are then packed off to get that experience from strangers. Home schooled children are told that their education is important and then see that it is important by having their parents take

a central role in the obtaining of that education. That reinforces the importance of the educational experience and strengthens the familial relationships.

8. NOW FOR THE BIGGIE....Home school is God's plan for our children.

There doesn't appear to be anywhere in Scripture where God tells anyone to give the education of their children over to the government. Neither does He tell them to give it over to the church. Parents are given the responsibility of educating their children.

(Author unknown. Quoted in *Write at Home Newsletter*, December 1998, pp. 8-9, PO Box 2009, Prospect, South Australia 5082, from *Schools Out Newsletter*, PO Box 70, Wamberal, NSW 2260.)

Instead of governments
supported by -- and limited by -- the people,
we now accept people
supported by -- and limited by -- the government.

— Otto Scott in *Russian Reckoning*

New CD! Consider the Lilies

This is a first for Michelle Lodder (nee Wiersma), a young wife and mother, and active member of the Reformed Church of Toowoomba (Australia).

This CD contains 16 songs:
easy listening, contemporary, soundly Biblical
and very singable!

Some of the titles are:

Consider the Lilies
By Grace Alone
Psalm 148
Praises

Also available are song books
which include masters for overhead

Costs are \$22 for CD and \$15 for music book
(plus postage/packaging)

The above are available from:

Mrs Betty Wiersma
8 Inveraray Place, Grandview East
Hamilton, New Zealand
Phone: (07) 846-4686 Fax: (07) 846-4687
Email: wierha@hn.pl.net

Letters



Tertiary Entrance

If you know of some people who have successfully entered university in NZ without a recognised qualification before they were 20 and who would be willing to share their experience I would love to be able to “pick their brains”.

I would like to see the day that tertiary institutions recognised the growing pool (market?) of would-be students who have not been to school (but may end up being their most notable graduates!) by formalising an easily accessible procedure for obtaining provisional or *ad eundem statum* entrance -- they have exams for assessing the competency of people whose first language is not English, for example. So far my individual enquiries with the academic staff have not produced much -- it was suggested that the student would have to produce his entire curriculum to be approved -- it was apparent that it is much more convenient to them if people just do the “normal” thing. Hence my interest in people who have negotiated this little obstacle course.

Michelle Benton
Marton

Conflict Resolution *In the Lord*

I recently received *Keystone* with its challenges for training up godly children. As usual the first article I looked for was “In Line with Scripture” in which you have always clearly and strongly used the Bible to make powerful and pertinent points on a given topic.

In the latest *Keystone* (Vol. V No. 1), “In Line with Scripture” deals with “Agreeing with each other in the Lord”. You and Rev. J Westendorp wrote concerning some of the various areas in which we have conflict whether in a church, family, marriage or home education support group. You also pointed out two of the often used yet unbiblical methods for dealing with interpersonal conflicts; **avoidance** of the problem via leaving, and **gossip** where people talk about their unhappiness with others who have no part in the difficulty thus creating disharmony.

It is certain we **will** have conflict as we are all sinners and, where sinners come together, conflicts result. How we deal with the conflict will determine whether we **can** “agree with each other in the Lord”. Eugene Peterson’s suggestions give us some superficial direction but as you rightly point out conflicts are of a spiritual nature and their resolution will only be effectual by spiritual means. Therefore, three far more important questions should immediately come to mind in any conflict situation.

Firstly, **Is God’s Word my absolute and final authority for dealing with this?** Our hearts are deceitful above all things and desperately wicked (Jer 17:9) so our thoughts, feelings and opinions are not trustworthy but must be brought into line with God’s Word. It is pure, true and right. It has all we need pertaining to life and godliness (2 Peter 1:3). It is God-

breathed, powerful and sufficient. It is not silent nor lacking in counsel on how to deal with any trials, problems or conflicts that we face. We must never claim, “This situation is beyond or outside of the Bible; we cannot resolve it according to how God set things out in His Word.” To do this is to claim greater knowledge than God. It is sinful arrogance on our part to claim to know better than God what to do. We must not say, “I will lay aside God’s Word for the sake of the ‘greater good’” as God Himself is perfect Goodness. How can we improve on the perfect way to do something? If God’s Word is not the only authority we **cannot** “agree with each other in the Lord”.

Secondly, **What does God’s Word say about conflict resolution which I must apply to this situation?** Am I willing to read and study diligently to know what God wants me to do? How should I speak? What should I do? Who should I go to? God commands that we speak the truth in love (Eph. 4:15, 25), letting no corrupt communication proceed out of our mouths (Eph. 4:29), rejoice always, pray without ceasing, give thanks in everything (1 Thes. 4:16-18), confess our sins to one another (James 5:16), put aside lying (Eph. 4:25), do all things without murmuring or disputing (Phil. 2:14), not let the sun go down on our wrath (Eph. 4:26). If someone is overtaken in a trespass you who are spiritual restore them (Gal. 6:1), going to your brother between you and him alone (Matt. 18:15). If your brother sins against you, rebuke him; and if he repents, forgive him (Luke 17:3). So until we study to find the principles for dealing with this conflict we will not be able to “agree with each other in the Lord”, for our methods will be different.

