

# Keystone

The Journal of Christian Home Schoolers

of New Zealand

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May 1999

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**  
**Tim & Raewyn Shand**

Anson (15), Shoshannah (20mo.), Jesika (19)  
Brianna (11), Nathan (3), Catriona (16),  
Sebastian (8), Sunniva (17).



# KEYSTONE

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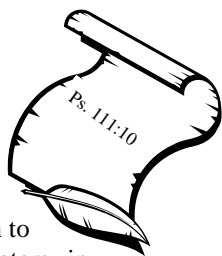
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# Editorial

There is some heavy reading in this issue of *Keystone*. While trying to be sensitive to this, I have at the same time felt a burden to encourage Christian home educators in particular about the need of the hour: thinking Christians, trained to think Biblically, to think God's thoughts after Him, who are able to discern the times we live in, who are unafraid to grapple with the issues of the day, who can smell the deceitful arguments of the devil coming a mile off, who have the spiritual maturity and fortitude to apply God's Word to their own lives and then do all they can to bring them to bear on that part of the world around them over which they have some influence. Brothers and sisters in Christ, if WE are unable or unwilling to do so, and do not diligently train up our children so to live, what show do our average Christian neighbours (whose families are far too often more influenced by *Shortland Street* and the humanistic public schools than by the Bible) have of influencing this country for Christ the King? And you can be sure our non-Christian neighbours are mostly going to be engaged in moving this country's morals, values and standards in the other direction. What kind of a country are our children going to inherit? And their children? Surely it is our duty as believing parents to prepare our children to take the offensive (not BE offensive, although that comes with being committed to Christ in a sin-cursed world) as Quentin Johnston advises in the "In Line with Scripture" column. If we do not, and if the Lord does not return soon, we could well be guilty of failing to prepare our children for life in the 21st century. (So ends the sermon!)

Thanks SO much to all of you who have nominated CHomeS or the Home Education Foundation to be the beneficiaries of your Telecom and/or Clear toll calls. The funds so far have enabled the Trust to purchase two major items. The first was a zip drive for more frequent and secure back-ups of all the material on the computer. This zip drive is going to be used for storage too, now that the Pentium's hard drive is full-up. And recently the Trust acquired a flatbed scanner, so hopefully I won't get RSI (or is it OOS) from typing in every single article for *Keystone*.

We got out a video of my old childhood favourite, the Lone Ranger and Tonto. I just about dropped my teeth at one scene. It was the climax where a bomb planted by the bad guys gets the bad guys. Tonto and the LR check the two corpses, then Tonto remarks, "Him past help, Kimosabeh". The LR replies, "Him too. The bomb they made for the others killed them. Tonto, as it says in Proverbs, 'Whoso diggeth a pit shall fall therein; he that rolleth a stone, it will return upon him.'" I mean this guy quoted Proverbs 26:27 word perfectly from the old King James! Sorry Harrison; tough cheese, Arnie; I'll take Clayton Moore as the Lone Ranger over you guys any day.



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**If God is dead, then all things are permissible.**

— Dostoyevsky

# Christian Home Schoolers of NZ Presents:

**KEYSTONE**, the Journal of CHomeS, which you now hold in your hands!

**ChedNet**, Christian Home EDucation NETwork Email Discussion Group. Discuss curricula from a Christian worldview, child development from Biblical rather than humanist presuppositions, discipline according to the Biblical pattern and for the Biblical reasons, time management, Christlike character development. Give praise to the Lord for His mercies, blessings and victories! All with like-minded people. Moderated by Craig Smith, National Director of Christian Home Schoolers of NZ since 1986. To subscribe send an email to: chednet@xtra.co.nz

**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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**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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# Feature Family



## Shand Family Saga

Tim & Raewyn Shand of Port Ligar, at the end of a long finger of land in the Marlborough Sounds, just east of D'Urville Island

We have been asked to introduce our family to you. It is a bit of a mission to summarise 20 years and 10 people but here goes.

When Tim & I met 28 years ago I don't think either of us envisioned that we would eventually have 8 children (at this point!), be home schoolers and 'raving fundamentalists'.

Tim was born and bred here at Port Ligar in the outer Pelorus Sound nearly 50 years ago. He was educated by Correspondence, governesses, then at the young age of 10 was sent away to a Christchurch prep school and on to Nelson College. His school days came to a dramatic close in his 6th form year when he succumbed to a serious dose of rheumatic fever. After this he came home to work on the family farm with his older brother. He used to spend much of his spare time hunting throughout the Sounds and the South Island. God never played a big part in his life apart from the obligatory church services at boarding school, occasional visits from the Salvation Army band on the mailboat, and the visiting Anglican ministers - one of whom just happened to be walking over the hill to pay a visit when Tim was shooting a deer. The bullet went through the deer and over the minister's head! It was a quick leap behind a rock to escape being shot!

My parents were managing a farm at Blind River when I was born. They moved to various farm jobs until I was 8 when my father built our family home, took up market gardening, shearing, eventually becoming Marlborough's shearing instructor and then finally he developed a Lincoln canopy orchard. As children we were very involved in all of these activities. I used to help cook at the shearing schools and even participated one year and gained my shearing certificate. It was about this time that I met Tim as the schools were held in a nearby bay. After 5 years secondary schooling I went down to Christchurch and spent a year doing a secretarial course at the Polytec. I went on to work at an office before deciding to go nursing. At that time there was an 18 month wait so I worked at Princess Margaret as a hospital aid. To cut a long story short I ended up coming to the Sounds and marrying Tim a month before I was supposed to begin training. Tim's story is that he saved me because they train nurses to be bossy and I am bad enough without any training!

Over the following years we had 3 daughters who kept us fairly busy. We used to attend a local monthly church service and I would drive an hour and a half each week to join a ladies bible study group. I went

mainly because I was lonely, not for any deeply spiritual reason. Finally God intervened and shook us up by bringing into the area a very evangelistic minister who challenged us both as to where we were at. I was truly relieved to come back into the reality of God's salvation. I had made a commitment when I was twelve, but had back-slidden. A while later we went to a marriage enrichment weekend which Tim surprisingly agreed to go to. It was there that the Lord broke Tim and touched his life amazingly. He still sees it as a total miracle that he, a strong independent kiwi bloke, was brought to his knees weeping for hours in repentance.

Life from here on was certainly fraught with many trials and traumas. Now that Tim was in his rightful place spiritually we came under some serious attacks from the enemy. The most disturbing was when our landrover rolled down a bank with all of us on board. Following that I was rushed to town (a mere 3 hour drive along a tortuous, single-lane dirt road perched above the sea, which Tim undertook at night) with a life threatening miscarriage. I spent many years coming to terms with all of this, but I can now say it has definitely all been left at the foot of the cross.

Because of our isolation correspondence schooling was the only option for us when Jesika began school. Our children were the 2nd generation to attend the area school days, so we were expected and accepted. I dutifully got very involved in the committees and the politics that goes with it all. I personally don't miss that at all now. I'm not too sure when we started looking into home schooling, but I distinctly remember being told about a home schooling family while we were visiting friends near Palmerston North. I went and spent time with them. I came home and thought a bit about it but did nothing at the time. By now we had a son and another daughter and I was expecting our 2nd son. I was getting very frustrated with the Correspondence school in several areas. Sunniva was zooming ahead, but Catriona was having problems, and I didn't feel they were addressing it properly. I could see Anson, who was nearly 5, could also have similar problems, and I didn't want to be mucked about again. Basically they were both late bloomers and our daughter should never have begun school at 5. We also were very keen on using a Christian programme, especially when we saw the social studies sets which Jesika would've been studying had we continued.