Thirdly, **Am I willing to put into practice, obey and DO what God’s Word says will bring about resolution?** To **not** obey God’s commands is disobedience and that is sin. I might be tempted to get angry, to shout, to blow up. “*Now the works of the flesh are evident, which are..., hatred, contentions, jealousies, outbursts of wrath, ...those who practice such things will not inherit the kingdom of God.*” (Gal. 5:19-21). “*Brethren, if a man is overtaken in any trespass you who are spiritual restore such a one in a spirit of gentleness, considering yourself lest you also be tempted.*” (Gal. 6:1). I might threaten violence, to “punch him in the nose.” I Tim. 3:3 tells us about the church leadership’s exemplary behaviour to be “...*not given to wine, not violent, not quarrelsome, ...*” I might do a smear campaign on that person’s competency and reputation, or gossip, exaggerate or leave out facts, twisting the truth to make things more favourable for my situation. “*Therefore putting away lying, each one speak truth with his neighbour, for we are members of one another. Be angry, and do not sin; do not let the sun go down on your wrath, nor give place to the devil...Let no corrupt communication proceed out of your mouth, but what is good for necessary edification, that it may impart grace to the hearers...Let all bitterness, wrath, anger, clamour, and evil speaking be put away from you, with all malice. And be kind to one another, tender-hearted, forgiving one another, just as God in Christ also forgave you.*” (Eph. 4:25-32). Conflicts will not be resolved by sinful methods that ignore God’s express commands. Will I choose to **do** it God’s way?

The question was raised, "Is the matter serious and important?" Whose standard is the situation being measured by? If I am reacting in a non-biblical way to anything, I must confess my non-biblical reaction as sin and turn from doing that sin quickly, then start acting biblically. If the things that we desire to do to "make a difference" are not based on God's perfect Word, the difference will not be God-honouring and will continue to be sin. Good intentions, while "doing our own thing" are not enough. Obedience to the commands of God show that we love Him (John 14:15) and to love the other person requires doing things God's way. I John 5:2: *By this we know that we love the children of God, when we love God and keep His commandments.*

Only when we use God's Word as our absolute authority can we have a foundation for "agreeing with each other *in the Lord*". Only when we study God's Word can we see the conflict in its true light and know what to do to "agree with each other *in the Lord*". Only when we obey God's Word will we truly "agree with each other *in the Lord*".

This is the standard in our home, church and home education group for dealing with conflicts. We all agree to God's Word as our only authority; studying it individually, corporately and with the Holy Spirit's help we put it into practice daily.

We look forward to more Scripturally challenging and informative articles in *Keystone*. Thank you for all your work, Craig. May God bless you and your family as you serve Him faithfully.

In Christ,
Steve & Lynda Bearsley
Hamilton

Physics Lesson

Thank you for the latest issues of *Keystone* and *Teach* which were and are still being devoured. Among the many interesting articles are the Puzzles and from the first comes the need for a Physics lesson which now follows.

The puzzle is as follows. The Boat and the Log: A speed boat which travels at constant speed in still water leaves a ramp and goes up stream in a river flowing at a constant speed. After travelling 5 km, the boat meets a drifting log. It continues upstream for 30

minutes, then returns to the ramp, arriving at the same time as the log. At what speed does the river flow?

The published answer is as follows; the boat travels at the same speed relative to the log whether up- or downstream. Thirty minutes away from it and 30 minutes back to it, a time of one hour, and the log travels 5km. Therefore, the river flows at 5 km/h.

Firstly, there is an assumption that the return journey to the ramp is 30 minutes, it is not stated but is implied from the answer and without this, it is incalculable. Secondly, there is flawed reasoning in the logic of the answer. The puzzle states that the (speed) boat travels at constant speed in stillwater. But the answer states the boat travels at the same speed relative to the log whether up- or downstream. This is not so for the following reasons. When a boat travels over the water (or a plane flies through air, or a sub through water) the speed of travel is moderated by the flow of the water. So for a boat travelling upstream, the speed reduces by the size of the current and going downstream increases by the size of the current (and if travelling across the river, would drift downstream at the speed of the current as it crossed). This is because the speed, or more correctly, the velocity of the boat is a vector, for, not only does it have quantity (in this case speed) but also direction. So we could write these as follows;

1. speed of boat in calm water = b (km/hr)
2. speed of current downstream = c (km/hr)
3. speed of boat upstream = b-c (km/hr)
4. speed of boat downstream = b+c (km/hr)

So when the boat passes the log on it's way upstream at the 5km mark from the ramp and travels for another 30 minutes (0.5 hr), we know how far it has travelled distance upstream, $d(1) = (b-c) \times 0.5$ km

Now the assumption is that in 30 minutes (0.5 hr), the boat returns to the ramp, the distance being, distance downstream, $d(2) = (b+c) \times 0.5$ km

This distance is 5km from where the boat and log passed each other, hence:

$$\begin{aligned} d(2) &= d(1) + 5 \text{ km} \\ \text{substituting } (b+c) \times 0.5 &= ((b-c) \times 0.5) + 5 \\ \text{resolving} \quad c &= 5 \text{ km} \end{aligned}$$

The speed of the current is 5 km/hr (or km*hr to power of -1 in current terms). I hope this explains it for those who could not do the problem, or read it and said "it was too difficult for me". Any one with similar problems is welcome to ask for help. Physics, Chemistry and some Maths, I'm available to help with one off tuition as I am able having taught these to bursary level (just the first 2). Longer term would need to be negotiated.