At that stage there was little else in our area apart from ACE being used, and I was unaware of the vast range of choices which were available. We enrolled with ACE and spent two years on the programme. At the end of this time I was becoming frustrated and wanted more creativity and flexibility, so we opted to follow the integrated thematic route. From the very beginning we loved it. Catriona, who had struggled so desperately on the academic curriculums, blossomed. We used the Weaver curriculum as our base. It took us 3 years to wander through a suggested year of work. That really was value for money. It was great. We could extend what we wanted and follow the children's interests more closely. Working together as a family certainly was a wonderful thing for us. It built a real sense of

unity. We didn't feel like we were little islands that only came together for meals. In fact meal times became a spring board for discussions following the things we had been studying.

Since finishing with Weaver, we have moved on and used a variety of programmes. Far Above Rubies with the 2 elder girls, The Prairie Primer with the younger ones. I have used resources from all over the world. We are very fortunate that the children have a gallivanting Granny (my Mum) who is right into exploring the out-of-the-way places of God's creation. She is always on the lookout for things of interest for us. After returning from Iceland, she did a project with the children, and when Anson discovered she was off to Alaska, his response was, "I s'pose we'll have to do a project about that too" (groan!). In fact while she was there she found a study on the Iditarod. It was one of the most interesting projects the family has done and they still talk about it.

We are now into our 3rd year with ATINZ. We really love the solid foundation it is giving us, and the spiritual concepts are amazing. As with the previous curriculums I tend to expand or delete according to our interests. At the moment we are really enjoying "Remembering God's Awesome Acts" which we slot in between our ATI wisdom books. It contains art, creative writing, history, drama, bible studies, etc. There are no groans at all when I bring it out as every day is different, and they never know what to expect. For the basics we have settled pretty much on Saxon Maths and Understanding Writing.

Over the years I have spent a lot of time and money sussing resources and whittling down what suits us. I don't believe that there is any perfect curriculum. What combination suits us won't suit another family, and similarly just because I use Saxon for Catriona, doesn't necessarily mean it is right for Anson. We have learnt to be extremely flexible and to move as the Holy Spirit leads according to each child's needs. It certainly makes life more interesting and very challenging. I delight in watching our children develop over the years. They are all so very different and yet so much like us. That's really scary at times!

When Jesika was just 16, she was given the opportunity to travel in South America with friends of ours. She spent ten months in seven countries living at grass roots with the locals. She became fluent in Spanish and met many wonderful people. Her faith was challenged, strengthened and became her own. This would have to be home education at the max. Experiencing other cultures, history, learning languages, etc. She has done a variety of things since then. She enjoys the outdoors and farm life so has spent a lot of time at home helping both Tim & I. Last year she went to the Wellington Nannies College. It was a 15 week course where the students were placed with a family. They worked for them as trainees in exchange for their fees, and they attended the college one day a week. She was fortunate to be placed with a country family who had two young children. Her first job was to come home and look after her six siblings and the farm for five weeks while Tim

& I took a much needed holiday. She managed admirably. Jesika's music is very important to her. She plays the piano beautifully and is currently taking flute lessons as part of her gold level for the Duke of Edinburgh Award programme. Jesika will be 20 this year and is about to fly the coop again. This time she and a friend are going to Cairns to work on a sugar cane farm for the same friends who took her to South America. She is looking forward to having an opportunity to explore Australia and maybe even visit a missionary friend in Thailand after that.

Sunniva will be 18 shortly and is also fleeing the nest. In fact she began leaving years ago. At 6 months we lost her. She had crawled out the door, up the hill and into the bush. We were panicking - she wasn't! She was walking and talking at 9 months which kept us really on our toes. She is a very bright young lady who is extremely talented in the areas of photography and writing. The quick family snapshot changed once Sunniva got behind a camera. Things had to be balanced, the composition has to be right and the light just so. Never mind that wee ones can't sit still that long. Academics were never a problem to her, in fact her correspondence teacher rang me after 6 months to see what we wanted to do about Sunniva the following year. I hadn't realised until then that she had completed her two primary years in just 6 months. She has recently done it again by completing 5th form English and passing School Cert after only 5 months work. After being homeschooled all her life, she decided that she would like to go to college for her 7th form year. It was with great trepidation that we let her go. She knows how to work, and she had saved up enough money from working locally to put herself through school for the year. To her credit she did very well. She has now been invited by friends to go to Canada and explore the many and varied options which her talents could exploit to advantage. So once again she is working hard to earn her fare. She will stay there for 6 months, and they will extend her horizons in many directions. Hopefully she may decide that there are better options than war photo-journalism!

After a rough start Catriona (now 16) began to flourish once we began to loosen up on the academics. She has always found the scholastic side of life a challenge. Right from a young age she enjoyed creating things. We have allowed her free range in the workshop and with the machinery, and she has had others talents to feed from, so she has absorbed a lot of skills and knowledge in a variety of areas. Whenever anybody wants anything done, it is always to Catriona they turn to. She is at present doing a Design & Craft course as an adult student through the Correspondence school. She is just loving that and is learning that concept drawings are very important. She has always seen it in her mind and then just made it, so adjusting to putting the concepts down on paper has been a challenge for her. She has nearly completed the bronze level of the Duke of Edinburgh Award. She decided to do taxidermy and has had a lot of fun with that. I never know what I am going to find in my freezer these days. She is working towards her scuba diving and firearms certificates this year and hopes to finish her driving

licence. She is the huntress of the family and practises her stalking skills by seeing how close she can get to sheep out on the hills. She brought 3 deer home after one hunt and got a chamois 5 minutes before her father shot his first. She and Jesika love to don their boots and stride up the hills with a rifle and bring home a goat or pig. She often disappears off into the hills to pursue a native tree that she has noticed from afar and comes home with some foliage to identify. Watching her life unfold is fascinating, and I wonder what God has in store for her. I feel very strongly that if we hadn't homeschooled her, she would have been a total mess by now. The academic pressure was far too great and she was so close to breaking under it.

Anson at 13 finds his big sisters somewhat of a challenge to follow. He is a very sociable lad who has always enjoyed fishing and the parts of farm life which include blood and gore. This is probably the reason he follows rugby so avidly! As we have no flat land, it is intriguing to watch the remarkable games of touch he and the others invent literally played on the side of our hills. Any visitors remotely enjoying rugby are roped into playing a game while here. Two years ago some kind friends felt sorry for this poor country lad who had never played a proper game, and they flew him to Auckland so he could join in with a team for a couple of weeks. He even donned a uniform and attended school for a half day. He will be 14 this year and is also keen to take up the challenge of the Duke of Edinburgh award scheme. Anson loves to learn. He is the first to suss out the encyclopaedias and is always happy to look things up. But if it has to be put on to paper and made into a project, what battles we have. So this year we have decided to relax in this area and just let him enjoy researching without the pressure of writing out projects. Surprisingly he has really responded to the "Understanding Writing" and is the first to write his topical sentences for the day, and consequently it has been a less stressful term. He reads heaps, and when he is focussed on a topic, he reads everything he can get hold of by that author or on that particular subject. Once again, I have had to come to grips with the fact that there are many ways of erudition and to be adaptable to each child's needs.

In Brianna we have another bright star. She is very academically oriented. She told Jesika a couple of years ago that, as the older girls were leaving home, someone around here had to know everything about everything, and that she was going to be the one. She then put a notice on her door - "scientist at work", moved several sets of encyclopaedias into her room and proceeded to do her own projects. She now has our old computer and takes great pleasure in trying to get the thing to work. She is now learning the piano and is, according to her teacher, very musical. She is nearly 11 and a very capable young lady. She is wonderful with the younger two children and often takes them swimming with her or up into the attic where she has extended a room which Catriona built for the lego and train set area. Right from a young age she had a real spiritual maturity about her. She is very quick to suss out the scriptures and is always wanting to learn more, so now added to her collection of encyclopaedias is her own copy of

Strong's concordance. She is adept in many areas of life, so it will be very interesting to watch what the Lord has in store for her.