Happy puzzle solving!

Christian Greetings
Dave Wilson
7 Ngaturi Gr.
Wainuiomata 6001

Puzzles



A

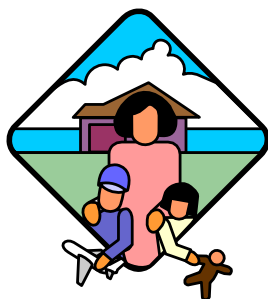
As I was going to St Ives,
I met a man with seven wives.
Every wife had seven sacks,
Every sack had seven cats,
Every cat had seven kits;
Kits, cats, sacks and wives,
How many were going to St Ives?

B

The half of twelve is seven, as I can show;
The half of thirteen is eight; can this be so?

(Answers on page 21)

Teaching Tips



Homeschooling Our Way

by Delwyn McAlister

Have you ever wondered how mothers cope with home training several children? Would you like to take a peek into our family life and see how we do it?

As I sit here working on my computer, my children are happily playing 'bugs' and 'caterpillars' in their sleeping bags on the lounge floor. I smile as I think about how much our children are enjoying their childhood. Earlier on they had made several different coloured icings and iced some cakes.

You may wonder if we are on holiday. The answer is; "No we aren't." "Where are the lessons plans?" Answer; "I haven't got any." "Well why aren't the children doing their lessons?" Our reply is "They are doing their lessons." "What?" "Really?" "Yes!"

You see, when they worked at the kitchen bench the children were participating in a science, maths, home economics and art hands-on lesson! When they played 'bugs' and 'caterpillars' (which is now turned into a confidence/obstacle course) they were doing their PE (Physical Education) plus having plenty of team-building experience.

I sometimes feel a bit guilty because the Maths and Language work-books are gathering dust. These books get opened several times each week - depending on what else is happening, but no one could say that the children haven't been learning. Last week we watched a programme on TV about a teacher in the USA who takes children off the streets and teaches them the value of life. The teacher's superior, Carl Cohn, Superintendent of the Long Beach school, said "Plato, Aristotle- all the great teachers of the world - all of their students said that they taught about life". And that is what we are doing here at our home - teaching our children about life. They might not come out the other end with a string of letters after their names but they will know a heck of a lot about life.

Since we have all daughters (so far), we believe that it is our responsibility to prepare them for what they will most likely spend most of their adult lives doing. No, it is not a career - its the wonderful God-ordained ministry of being a wife, mother and homemaker. Therefore home management and child development are two of the most important areas we focus upon. They will also need to be able to communicate effectively (both orally and written) so language, reading and writing skills are continually being taught. We also do basic old fashioned arithmetic.

Superior to the above is Godly character training. We firmly believe in teaching our children Christian values and leading them into having a relationship with our Lord Jesus Christ. As you will read, we focus a lot on how we can apply Biblical truths to our every day life.

Our children, who have never attended school, are: Marguerite (11), Rosanne(8), Gloria(4) and Christy-Anne (1).

Brent and I love our children. We love them so much that we want to enjoy being with them day and night every day and every night! All too soon they will have grown up and flown the nest so we plan to make the most of it while they are around.

If you were to read my book *Training Our Children at Home*, you will discover that home schooling can be fun and stress-free. I also include plenty of helpful hints and ideas. You will also hear about some of the wonderful resources that we have acquired over the years. The 1999 edition of this book includes a diary of a month in the life of the McAlister family. You will see unschooling (full parenting, relaxed homeschooling or whatever you like to call it) in action!

Psalm 78:4 — We will not hide them from their children, telling to the generation to come the praises of the Lord, and His strength and His wonderful works that He has done.

(*Training Our Children at Home* is available from Keepers at Home Publications, PO Box 225, Tokoroa, NZ.)

How Far Can We Take the Unschooling Approach?

by Craig Smith

A New Zealand mum asks:

At what point can a parent be said to be no longer "purely" unschooling? At what point does what they're doing become coercive (or pushy) in some way? Say you leave materials around that you hope your child will pick up. Is that just part of providing the "stimulating environment" they need? Or is it coercive because you start to convey to them that you'd really like them to pick up those materials? And then I wonder - is it ever even possible to purely unschool? Because surely we're often conveying subtle expectations to our children even when we're not trying to?

It seems an extreme view of unschooling is based on ideas I believe were popularised by John Locke (1632-1704), who theorised that the mind of a newborn is like a clean sheet of paper (a blank tape), and is all innocence. It is the adults who are all screwed up, especially parents who are not only emotionally involved with the child, but also generally insist on passing on all this traditional

family, church and society stuff. Let the professional educators have the child as soon as possible, and they will write only the things that are good and proper for any child to learn on that blank sheet of paper.

But it seems some strands of unschooling take this even farther by saying get **all** adults out of the way as much as possible, and the child will learn all it needs to know without all the confused morality, double standards, superstitions and extraneous bits of nostalgia. In other words, get rid of the past, and allow the child to live completely in the present pressing on to the future. Let the child construct his or her own reality and future, their own set of values and standards.

There are some unspoken assumptions behind these theories. One is that the child is pure innocence, with a tendency toward goodness. Another is that although the mind is a blank tape, it is somehow formatted in such a way as to always select the best options presented to it and to always put them together in the optimal fashion. Another is that neither parents nor any adults have anything worth knowing that they can pass on, and that even if they did, it is best to let the child learn it for itself. It is like the contempt certain animal rights people have for trained dolphins...leave them alone, totally unexposed to human influence, and they will develop to their proper, natural potential. The tricks they are taught have no place in the animal's "natural" life, so can add nothing of value to it's existence.

The problem is that it is hard to leave a human baby alone to develop without any contact with other humans. There have been feral babies reared by animals, but their development was found to be grossly stunted. And I suspect most parents feel they have quite a bit they reckon should be passed on to their children. Even the one who wants to interfere as little as possible with his/her child is passing on that very concept. So ultimately, the theoretical ideal is an impossible quest; so you might as well build into the child all the best you are convinced of and do it the best way you know how, and enthuse the child to love learning and to pursue knowledge and excellence...and altruism, and service and kindness while you're at it!!

My mum is still a voracious reader, at age 74...with only one good eye. When I was a kid, she and I were in a library having a ball getting out some new books. She motioned to the vast shelves and the several rooms and expressed her frustration that she will never be able to read them all, nor keep up with all the new stuff being produced, nor find all the fantastic stuff from the past out of print and only in museums. That had a lasting impression on me. Being a door-to-door salesman for 13 years also made a lasting impression on me: in both cases, I realised I don't know it all (or even very much), and I can always learn something from anybody, no matter who they are. I have also discovered that only my mum and very close friends will bother to share some of those really important and personal insights with me that make such a difference in knowing how to cope with various situations.

So do I see it as coercive to nudge my children in a certain direction? Is it unfair to blatantly suggest one set of interests or activities in preference to others? Is it wrong to exclude certain things from their lives? Should I share the life secrets I've learned and that others have taught me or not?

Well, it seems that a whole lot is going to be excluded simply for logistical reasons (we are not likely to visit the North Pole; they will never experience life in the Hakataramea Valley of the 1950s; there are more books in existence than they will ever see, let alone read). So I will accept exclusion as a part of life. And logistics means I cannot expose them to the things I reckon are the best, for time and limited resources prevent that. So I will accept that they will only ever be exposed to a limited number of things in this life anyway.

So what to do? I will further assume that NOBODY is as motivated for my child's best welfare as my wife and I am. That means I would be silly to leave it up to chance or the beneficence of others to see that my children get the best deals in life. No, here is what I will do: I will take hold of my position as parent with both hands and strive to give my children the best knowledge, experiences, attitudes, values, friendships, advice, guidance, etc., that I can, knowing that it will only ever be a start, and that my children will have to take up from where I left off.

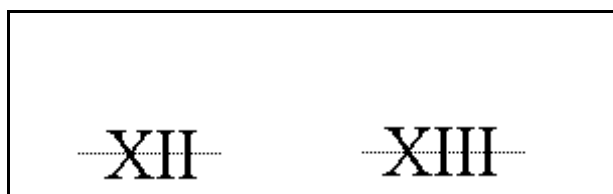
Now this theory I've just explained also has a lot of unspoken assumptions behind it. One is that life is linear, with a starting and an ending on this earth. Another is that the time here counts for something. A third is that there is propositional truth, unchanging rights and wrongs. If life were cyclical, with no ultimate end or purpose, then eat, drink and be merry would be my theme song. But you know, I have already learned from 48 years of experience that discipline is more pleasureable than sloth, and that work is more satisfying than relaxation.

Seems to me the Bible has it right when it indicates that the world and ourselves were created a certain way, and try as we might, certain things simply will not change and refuse to conform to our wills, to the way we would like things to be. One is that children desperately need committed parents and other loving adults to train them up in the way they should go, for a child left to himself will bring shame to his mother.

Answers to Puzzles on page 19:

A = one

B = $\frac{1}{2}$ = 7 = 8



Theologically Speaking



Divine Guidance

by John Westendorp and Craig Smith

There is confusion on the subject of divine guidance among Christians today. There is an expectation that when difficult decisions have to be made God will guide us by speaking to us through a still small voice or perhaps in a dream.

Examples of such guidance in the Bible readily come to mind. Paul had a vision of a man from Macedonia saying, “Come over and help us.” Elijah heard the still small voice of God on the mountain. Examples of such guidance are also common in modern Christian literature. Corrie Ten Boom, in *Tramp for the Lord*, tells of God speaking to her in a clear and unmistakable way. Today Christians who ask the Lord for such guidance are often disappointed when heaven remains silent. Even worse, they begin to question their relationship with the Lord when such guidance is not forthcoming. When well-meaning friends then tell them that there must be some sin barrier in their life that stops them hearing the voice of God the results can be rather devastating.