Sebastian (8), like Sunniva, is left handed. Unlike her, though, he has found learning to read a bit of a challenge. I am so glad that we are able to let him learn at his own pace. He is such a sensitive child that if he were in school, he would be totally crushed by now and in a remedial class. He is very bright and has no problem holding his own socially, but he likes to have his Mum & Dad nearby. He is very protective of himself. In fact when we had our ERO visit last year, he played dumb rather than display any of his self-perceived inadequacies. Rather embarrassing but the man in question understood and wasn't too worried, thankfully. I have a CD Rom of the Alpha Phonics programme and quite a few Reader Rabbit CD Roms also which have been of tremendous assistance to Sebastian. I have gained a lot from reading Samuel Blumenfeld's book *The New Illiterates and How to Stop Your Child from Becoming One*. I had used several different programmes with Sebs, but this one is working. Maybe it is just the right time for him. We have built a large aviary which began from Sebastian's interest in birds. He just loves to have the doves sit on his hand and to watch the baby finches and quail growing.

Our two littlest ones are commonly called Tornado and Havoc! Alias Nathan (3) and Shoshannah (20 months). Life would just not be the same without these two. They keep us all on our toes at the same time driving everyone to distraction. They are such eager little beavers. Nathan just has to help with everything. He not only has to be beside you but almost on top of what you are trying to do. He is so quick that you have to be 10 steps ahead of him just to keep up. I have enrolled him on the correspondence preschool programme, and he just loves getting his mailbag of goodies. He enjoys having his own books and puzzles. He is also beginning to sit still long enough to listen to the tapes. Often he will disappear, and I will suddenly realise he has been missing for some time. We start a search only to discover that he has been quietly reading books in the corner. His Correspondence teacher came to visit recently, and he was so excited. I don't think he really understood about teachers, though. He showed her all around and curled up by her for stories, and then as she was about to leave, he said to her, "Do you know my teacher?" Half an hour later he was sound asleep on Brianna's knee and slept for 14 hours. As he spends a lot of time with Sebs on the computer, he is learning by osmosis, so hopefully learning to read will not be so difficult for him.

Shoshannah is at the stage where maths equipment is used to decorate the kitchen floor, pencils and pens are for autographing books, and pots are for making as much noise as possible right beside you, especially when you are exceptionally tired!. She spends much of her time trying on shoes and is often seen

wondering about with one gumboot and a life jacket on. It does make schooling difficult at times when the two wee ones are in busy moods. Often their attention spans are not long enough for what I want to do, and that can be frustrating. We have a wonderful Japanese girl living with us at present and she will often take Shoshannah for a walk just to give us space.

We try to begin our days early so that we can have an uninterrupted bible reading together before breakfast. This consolidates us as a family and prepares us all for the day ahead. It is a good time to let everyone know what is happening and what is expected of them. After the chores have been done, we then get into the more academic side of things and will work together until lunchtime. After lunch life becomes a mixture of events. Everyone will be off doing what he or she wants to fit in to the day before they are roped in for meal preparation and evening chores.

As you can see we are not too fazed by expectations of university, etc. If one of the children displays an interest, then we will pursue it with them and encourage them in that area. We do not expect them to slog away and sit exams just for the sake of doing them. Both the older girls have done subjects as adult students through correspondence, but only when they have decided that they want to do them. They both found out at the end of their courses that no matter how hard they worked the marks given did not reflect their effort. They have come to the same conclusion which we came to years ago, that there is nothing fair in the education system. We don't believe in being bulldozers, and if they are not interested, then we don't see the point in pushing and shoving. It is far better to find out where their talents lie and let the Holy Spirit lead and guide, and it is amazing what doors will open.

Many years ago we decided to refer to our "school" as "The School of Precious Gems". That is exactly what we have. A home full of gems. All different colours, with many facets all sparkling with a love for the Lord. What more could we ask for?

(Continued from page 6)

home schools. As a result, the reported achievement differences between groups do not control for background differences in the home school and general United States population and, more importantly, cannot be attributed to the type of school a child attends. This study does not demonstrate that home schooling is superior to public or private schools. It should not be cited as evidence that our public schools are failing. It does not indicate that children will perform better academically if they are home schooled. The design of this study and the data do not warrant such claims. All the comparisons of home school students with the general population and with the private school population in this report fail to consider a myriad of differences between home school and public school students. We have no information as to what the achievement levels of home school students would be had they been enrolled in public or private schools. This study simply shows that those parents choosing to make a commitment to home schooling are able to provide a very successful academic environment.

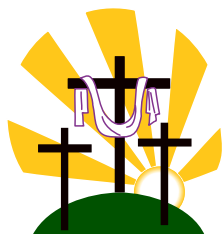
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(Extracted from: Education Policy Analysis Archives, a peer-reviewed scholarly electronic journal. Editor: Gene V Glass (Glass@ASU.EDU), College of Education, Arizona State University, Tempe, AZ 85287-2411. Full report at: <http://epaa.asu.edu>, archive Vol. 7, No. 8.)



# Fully Equipped Fathers



## Homeschooling: The Real Revolution

by Samuel L. Blumenfeld

You have to go outside Congress and the political system to find the true freedom movement in America: the homeschool phenomenon. There is no other movement in America that has done more to recapture the spirit of American freedom than homeschooling.

Homeschoolers are, without question, revolutionary; they are making a clean break with the statist institution of government education. It is government-owned and -controlled education which is the very foundation of the secular state which exerts its power by molding the minds of its youngest citizens to serve the mythical state.

### Christian Homeschooling

The homeschool revolution was started by Christians who recognized the implicit conflict that exists between Biblical religion and secular humanism. When it became obvious to them that the government schools had been thoroughly captured by the humanists, these parents had no choice but to remove their children from them. And inasmuch as many private schools have been greatly influenced by humanist philosophy, these Christian parents found it necessary to do the educating themselves. Also, many of them were strongly motivated to follow God's commandments concerning the education of children as given in Deuteronomy 6.

While religion was the primary moving force behind the early homeschoolers, they were also well aware of the academic decline within the public schools which no longer knew how to teach such basic subjects as reading or arithmetic. After all, it was in April 1983 that the National Commission on Excellence in Education issued its now historic report, stating: "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves." Sixteen years later, the schools are probably worse today than they were then.

### Homeschooling Pioneers

These early homeschoolers were the pioneers in the movement. They were generally well-educated orthodox Christians who understood the political and cultural forces at work, and were willing to take the necessary steps to guard their children against the growing moral and academic chaos in the public

schools. In those days, they were a tiny minority, and they tended to keep low profiles. However, whenever they were dragged into court by local superintendents who asserted implicitly that the children were owned by the state, ministers like Rushdoony were called by the homeschoolers to defend their God-given right to educate their children at home.

Those were the days before the creation of the Home School Legal Defense Association (HSLDA). The pioneers, like the founding fathers, tended to be strong people, willing to accept the consequences of their actions, but also willing to fight for their right to control and minister their own children's education. And the law and tradition were basically on their side. There were no federal laws preventing homeschooling and, in fact, education was not even mentioned in the U. S. Constitution. Also, most state compulsory school attendance laws provided room for exemptions.

Nevertheless, here and there, local judges, backed up by the education establishment, ordered local police to actually drag children away from their families in conformity with the state's supposed compelling interest in education. That's what happened in Plymouth County, Idaho, in 1985. In such cases, the public and even the liberal media tended to sympathize with the homeschoolers. News pictures of perfectly decent children being dragged away from their parents were not good PR for the school authorities.

Some parents actually went to jail. That was the case with the Pangelians who in 1985 spent 132 days in jail in Morgan County, Alabama, because they had decided to homeschool their children without the school district's approval and refused to turn their children over to the state authorities when ordered. Again, jailing Christian parents for homeschooling did not make good PR for state officials.