Sydney Anglicans Phillip Jensen and Tony Payne in their new book *Guidance and the Voice of God*, open up some healthy Biblical correctives to the instructions Christians are often given for “finding God’s will” for their lives.

First, they point out that even in Scripture ‘direct’ guidance is rare. Scripture nowhere leads us to believe that we have a right to expect it. Just because both Peter and Paul had visions from the Lord does not prove that all the apostles had such direct guidance from God. Even if all the apostles were privileged in this way that does not yet mean that all believers may expect such direct guidance.

Second, they point out that God has not left us ignorant but ‘has given us all we need for life and godliness’ (II Pet.1:3). They remind us that God guides us through the bright light of His Word. They see this as liberating us from the tyranny of our fears of being ‘outside the will of God’. It also sets us free to listen to what God is actually saying. “Many Christians today are so busy trying to work out what God is supposedly saying to them through circumstances, visions, voices, impressions and the like, that they lack the time (and the interest) to listen to what He is really saying to them in His eternal and living Word.” (p.80).

That leaves the big question: if God’s basic way of guiding us is through His Word how does that work? Here the authors make a helpful distinction between three categories:

1) Matters of righteousness;

- 2) Matters of good judgment and
- 3) Matters of triviality.

In the first of these three we are dealing with issues about which God has spoken with clarity – they are non-negotiable for Christians. In the second we need to weigh up our options in the light of Biblical principles. In the third category are those matters that we should not waste too much time thinking about. †

Matters of Triviality

We won’t spend much time here. If you are looking for God’s will as to what colour socks to put on in the mornings; whether you should cut your hair to a certain style or cut the lawn this weekend; to start the children on that science project or do their chores first; which phonics programme to buy; or hoping God will speak a word to you as to which activities of the local support group to attend, let me respectfully suggest that you need to spend some extended time reading and praying through the Bible to extend your horizons and lift up your heart and mind to the great and mighty calling He has for you to fulfill. Yes, of course the Lord is interested in the smaller details of our lives, but that means He is also interested, probably more interested, in the big picture. He has **already told us** to make disciples of all nations (Matthew 28:18-20) and to abound in the work of the Lord (I Corinthians 15:58) doing those good works which He has “prepared beforehand that we should walk in them” (Ephesians 2:10). How are we going to do these things if we are so often occupied with minor everyday details the Scriptures rarely if ever bother to mention?

Matters of Righteousness

As the Rev Westendorp says, these are the non-negotiables, i.e., the Ten Commandments and other Biblical directives. Historically much of the church has not only looked upon the Ten Commandments as negative prohibitions (do not murder, do not steal), but also as positive obligations (promote, protect, defend and preserve life in all ways; protect, defend and preserve public and private property as good stewards). If we take the view that God’s moral imperatives are simply a list of “don’t”s, then we may find many Muslims and Buddhists, who value self-discipline, to be far more godly and righteous than we. When the Lord Jesus said, “Let your light so shine before men that they may see your good works and give glory to your Father Who is in heaven” (Matthew 5:16), it is clear that He was expecting us (in fact, is this not an imperative, a command, a non-negotiable?) to be doing things, good things, remarkably wonderful things and in such a Christlike manner that even the unbelieving onlookers and recipients of our good works would give the glory to God and not to us! Do we plan-in service to others as part of our home education programme? Baking a huge batch of decorated cookies and going to the local rest home to sing some choruses and pass out the cookies is at least an impressive list for the ERO (home economics, vocal music, art, socialisation, inter-generational communications, community service, planning and executing the logistics of a field trip) apart from the immeasurable joy and pleasure you would

have brought to the shut-ins...and to yourselves, just quietly. Our Charmagne has done Highland dancing without either her costume or the music at rest homes and the old folks loved it!! She struck up a great conversation with one ancient who really appreciated it for she once did such dances 75 years ago! Christianity is a religion of positive action, not pietistic legalism.

Do we really need guidance as to whether we should duck away from work five minutes early to be a counselor at the evangelistic rally that evening? The Lord has already spoken His mind on the issue: it is theft from your boss. Should you tattoo a gospel verse tastefully on one shoulderblade as a subtle witness while down at the beach? Leviticus 19:28 makes it clear that it is forbidden. Should you, as a young man, accept that female part in the street drama scene your evangelism group is putting on? Deuteronomy 22:5 would indicate you had better not, especially if it entails wearing female clothing. Should you witness to your boss at work, or keep to your station? Why do you need to ask? The Scripture says be urgent in season and out of season (II Timothy 4:2), although there is such a thing as a Christian diplomacy (II Timothy 2:23-25) and that at the end of the day you are a witness to the boss no matter what you do. Does the Lord want you to actually give 10% of your income? Well, come on, ask a hard one. Proverbs 3:9-10 says give from your possessions, your substance, what you already have (your capital) AND from your profit, your wages AS WELL. In Malachi 3:8, God says people rob Him when they neglect the tithe. (Barbara & I used to worry about whether we should give 10% of our income before or after tax. We decided to tithe our gross, not only to be on the safe side, but to put ourselves in the way of the blessings God promises in Malachi 3:10.) Would the Lord have your church launch into a programme of building homes for the homeless and providing food for the hungry, by borrowing against your good name alone but really having no idea how you will pay back the loan? But you are trusting God to bless the ministry, and He can certainly bring in the needed funds. Didn't the devil say virtually the same thing to our Lord when testing Him in the desert: throw yourself off the tower, for the Lord God will protect you from the negative consequences of your silly actions. In response our Lord said we should NOT put Him to the test, and expect Him to bail us out. Should I let my son court that lovely hard-working, respectful girl who unfortunately isn't a believer yet? But he would surely win her to Christ in due course. Why do you think the Lord caused II Corinthians 6:14 to be written? So that you would not have to agonise over the situation, but say simply, "No dice, son". Should we give our children a Christian education, either at home or in a Christian school, or send them to the temples of man-centred atheistic materialism (public schools)? Did the Lord save the people of Israel out of Pharaoh's hand, through the Red Sea and the desert and the Jordan River for them to turn their children around and send them back down to Egypt to go to school? I think not.