Two years later, after the ordeal was over, Sharon Pangelian was asked why she and her husband didn't take the children and leave Alabama. She wrote:

"That question was asked of us over and over before the trial. (And would continue to be asked during our time in jail, and even after we were released.) We answered the question the same way, over and over again: We don't want to be separated from our children at all. But if we run away, we teach them that courage has no part in liberty. If what you're doing is right, according to Scripture, then you don't run away. Fighting against oppression and ungodly usurpation of authority is indeed Scriptural, especially when it concerns the family."

That is the kind of courage and spiritual strength that undergirded the pioneers of the homeschool movement. In 1983, three homeschooling lawyers formed the Home School Legal Defense Association, "born out of the need to defend the growing number of home school families in each of our respective communities," writes

Michael Farris, president of the HSLDA, who is also an ordained Baptist minister.

By 1990, more than 15,000 homeschoolers in all fifty states had joined the HSLDA, which offered legal services to homeschooling families who were experiencing legal difficulties in their communities.

## A Thriving Movement

Today, the homeschool movement is thriving in a manner which would have been inconceivable twenty years ago. State homeschool organizations now have to rent large convention centers in which to hold their annual conventions which draw thousands of interested parents. Apparently, there is more to homeschooling than merely removing one's children from the morally corrupt public schools. There is now the sense that the new family lifestyle, which develops around homeschooling, is highly desirable because of the positive bonding it creates between parents and children. This is a particular blessing for the Christian family that seeks to live in conformity with Biblical truth, which is more easily imparted to their children.

While the early homeschoolers were considered pioneers, the families that followed were looked upon as settlers. The settlers created the state organizations, support groups, magazines, books, and curriculum that have evolved into what one can call the homeschool academic and political establishment. While they have a long way to go before they can equal the National Education Association in political power, the exponential growth of the homeschool movement assures that its influence will be felt in the state legislatures and the Congress of tomorrow.

Today's newcomers to homeschooling are more like refugees, fleeing the failed government schools. They eagerly seek help from the settlers who are more than happy to provide it. But we should not be overly sanguine about the movement's success. The vast majority of Christians still put their children in the public schools. Also, many parents are seeking salvation in the new charter schools and the possible enactment of government voucher programs. They have yet to be weaned from the government trough. Nevertheless, the homeschool movement as it exists today represents a triumph of parental independence and enterprise. Christians must do all in their power to support it.

*(Samuel L. Blumenfeld is the leader in U.S. homeschooling and phonics, and he has lectured on these subjects from coast to coast and abroad. State school authorities once called him statist education's "public enemy number 1". Reprinted from Chalcedon Report No. 405, April 1999, by permission. Chalcedon, PO Box 158, Vallecito, CA 95251.)*

# Learning Disabilities



## Keeping the Joy in our Teaching

by Sharon Hensley, MA

When I taught junior high school, the teachers had a standing joke that if contracts were offered in February (middle of their school year - Ed.), no one would ever sign up to come back the next year! I know that I definitely felt that way. The excitement of the new school year had worn off, but it seemed a long time before summer vacation. And it was usually raining. It was hard to keep the sense of joy and purpose that I felt in September with the kids moaning and groaning about everything from the weather to the work.

Usually by "shaking up" the schedule a little, I could recapture some of the excitement that had been lost as the year had worn on. Once my classes all brought sleeping bags and popcorn to school and we had a movie day, and another time we staged a Grammar Jeopardy contest. These are simple ways of warding off the winter doldrums, and I have used similar ideas in my home schooling to recapture the joy of both teaching and learning. For example, we have had Read By The Fire Day, Bible Video Marathon Day and most recently, Craft Week where we did nothing but art and craft projects all week (what a mess!).

However, in my consulting work, I have noticed two recurring issues that seem to rob people of the joy of teaching their children that are more serious than the normal doldrums we all face now and then. The first issue (and my own personal bugaboo) is **being too busy**, and the second is **worry**.

### Too Busy

I find that nothing robs me of my enthusiasm faster than being too busy. When I don't have time to do what I need to do, I have a hard time finding joy in doing it. Now, I speak from WAY too much experience on this point. The simple fact is that many of us are just too busy and we need to tone down our lives if we are going to be able to enjoy what we are doing. Although at times I am busier than I would like to be, I am committed to being focused on only a few things and saying NO to everything else. Anne Ortlund's book, *Disciplines of the Beautiful Woman*, has been very helpful for me in developing this mind set. I am currently trying to focus on:

1. schooling my children,
2. assisting other homeschoolers, and
3. maintaining my home/family life.

Everything else has to be a "no" for now. This is the "schooling" season of my life, and I can't enjoy it if I can't find time for it. One good rule of thumb is that for each new thing that you add into your life,

# Letters



## Home Schoolers in West Otago

We are moving to Heriot early in June 1999. We would love fellow home schoolers to make contact with us.

Tony and Karen Cross  
Mathesons Corner Rd.  
R.D. 2, Tapanui

## Can You Write to Us?

We are a Christian home school family from the state of Montana, U.S.A. For some time now we have been broken hearted at the ungodliness of the people of America. Evil is rampant in this country. There is little place for love and reverence of God and His Word.

We have tried for years to share with the unsaved the good news of the salvation of Jesus Christ. But this is a hard nation that thinks it doesn't need God. Then there are the many people who attend church on Sunday and claim to be Christians, yet their lifestyle does not separate them from the world. They don't obey God's Word neither do they love to talk of Him. II Timothy 3:4b-5, "...lovers of pleasures more than lovers of God; Having a form of godliness, but denying the power thereof..." Matthew 15:8, "This people draweth nigh unto me with their mouth and honoureth me with their lips; but their heart is far from me."

This is the spiritual state of the American churches today. We have tried to awaken and warn those within our reach to turn their hearts back to God. But it seems no one wants to hear. Jeremiah 6:16, "Thus saith the Lord, Stand ye in the ways, and see, and ask for the old paths, where is the good way, and walk therein, and ye shall find rest for your souls. But they said, We will not walk therein." There are small congregations throughout America who are serving God with all their heart, but they are few and far between.

As a family we are feeling it is time to leave the United States, find hearts soft and ready to hear the gospel, likeminded friends and servants of God to fellowship with and a nation that isn't mocking God to raise our children in. We don't know the spiritual state of New Zealand. All we have found to read is of course secular. My husband is not an ordained

minister, but he loves to share the gospel of Jesus Christ. He is a diesel mechanic, with Caterpillar, by trade; has been for 23 1/2 years.

Would there be someone in your home school organisation willing to correspond with us and tell us from a Christian's perspective what New Zealand is like spiritually and also on the home school front? We have five children ranging in ages 6-13. In the state of Montana there is little restriction on home schooling. Our children have never been to public school. We are praying for God's leading and perfect will in this matter and all matters of our lives. We would love to correspond with a home schooling Christian family there that could give us advice and we could become friends with via letters.

Jim & Leanna Campbell  
790 U.S. Hwy. 89  
Vaughn, MT 59487  
U.S.A.

## Diana Waring Writes...

Dear Fellow Homeschoolers,

What a delight it is to have the opportunity to come to New Zealand this year! It is one of those "once in a lifetime" experiences that we have dreamed of for many years, and it is absolutely wild to watch it come true. Our family will be attending a Youth With A Mission Family Ministries Discipleship Training Course in Auckland during most of our sojourn down under, preceded and followed by the opportunity to meet many of you throughout the North and South Islands.

One of the more interesting aspects of telling friends and neighbors about this upcoming trip is to observe their reactions:

"Oh, New Zealand? That is THE place I have always wanted to visit!"



# Home Educators

Select from our wide range of materials including:

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“New Zealand? That is our FAVORITE place to go!”

“New Zealand? Some of our BEST friends live there!”

“New Zealand? May we come in your suitcase?”

My first opportunity to spend time with people from down under was in 1976, when I (Diana) was with Youth With A Mission in Montreal for the 1976 Olympics. The friends from New Zealand were so warm and friendly, with such a delightful sense of humor, that it was obvious that there was something very special about that country. For that reason, it has been one of the top countries in the world we have always wanted to visit, and we are greatly anticipating this trip.