Matters of Good Judgment

All kinds of people have referred to the Bible as the handbook for human behaviour, the owner's manual of life and similar such titles. And so it is. Not only does II Peter 1:3 say that all things that pertain to life and godliness are in the knowledge of Him (and He is the Word made flesh), but II Timothy 3:16-17 makes it clear that the Scriptures are for keeping us in the good way and getting us out of the bad ways. I don't know how anyone could ask for anything more comprehensive and complete than what these two verses promise....unless you want to hear God's very voice boom from the fiery mountain or see Him write a message in the sky.

Now it occurs to me that if we were fully occupied in doing all that the Lord has *already* commanded us to do in the written Word (just take Matthew 28:18-20 or II Corinthians 5:17-20 for starters), I doubt we would often be concerned about guidance for *what* we should do next, but rather where to start! The Apostle Paul himself was so busy pushing against the doors of opportunity he saw all around him, the Holy Spirit had to make it impossible in all directions and finally gave him a vision which indicated Macedonia was the place to be. Read about it in Acts 16:6-10. But never mind that. If you are simply waiting for guidance, basically just sitting around in the meantime like I did for three years once, you are probably wasting your life away. "A man's mind plans his way, but the Lord directs his steps" (Proverbs 16:9). Nothing flash here about the guidance method, but you have to be moving, doing something, taking steps, in order for those steps to be guided.

There is, of course, a catch to this: we mortals have to do some work to get the Word of Life into our sinful selves so that the plans we make for our way are at least somewhat along Biblical lines. It doesn't come naturally; sin comes naturally, because the world is fallen, but godliness takes work. Sure the Lord said to the Twelve in John 14:26 that the Spirit would teach them all things and bring to their remembrance all that He had said to them. It is hard to be dogmatic that this verse applies to us today since it was spoken to the future writers of Scripture, but even if it does (and I like to think it does!), for us to be able to remember all that He has said, to make available in our minds the raw material of His word so the Holy Spirit can bring it to our remembrance, we have to first at least READ all that He HAS said, i.e., the entire Bible. Have you ever read the whole of the Bible through even once? Do we have a system of daily Bible reading with our children that will ensure they hear all of God's word at least once every two years? To attain to Christlike thought patterns which lead to Christlike actions one must flush out the humanist garbage that undoubtedly festoons most areas of our conscious and unconscious thought and allow His Holy Spirit ample opportunity to re-train our minds into His mold, not that of the world. "For My thoughts are not your thoughts, nor are your ways My ways, says the Lord" in Isaiah 55:8.

And here is where our responsibilities as home educating parents just about begin and end. We must

train up our children in the ways of the Lord, according to His word. How on earth can we do that unless we know His ways ourselves, unless we know His word in which He TELLS us His ways????!!!!

Read the Bible morning, noon and night. Read it out loud to each other that you may listen to it as well. Study various passages, various books, various topics. Big topics such as what the Bible says about prayer; medium topics such as the kinds of things angels say; and small topics such as the words Jesus spoke from the cross or all the Bible has to say about that lovely couple Priscilla and Aquilla. The children can very profitably do small topical studies and actually exhaust all the Bible has to say about it. These are projects they can do all by themselves with only a Bible and a concordance.

If you really want to come to grips with Scripture and have it ready on your lips that you may know how to answer in most circumstances, start memorising! Your Christian bookshop will have Bible memory courses which prepare you for sharing the basics of the Gospel effectively and for answering the common objections straight from the Word of God. There is something powerful about being able to turn straight to a passage and get the person to whom you are talking to read it off the pages of Scripture for himself. Children from the time they can speak fluently can memorise vast tracts of Scripture, far more than we would normally credit to their ability. Make sure your 6-year-old has a spot at the next Sunday School presentation to recite, clearly and loudly, the whole of Psalm 1. Watch as the rest of the congregation practically swoon with a fantastic mixture of joy and delight and amazement and a burning in their hearts as they realise they and their children too should be doing exactly that. As a family project it can not only be loads of fun, but will set your children up with the words of eternal life indelibly engraved on their minds where NO ONE can take it away. In God's grace and in His time He can cause that word to travel the 18 inches south from their minds to their hearts and claim them for His own. "For the Word of God is living and powerful, and sharper than any two-edged sword...a discerner of the thoughts and intents of the heart" (Hebrews 4:12).

But the most effective way to get the Scripture deep down into your soul and unconscious mind so that your reflex actions reflect Scripture is to meditate on the word. **This is how one can learn to exercise good judgment.** Sit down and outline the situation wherein you need guidance. Identify the issues, the options and the implications of the various options as much as you are able. Formulate some possible decisions. Then search the Scriptures, as did the Bereans of Acts 17:11, to see if the Biblical reasons you gave for your possible decisions are in fact truly Biblical. Now, again, if you have not read the Scriptures through and are not really familiar with most of it, you are really hamstrung. Psalm 119:160 is key here. It says that the SUM of God's word is truth. You cannot pick out a favourite verse here or there and build a destiny on it. You must search and study and dig in the Bible as for hidden treasure to know God's mind on an issue, to understand

the principles on which you would make a decision.

Maybe this is why some people prefer to wait upon the Lord for some sign or vision or voice or dream....there is an aversion to the mental and intellectual trauma of honest to goodness study, a reluctance to love God with all the mind. Whether this applies to you and me as parents or not, let us make sure it never applies to our children: by precept and example let us do what we can to cause them to "desire the pure milk of the word" that they may grow thereby (1 Peter 2:2). Through personal experience I am convinced the Lord can cause us to hear voices and see visions....yet it seems arrogant to expect Him to so favour any of us if we neglect to faithfully and consistently consume His written word. Surely it is the least we can do to show we are serious about wanting to know Him and His will for our lives.

Or do we simply crave the spiritual experience of a voice or vision? Yes, that would be exciting and something to tell others about (oops, are we into pride here?). Well, at least it would help me to know that I was alive spiritually, and somewhat verify the spiritual reality of my faith in a Spiritual God. Yet, consider the following: Habakkuk 2:4 says the just shall live by faith. I Corinthians 5:7 says we are to walk by faith, not by sight. For who hopes for what he sees? (Romans 8:24). And our Lord Jesus didn't seem too keen on the idea when He said in Matthew 12:39, "An evil and adulterous generation seeks after a sign." Didn't He also tell the story of how the rich man who was suffering in the fires of hell begged Abraham to send Lazarus to his kin to warn them of such a place, for surely "if one goes to them from the dead, they will repent"? But Abraham said they already have the Scriptures, that such a sign would be wasted; for if they will not hear the Scriptures "neither will they be persuaded though one rise from the dead" (Luke 16:19:31).

Maybe we are afraid of becoming too familiar with the Scriptures and what God has already told us, for we perceive He is a demanding God, prone to sending people to the ends of the earth to suffer unspeakable hardships for His Name's sake. Maybe some of us have more in common with Jonah than with Paul. A dream or vision can be a lot more subjective than words on a page, and there is some comfort in that, for then I can interpret it without others telling me what it means for they didn't see it! Brothers and sisters, please be careful, as even the devil can disguise himself as an angel of light (II Corinthians 11:13-15), which would be quite a lovely vision indeed.

My son, if you receive my words, and treasure my commands within you, so that you incline your ear to wisdom, and apply your heart to understanding; yes, if you cry out for discernment, and lift up your voice for understanding, if you seek her as silver, and search for her as for hidden treasures; then you will understand the fear of the Lord, and find the knowledge of God. (Proverbs 2:1-5).

† (The opening paragraphs up to this point are by John Westendorp. The rest is by Craig Smith.)

The English Evangelical Explosion of the Late 1700s

From the year 1700 till about the era of the French Revolution, England seemed barren of all that is really good. The celebrated lawyer, Blackstone, had the curiosity, early in the reign of George III, to go from church to church and hear every clergyman of note in London. He says that...it would have been impossible for him to discover, from what he heard, whether the preacher were a follower of Confucius, of Mahomet, or of Christ! Then there arose gallant evangelists, a few individuals such as Whitefield, Wesley, Grimshaw, Romaine, Rowlands and Toplady, most of them clergymen of the Established Church, who shook England from one end to another. The instrumentality by which these reformers carried on their operations was the old apostolic weapon of preaching. They preached everywhere. They preached simply. They preached fervently and directly.

But what was it they proclaimed? These were not men of an uncertain creed. For one thing, they taught constantly the sufficiency and supremacy of Holy Scripture. The Bible, whole and unmutilated, was their sole rule of faith and practice. They accepted all its statements without question or dispute. They knew nothing of any part of Scripture being uninspired. They never allowed that man has any "verifying faculty" within him, by which Scripture statements may be weighed, rejected or received. They never flinched from asserting that there can be no error in the Word of God; and that when we cannot understand or reconcile some part of its contents, the fault is in the interpreter and not in the text. In all their preaching they were eminently men of one book. To that book they were content to pin their faith, and by it to stand or fall. This was one grand characteristic of their preaching. They honoured, they loved, they revered the Bible.