We are a family of five: Dad and Mum (Bill and Diana), Isaac (18), Michael (16), Melody (14). Each one is greatly anticipating the adventure, especially the opportunity to get to know other homeschooling families.

Michael is our knowledgeable backpacker, and he has informed us that New Zealand has some of the best hiking in the world. The children love to ride bicycles - mountain biking is one of their passions. Melody is looking forward to hearing the music (she is a violinist), and Isaac hopes there will be opportunity to play music with others (piano, guitar, drums, vocalist). Actually, all three are looking forward to playing music with friends we meet there. Bill and I are looking forward to seeing the sights - the architecture, the mountains, the ocean. May I confess to you that I am most excited to see... penguins? Bill wants to hear the way you speak and see whether he could imitate you. We want to explore your bookshops, especially to find histories of New Zealand... And the whole family can't wait to discover the cuisine of New Zealand!

All in all, we feel indescribably blessed that we will have the chance to not only visit your land but to also spend enough time to make friends. Thank you for allowing us this opportunity.

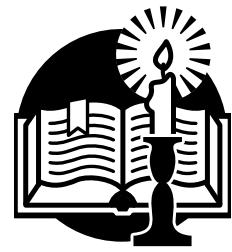
Blessings,  
Diana Waring and family

The Warings' New Zealand itinerary as it stands so far is printed on page 26. You should be able to visit one or two of the organised venues, or arrange a stop yourself! Praise God for the Warings making themselves so available to us.

Find out more about Diana's books, seminars and speaking topics on her website at:

<http://www.dianawaring.com/>

# In Line with Scripture



## Shaping Arrows

by Quentin Johnston

*As arrows are in the hand of a mighty man; so are children of the youth. Happy is the man that hath his quiver full of them: they shall not be ashamed, but they shall speak with the enemies in the gate. (Ps. 127:4-5)*

The main point of this verse is not that a man of God should have a large family, but that those the Lord gives are to be prepared for an offensive function. Just as the warrior or hunter will prepare different arrows for different purposes, length of flight, and depth of penetration, so the Christian warrior prepares his children for their differing tasks of dominion. Thus, although the core of a curriculum may be the same for most children, account has to be taken of the gifts and callings of each one.

R.J.Rushdoony of the Chalcedon Institute says:

Because the (Biblical) law is intensely practical, Hebrew education was intensely practical. The common opinion held that a man who did not teach his son the law and a trade, the ability to work, reared him to be a fool and a thief.<sup>1</sup>

However, care should be taken not to confuse the importance of a practical education with the current emphasis arising from the “School-to-Work Opportunities Act” signed into Law in 1994 by President Clinton, which:

Codifies the concept that schools should track and train students into specific jobs... [into] mandated vocational training to serve the workforce.... The goal is not to graduate highly-literate individuals but to turn out team workers to produce for the global economy.<sup>2</sup>

While vocational training has its place, a good liberal arts curriculum provides the continuity with the past that is vital for the Christian. Basic literacy is fundamental to the flourishing of a godly society, and although liberals seek to defend illiteracy on the ground that people who cannot read have other, equally valuable, non-verbal skills, Clark is correct when he states bluntly that this is “a stupid effort to democratize society.”<sup>3</sup>

Foundational literacy should be sought in four disciplines:



- 1 Reading: the foundation of all learning.
- 2 Writing: the foundation of all expression of learning.
- 3 Theology: the foundation of all moral and intellectual logic and philosophy.
- 4 Mathematics: the foundation of all technical and scientific logic.

From these four disciplines will flow the other curricular subjects such as history, spelling, grammar, geography, languages, art, philosophy, science, and logic.

Because a child develops in certain stages, it is important not to swamp the student with material that may be inappropriate to his stage of development. Tom Parent, in his essay, *How Children Learn*,<sup>4</sup> sees three distinct stages of learning corresponding to the maturity of the child:

- Curiosity stage: birth-8 years-of-age.
- Analytical stage: 9-13/14 years-of-age.
- Expressive stage: 15-20 years-of-age.

Bearing these developmental stages in mind, the truly Christian curriculum will bring a child along in each academic discipline, building upon the skills learnt and mastered, "Precept upon precept; line upon line" (Is. 28.-10).

Languages can be introduced quite early; however, Greek is to be preferred over Latin as it has more value in terms of the study of God's word. In recent years there has been an interest in "Classical Education", including an emphasis on learning Latin, and while in its Christian garb it has value, care should be taken not to assume that "the classics" are essential for a truly Christian education. "Hebraic" rather than "Greek",

integrating the academic with the practical goal, should be the watchword.

Notice must be taken of the principle of unity that arises from the starting point to which we as Christians must be philosophically committed: "All of man's interpretations in any field are subject to the Scriptures given him."<sup>5</sup> Because God is One, all knowledge is one. As nothing can be abstracted from God and retain any meaning, so no one subject can be considered in isolation from the rest of the curriculum. The entire curriculum should be taught with the goal of developing an entire and integrated world and life view that is centered on Christ.

Children should grow up understanding the relationship between what they are learning in their "academic" studies and the "real" world they not only inhabit but also are being called to disciple and govern. Discipleship by Dad of the boys and Mom of the girls in their vocations is vital so parents can prepare their covenant "arrows" to pierce the enemy's hide and advance the kingdom of God.

To think God's thoughts after Him, to dedicate the universe to its Maker, and to be the vice-regent of the Ruler of all things; this is man's task.<sup>6</sup>

## References

1. R. J. Rushdoony, *Institutes of Biblical Law*, 183.
2. Phyllis Schlafly, Essay "School-To-Work Will Track and Train, Not Educate", <http://www.eagleforum.org/column/1997/mar97/97-03-12.html>.
3. Gordon H. Clark, *A Christian Philosophy of Education* (Trinity, 1988), 161.
4. For more information on Biblical education, go to <http://www.homeschools.org/view/learn.html>, on the web-site of Christian Liberty Academy Satellite Schools.
5. Cornelius Van Til, *A Christian Theory of Knowledge* (P&R, 1969), 209.
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(Quentin Johnston, married to Pam, and the father of Lewis, was born and raised in Edinburgh, Scotland. He was involved in the pastoral oversight of a church in Edinburgh for fifteen years before coming to the U. S. to complete his M.Div. at Whitefield Theological Seminary, Lakeland, Florida, at the invitation of R. J. Rushdoony. He is now Co-pastor of the Church of Christian Liberty, Arlington Heights, IL. He serves on the board of Christian Liberty Academy Satellite Schools and Whitefield College.)

(from "A Truly Christian Curriculum" in *Chalcedon Report* No. 405, April 1999, p. 9. Chalcedon, PO Box 158, Vallecito, CA 95251, USA, <http://www.chalcedon.edu>. By permission.)

## Puzzles



What words can be inserted in the brackets to end one word and begin the other? The dashes represent the number of letters.

- a. tr(\_ \_ \_)come
- b. thr(\_ \_ \_)amed
- c. windl(\_ \_ \_)emble
- d. back(\_ \_ \_ \_)hold
- e. hand(\_ \_ \_ \_)maker
- f. sauce(\_ \_ \_)ic
- g. emb(\_ \_ \_ \_)track
- h. de(\_ \_ \_ \_)her
- i. gold(\_ \_ \_ \_)erman
- j. head(\_ \_ \_ \_ \_)house

(Answers on page 26.)

# Teaching Tips



## Developing a Biblical View of Reading and Literature

*By the Word of the Lord the heavens were made, and by the breath of His mouth all their host .. For He spoke, and it was done; He commanded, and it stood fast. -Psalm 33:6, 9*

### Reading

Reading is the most important single skill a child can learn at school. Upon the ability to read depends the development of all other subjects. The teaching of phonics, therefore, is so important. The most comprehensive literacy study ever done by the U.S. Department of Education (1993) reveals that 90 million American adults can barely read or write. As George Orwell stated, "If people cannot write well" (or read well) "they cannot think well. If they cannot think well, others will do their thinking for them."