Furthermore, they taught constantly the total corruption of human nature. They knew nothing of the modern notion that Christ is in every man, and that all possess something good within, which they have only to stir up and use in order to be saved. They never flattered men and women in this fashion. they told them plainly that they were dead, and must be made alive again; that they were guilty, lost, helpless, and hopeless, and in imminent danger of eternal ruin. Strange and paradoxical as it may seem to some, their first step towards making men good was to show them that they were utterly bad; and their primary argument in persuading men to do something for their souls was to convince them that they could do nothing at all.

Furthermore, the reformers of the 18th Century taught constantly that Christ's death upon the cross was the only satisfaction for man's sin; and that, when Christ died, He died as our substitute — "the just for the unjust". This, in fact, was the cardinal point in almost

all their sermons. They never taught the modern doctrine that Christ's death was only a great example of self-sacrifice. They saw in it something far higher, greater, deeper than this. They saw in it the payment of man's mighty debt to God. They loved Christ's person; they rejoiced in Christ's promises; they urged men to walk after Christ's example. But the one subject, above all others, concerning Christ, which they delighted to dwell on, was the atoning blood which Christ shed for us on the cross.

(JC Ryle in *Christian Leaders of the 18th Century*, 1885.)

Christians Protest Education Bill — 1877

We, the undersigned Members of the Legislative Council of New Zealand, record our protest against "The Education Bill, 1877", because it fails to provide for any recognition of the Christian religion, or even of the Supreme Being.

Wm. H. Kenny	Auckland	elected 1853
M. Richmond	Nelson	1853
H.J. Miller	Otago	1865
W.S. Peter	Canterbury	1868

We, the undersigned Members of the Legislative Council of New Zealand, record our protest against "The Education Bill, 1877", in its present shape, because it not only fails to provide for any instruction in the principles of religion, which are the essential basis of all education, but it excludes from the schools to be maintained under its provisions any recognition of the Christian religion, or even of the Supreme Being. We believe that such a law is not only absolutely wrong, but is opposed to the general wishes of the people of New Zealand.

John Hall	Canterbury	1876
Jas. H. Menzies	Southland	1858

(Kenny, Richmond & Menzies were the three most senior members of the 44 legislative councillors of the day. From: *NZ Journals of the Legislative Council*, 26 Nov 1877, pg. 199-200.)

Over a Cuppa



**The Irony of Life:
“He Who Sits in the
Heavens Shall Laugh; the Lord Shall Hold
Them in Derision.” — Ps 2:4**

1. The average cost of rehabilitating a seal after the Exxon Valdez oil spill in Alaska was \$80,000. At a special ceremony, two of these most expensively saved animals were released back into the wild amid cheers and applause from onlookers. A minute later they were both eaten by a killer whale.

2. In 1992, Frank Perkins of Los Angeles made an attempt on the world flagpole-sitting record. By the time he had come down, eight hours short of the 400 day record, his sponsor had gone bust, his girlfriend had left him and his phone and electricity had been cut off.

3. Iraqi terrorist, Khay Rahnajet, didn't pay enough postage on a letter bomb. It came back with "return to sender" stamped on it. You guessed it: he opened it and said a fond farewell to his face.

**Do you see a man wise
in his own eyes?
There is more hope for a fool than
for him.
Proverbs 26:12**

The Use and Abuse of Money

Dr Norman Austin, expert in ancient Roman intelligence and a senior lecturer in Classics at Massey University, has won a Massey Research Fellowship to study the diplomatic techniques used by Romans against neighbouring people from AD 1 to AD 400. The Romans used covert and overt operations rather than armies to control their neighbours, he says. These methods are similar to those used by today's governments. "It's exciting when you see the same techniques used in the past still used today. We think modern diplomacy is sophisticated, but it isn't anything new." He says the Romans could have taken two approaches to controlling their neighbours. They could have trained armies, but that would have cost money. Instead they opted for a cost-saving approach, and manipulated them into economic dependency. Dr Austin says the Romans kept people on side by giving them aid. (*Manawatu Evening Standard*, 28 October 1996, p. 6. 55)

"The only trouble with tainted money is -- there t'ain't enough of it." -- William Booth, founder of the Salvation Army, who also said, when asked if he would accept the proceeds from gambling and other such unclean activities, "I would gladly use the devil's money to do the Lord's work."

Tyranny results from the operation of the Iron Triangle. That's a coalition between the beneficiaries of any government program, the legislators seeking votes from them, and the bureaucrats who administer the program. You've got a tyranny of the beneficiaries, politicians, and bureaucrats. Nobody else is welcome. -- Milton Friedman.

The seven deadly economic sins of the 20th century: growth of the state, collectivism, protection, lobbying by special interests, inflation, unemployment and the welfare state. (NZ Business Round Table Executive Director Roger Kerr speaking at Massey University, October 1997 as reported in Massey University's Extramural Students' Society Magazine, *EXMSS Off Campus*, Vol 2, Issue 2, October 1997, pg 14.)

In 1903, Fabian socialist G.B. Shaw suggested that "since more than half the children in [England] were in voluntary [privately funded] schools and could not be got out of them," they "should be fully financed by the State, and brought under its control."