To truly learn from other subjects, a student must not only be able to read, but he must also have the key to understanding. Therefore, one of the very first books a child should learn to read is the Holy Bible. The Bible is the mind of God revealed to man. From it we learn about the creation, the fall of our race into sin, God's wonderful plan of salvation, and His righteous system of government for all areas of life. It is this knowledge which gives us the key to correct understanding. And it is this understanding which we need to correctly interpret all other writings.

A Biblical approach to reading will include systematic phonics. This is the only method in which an alphabetic language system (such as English) can be mastered. There are 44 basic sounds, each represented by a letter or letter combinations. These are combined to form words. Learning the language rules and their exceptions is basic.

Secular approaches to reading include "whole language", "look-say language" or learning to read by combining pictures, contextual clues and letter sounds. These often cause reading disabilities, and some suggest they are behind certain forms of mental illness (neurological dysfunction).

### Literature

Language is thought expressed. But thoughts are never neutral. They are either good or evil. To know good and evil, we need to study the Bible. For it is only from the Bible that we come to know truth and error. Therefore as we learn to read all literature through the "eyes" of Scripture, we will interpret all that we read by the mind of God. In so doing, we will grow, like Jesus, in true

wisdom and grace, advancing God's kingdom on earth for His honor and glory.

It is important to remember that all thoughts and ideas have a religious point of view. Therefore, when reading any kind of literature, we should ask ourselves:

- 1 Is the author Christian or non-Christian?
- 2 If non-Christian, what religious point of view is he writing from?
- 3 Is there any information available about the author that could tell us something about his education, background, and personal beliefs?
- 4 Is the author known for a particular cause or type of thinking?
- 5 Does the message of the author compare or differ with what the Bible teaches?

When reading stories or novels, we should ask ourselves:

- 1 What kind of people are the main characters?
- 2 How do they compare with God's people or God's enemies in the Bible?
- 3 How do they respond to the challenges and situations they are faced with?
- 4 Do they use God's Law in facing their problems or do they use sinful methods?
- 5 Does the story line glorify God or man?
- 6 What sins do we see in the story?
- 7 What good examples should be followed?

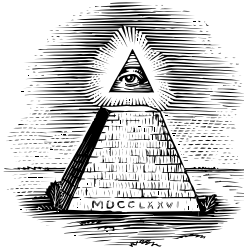
(Adapted from material by Tom Parent, Dr Paul D. Lindstrom and Eugene C. Newman)

## Vision and Responsibility

As the watchmen of Christ's Church in the latter years of the 20th century, how we view the future (and the vision we impart to our children...Ed.) will decide the Church's fate for the next generation--and far beyond. We will either be remembered as the Church that believed God all the way to victory, or as the Church that stepped before the wickets--and got bowled. But to even think in terms of how we might be remembered, we must first begin to believe that we have a future, that we can win. "When the wicked are multiplied, transgression increases; but the righteous will see their fall"--Prov. 29:16. We need to rethink the real-world outcomes of our faith. Do we have the will to win? Are we ready for the kind of responsibility necessary to conquer the world for Christ? (Are we training our children to be ready for this kind of responsibility?...Ed.) The wisdom of victory is, after all, the wisdom of playing by God's rules; God plays for keeps--and God plays to win.

(Bill Rodgers, "The Wisdom of Victory", *Chalcedon Report*, April 1994.)

# Statist and Professional Trends



## The Parental Use of Physical Discipline in New Zealand (Part I)

by Robert van Wichen, LLB

### Introduction

If I asked you “Is it legal to smack your child?,” how would you answer? “Yes,” or “No” ... or after scratching your head for a while, “I don’t know.” The last answer is becoming increasingly common, with more and more parents wondering if they really are allowed to use force to correct their children. As a consequence some no longer dare to smack their children; others, believing it to be illegal, do so secretly. This article aims to answer that question.

The starting point is section 59(1) of the Crimes Act 1961 which states:

Every parent of a child and ... every person in place of a parent of a child is *justified* in using force by way of correction towards the child, if the force used is reasonable in the circumstances.

The word “justified” is important. It is defined in section 2(1) of the Crimes Act as meaning, “not guilty of any offence and not liable to any civil proceeding.” The expression “offence” is defined as meaning “any act or omission for which anyone can be punished under this Act or under any other enactment.” Judge Inglis summed it up simply:

The effect of section 59 therefore is that a parent or a person in the place of a parent may lawfully use force by way of correction towards any child in his or her care, and provided the force is reasonable in the circumstances, is immune from prosecution or civil liability.<sup>1</sup>

J L Caldwell in his article titled “Parental Physical Punishment and the Law”<sup>2</sup> affirms that

section 59 provides specific statutory protection not only against criminal prosecutions for child assault (and other charges), but also against civil liability arising ... section 59 does no more than codify the well-established common law defence ... If, then, the privilege of physical punishment is to be definitively removed from parents, this must be done by way of specific statutory proscription.<sup>3</sup>

The prevalence of physical discipline, in contrast to the relatively few court cases in which parents have been convicted for having used it, is anecdotal evidence of its legitimacy.

It is clearly permissible to use reasonable force to

correct a child, and it is irrelevant that some in our society would outlaw completely the physical discipline of children given the opportunity.

However, a parent must satisfy two tests before section 59 is available as a defence. First, the force used must be “by way of correction.” Secondly, the force must be “reasonable in the circumstances”.

### I. Force by Way of Correction

The state of mind of a parent whilst inflicting force will determine whether the act of force is a lawful act of “correction” protected by section 59 or an unlawful act possibly resulting in criminal proceedings under the Crimes Act,<sup>4</sup> proceedings under the Children, Young Persons and Their Families Act, or proceedings pursuant to the Domestic Violence Act.

From various cases in which parental discipline was considered, it appears that the following factors will be considered in determining the parent’s state of mind and in particular, whether force used was by way of correction:

1. The relationship between the parent and child. The Court of Appeal in *R v Drake*<sup>5</sup> held that the nature of a parent’s relationship to a child is relevant to determining whether the force used was to correct the child, or for example was motivated by vindictiveness. Justice Edwards said it well:

The self-same act may be either an obviously just act of parental correction or an act of revenge, and it may be quite impossible, without going into the whole relationship of the parties and the state of mind of the party administering the punishment to determine which of the two it is.<sup>6</sup>

And later in the same judgment, Justice Denniston stated “...a jury ... might be inclined to allow for an honest error of judgment in the case of a parent whom they believed to have been doing what seemed best for the child.”

2. The parent’s state of mind at the time that the child was corrected. Even if the act of force should at first sight appear reasonable, it will be held unlawful if it has arisen out of “spite, rage, fury, anger or ill-will”<sup>7</sup> or if the parent has acted capriciously or arbitrarily.<sup>8</sup> However as one judge said, “It is unrealistic to assume that parents discipline their children, whatever the nature of the infraction, in a state of detached calm. Anger is part and parcel of the correction of a child. What is relevant is not whether the parent is upset, distraught, frustrated, annoyed or angry, but whether the parent is in control of his or her anger or emotions.”<sup>9</sup> What is germane is that the parent used the force to correct the child. An assessment of a parent’s state of mind will necessarily require a parent to explain why force was used and may involve consideration of the parent’s beliefs and views about child rearing, and his or her background (including culture).

3. That what the child did was wrong or

dangerous and warranted physical punishment. If there is nothing to correct, then obviously the force was not used for the purpose of correction. So if the child had not done wrong but simply had irritated the parent then it is not open to a parent to use physical discipline.

4. Whether the parent has clear and reasonable boundaries and the child was aware in advance of those boundaries, and the consequences of disobedience.

5. Unreasonable force may indicate that it was not for the purpose of correction, and the more unreasonable the force, the more likely that it was not for the purpose of correction. In *R v Drake* a mother had been convicted of manslaughter of her eight-year-old daughter. On appeal it was argued that the force was by way of correction and that certain evidence should not have been admitted at the trial, including evidence of the mother's relationship with her daughter. However as Justice Denniston said:

... the state of mind of the accused towards this child, her feelings, the whole relationship between her and the child, was distinctly admissible [as evidence] ... The punishment and its result (on the assumption that the child's death was the result of the punishment) were so monstrously disproportionate to any offence that could have been said to have been committed by the child that it at once raises the question, and must necessarily have suggested to the prosecution the possibility, that what was done was not really by way of punishment, but was a means adopted by the accused of wreaking her dislike or malice upon this child.

And conversely:

[The jury] might be inclined to allow for an honest error in judgment in the case of a parent whom they believed to have really been doing what seemed to be best for the child ... If the evidence showed the parent to be habitually kind, and to have a care for the child, then although the jury might think that an error of judgment had been committed, it would probably hesitate to bring a verdict of manslaughter.

Similar reasoning has been adopted in more recent cases.<sup>10</sup>

## II. Force That is Reasonable in the Circumstances

The second test that must be satisfied is that the force used was reasonable in the circumstances. But exactly what does that mean?

Firstly, who determines what is reasonable or what is not? Judge Inglis in the case of *Kendall v Director-General of Social Welfare*<sup>11</sup> asked:

... Does what is reasonable depend on the view of the Department of Social Welfare, or does it depend on what the ordinary loving but sensible parent would regard as reasonable? ... There are ... great differences of opinion within society on these issues: there are those who believe that

any form of physical correction of a child is wrong; there are those who believe that children must learn, if necessary, by reasonable physical correction, that "No" means "No"; who is to say who is right?

It will be for the Court to determine whether the force used was reasonable in all the circumstances. What is reasonable force is not easy to determine and not capable of precise calculation as pointed out by Justice Denniston<sup>12</sup>:

The matter was treated in argument rather as if it were one of mathematical proof - as if the exact amount of punishment which was reasonable under the circumstances were capable of being mathematically estimated; but such a matter is not open to mathematical determination, because the data are not mathematical.

The Court has a wide discretion in determining what is reasonable.<sup>13</sup> The more obvious things that the Court will generally look at are as follows:

1. The relationship between parent and child.
2. The characteristics of the child including his or her age and maturity, sex, size and strength and character.
3. The likely and actual effect of the punishment on the particular child.
4. The nature of the offence calling for correction.
5. Type, severity and circumstances of punishment, and the extent of any injuries inflicted.
6. Culture and religious beliefs of the family.

Possibly the Court will consider what it perceives to be the current social views on the issue<sup>14</sup>. However, it is difficult to see how this would assist the Court given the widely diverging views held within society.

(To be continued.)

## References

1. *Kendall v Director-General of Social Welfare* (1986) 3 FRNZ 1 at page 11.
2. *New Zealand Universities Law Review* 13 (December 1989) p. 370. Caldwell is a Senior Lecturer in Law, University of Canterbury. His article advocates the prohibition of all physical punishment.
3. *Ibid* at page 372.
4. Refer to sections 193 to 196 of the Crimes Act.
5. [1902] NZLR 478
6. *Ibid* at page 488
7. *R v Terry* [1955] VLR 114 at 117; *Hansen v Cole* (1890) 272 at 282; *Lowry v Barlow* [1921] NZLR 316, at page 318. *Supra*, footnote 2 at pages 373 to 374.
8. *R v Trynchy* (1970) 73 WWR 165 at 168. *Supra*, footnote 2 at page 374.
9. *R v Peterson* (1995) 98 CCC (3d) 253 at page 259.
10. eg *R v Terry* (*supra*, footnote 7).
11. *Supra*, footnote 1 at page 12.
12. *R v Drake* (*supra*, footnote 5) at page 486.
13. *Supra*, footnote 2 at page 375. *Erick v Police*

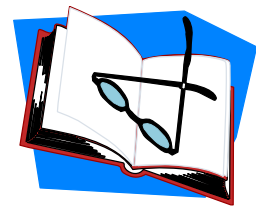


(unreported, High Court, Auckland, 7 March 1985, M.1734/84) at page 3 “The statutory defence gives the Court the widest discretion”.

14. *Kendall v Director-General of Social Welfare* (1986) 3 FRNZ 1 at page 12, “What is ‘reasonable’ must be a matter of degree and will depend on what can be perceived to be the current social view at any given time. If a change in the law is desired then it is for Parliament, not the Court, to bring it about.”

(Robert van Wichen graduated from Auckland University in 1990 and has worked as a lawyer in Palmerston North ever since. He is now a sole practitioner. Over the years he has handled a wide variety of court cases including criminal and family law cases. He now focuses on business and technology law and civil litigation. He can be contacted on (06) 355 1276 or v.wichen@xtra.co.nz.)

# Book Reviews



## On The Road From Start To Story

by Betty Grimshaw

Reviewed by Jenny Barkley of Amberley, NZ

I immediately liked the format of this book. It is A4 with spiral binding, giving the impression more of a work book than a text. There is space for notes and responses, but the exercises Betty details are compiled separately. If followed, these will not only improve your creative writing but impact your life as your observation skills increase. These exercises are the same as ones I have come across in other “How to Write” books, but this presentation is much less daunting, a plus for your teenagers.

The chapters are short, less than two pages, and concise, with the important points being repeated frequently. The exercises get you started writing and result in material which you can recycle later.

*On The Road* covers the poetic writing section of the NZ English Curriculum and will be a real boost for secondary students in this area. It does not deal with transactional writing or grammar.

I like the way Betty Grimshaw has condensed the information from multiple books and courses into an easily accessible form. Her enthusiasm for creative writing is infectious, and as she points out, “Many lies are told as fact, but much truth is told through fiction.” Welcome to the Fun Stuff.

## Negotiating the Curriculum Maze

by Carol Munroe

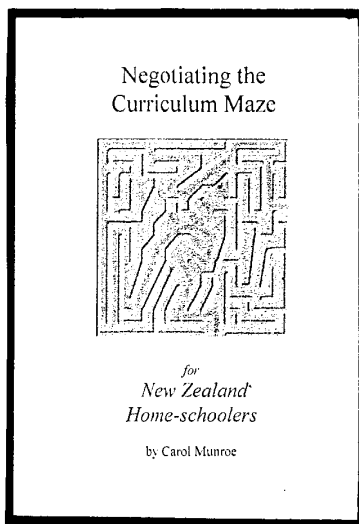
At last a book by a New Zealander explaining in a broad sweep how the major curriculums available here fit together and compare. Using what one could term a “curriculum continuum”, Carol enables the reader to place each curriculum and most resources on a relative scale between something that is completely “regulated” and something that is totally “flexible”. This is a great assessment tool for evaluating potential curriculum purchases. She then goes on to show how this is important as you consider your own teaching style, your personal circumstances and your children’s individual learning styles.

There is a section on Frequently Asked Questions and three pages on tracking down further information. This is a reference work every home educator should start with.

Are you choosing curriculum?  
Unsure about where to start?

Don't let curriculum choices overwhelm you.  
This booklet will help you...

Choose with confidence.  
Understand your options.



Send \$5.00 +80c postage to...

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# Strengthening Support Groups



## What Are They and How Do You Locate One? by Christina Coward and Craig Smith

A local home education support group might be nothing more than two families trading ideas and resources or as big as dozens of families who share in teaching each other's children, run seminars and resource libraries, and keep in touch with a monthly newsletter.

They reflect home educators very well: just as each family is completely unique and has its own personal way of doing things, so each local support group is completely unique and develops and grows along with the needs of the members of the group.

Neither the Ministry of Education nor the Education Review Office officers are "officially" in the business of giving advice to home educators. They are by and large, however, people of integrity and expertise and will happily answer whatever questions they can. It seems clear that these officials will be referring more and more requests for information to local support groups. It is therefore prudent for local support groups to seek out reliable information on issues as they arise and endeavour to keep it on file. It is also a good idea for both prospective and long-time home educators to associate themselves with a local support group, as the MOE and the ERO see this as a real plus as they consider exemption applications and review reports.

In the early days of home education in NZ many families thought they were the only ones in the country considering such a wild idea as teaching their own children at home. One such family from Invercargill attended a homeschooling conference in Palmerston North in 1987 and went home encouraged to go public with the concept. They appeared in the local papers and soon discovered six other families there in Invercargill doing the same thing! This illustrates one characteristic of many home educators: they tend to take a low profile. If you take on a package curriculum it is very likely that your national administrator will be able to put you in touch with others in your area doing the same curriculum. Otherwise advice networks such as HENA (Home Educators' Network of Aotearoa, c/- Kate Jaunay, PO Box 11645, Ellerslie, Auckland 1131) or NCHENZ (National Council of Home Educators New Zealand, c/- Peter George, PO Box 288, Hamilton) or SIHE (South Island Home Educators, c/- Dot Brown, PO Box 186, Rangiora) or CHomeS (Christian Home Schoolers of NZ, c/- Craig Smith, 4 Tawa St., Palmerston North) may be able to help you locate other home educators in your area.

## How Do You Start One Up Yourself?

It has been said that there are three kinds of people:

those who make things happen, those who watch things happen, and those who constantly ask, "What happened?" If you start something off, you may safely assume most who come along will happily let you remain in the driver's seat. So start simply, realise that each person will have a different level of commitment, that an event which worked well in another region may not be that successful in your region, and that the bottom line of a support group is to meet existing needs rather than create new ones, such as AGMs, quorums, elections, budgets, etc.

**And whatever you do, do it heartily, as to the Lord and not to men...for you serve the Lord Christ. -- Colossians 3:23-24**

One or two people need to be leaders/organisers/co-ordinators. Two can easily make decisions, plan a calendar, delegate jobs and then advise all the rest. Once you form a committee or try to get a consensus from all concerned, it bogs down quite dramatically. Leaders who have assumed the responsibilities also automatically take on a measure of authority as well. People will look to you, the leader/co-ordinator, for guidance and will begin to expect you to be an authority on many subjects associated with home education. You become the ear to whom some confide, the shoulder upon which some will cry, the sounding-block off which some will bounce ideas, the avenue through which some will want to push their barrows, the mediator between mere mortals and lofty government officials upon whom some insecure parents will depend. You will be praised by some and maligned by others in the same group over the same event! So be sensitive, respect confidentiality, be wise, be humble, be flexible, and hold onto pet projects with an open hand. And all you support group members, you who benefit from the voluntary work put in by these dedicated support group leaders, remember to volunteer for something whenever you are able, and remember to give your leaders an occasional word of thanks and a pat on the back to show your appreciation.

Usually the objectives of support groups include the encouragement of like-minded people and the provision of educational opportunities hard to obtain by individual families. This could lead to the formation of support groups open to all comers, or limited to perhaps those of a specific religious denomination or maybe just to those with secondary-aged girls. Some may want to have written objectives, a constitution, a catchy name, a paid up and committed membership or one that operates on a volunteer basis. There is usually a need for money at some point, at least to photocopy the list of planned activities. So the policy of how much money is required and for what purposes, how and from whom it is collected, and who manages it must be clearly defined for all to see.

### Types of Support

There are an inexhaustable number of ways home educators can help themselves and others through a local home education support group. Here are just a few ideas:

**Sharing resources.** The group can compile a master list of who has what resources they are willing to lend.

Or they could buy and build up a central library of resources reserved for their own members.

**Group outings & field trips.** This is especially beneficial when going to places which employ their own educational personnel such as museums and art galleries. But visiting a friend's chicken farm or an enthusiastic hobbyist like a ham radio operator can be even more fascinating.

**Co-op teaching.** Some parents may be experts in certain fields and also happy to share their expertise on a regular or occasional basis with the children of other families. Perhaps a core of parents could take turns planning and teaching a unit or two on topics in which none of them has any particular expertise.

**Training workshops.** The group could organise seminars/workshops with experts from within the Ministry of Education or from local organisations or with visiting experts.

**Newsletters.** These are a good way to keep in touch, advertise items for sale or swop, advise of upcoming events, philosophise, share tips, book reviews, etc.

**Exploiting community services.** This can be really good value. Your local home education support group may be able to get organisation or bulk-buying discounts from all kinds of suppliers. The library may operate a learning exchange where you may find a tutor for a certain subject. One of your group may be able to make a professional approach to a local school about your members attending specialised classes such as chemistry lab or metal shop. Are there night classes being offered by a local high school or the polytech? Home educators have access to the National Libraries, whereas the normal public does not. Computer hardware and software is often offered to educational groups at substantial discounts. Get St. Johns to give you a demonstration, get the health board to test hearing and vision, get the traffic cops to show videos and give talks on road and bike safety. See if a local school needs more players on its sports teams.

**Telephone trees.** With two or three reliable people ringing all the rest rather than each person ringing one other on the list, a last-minute attraction or outstanding bargain can be circulated quickly and accurately.

**Activities among the group.** Pot-luck socials, show-and-tell days, sports days, end-of-year breakups with prizegivings, a concert and even a yearbook comprised of contributions from each of the support group's members all give a sense of belonging and contributing to an excellent cause outside ourselves.

### Publicity

As home educators each family, each member of each family, is automatically on the Homeschooling Public Relations Team. Behaviour on field trips, in public during school hours, while visiting institutions, while being visited by guest speakers all serve to give home education and home educators a certain reputation with the public at large. Your local support group may want to appoint a press spokesperson/ liaison officer to produce press releases of your end-of-year breakup, special accomplishments of your members, or to invite the press to special functions you may stage in order to raise the home education profile and promote the concept to your local community. Also, it is the number and diversity of the individual home education

families and the individual home education support groups which make their letters and submissions to Parliament so effective on those occasions when political lobbying is necessary.

### The Most Important Supports

**The Lord God** is the only One Who will not let you down. Christians can embrace this incredible promise: "Fear not, for I am with you; be not dismayed, for I am your God. I will strengthen you, yes, I will help you, I will uphold you with My righteous right hand." -- Isaiah 41:10

**Your family & extended family,** especially your spouse. If Mum came up with the home education idea, or if Dad did and then delegated the job to Mum, Dad still needs to be 100% behind the endeavour and to be the constant support to Mum and the children. He should actively contribute as much and whenever he can, be it academically, socially, sportswise or ensuring that Mum doesn't do all of the housekeeping as well as all of the educating. Usually home education becomes an all-encompassing lifestyle which just about demands that all family members become part of the programme. The immediate family's support, especially that of your spouse, spells the difference between happiness or horrors. Grandparents should be recruited, as they may have a lot of spare time and would jump at the opportunity to have such a vital input into their grandchildren. Although they may be bewildered about the home education concept and feel hurt because they reckon you are telling them they didn't do their best for you, they have a wisdom of years and skills and stories of the past which will surely enrich our children's lives.

### Summary

There are already many local home education support groups right throughout NZ, the numbers are increasing all the time, and they each reflect the individual local needs, concerns and characters of the families involved. Both the MOE and the ERO like to see home educators attached to local support groups. They are spontaneous groups, run on a volunteer basis for the common good. The support and activities offered vary widely from group to group. As much as they offer, local support groups can only supplement, and not replace, the vital foundational support which is only found in the family's faith and the commitment of their own family members. With these supports in place, the home education family is well endowed to successfully embark upon one of the most exciting, challenging and fulfilling adventures that life has to offer!

# Over a Cuppa



## Diana Waring and Family: Visit to New Zealand

“The excitement here is reaching fever pitch.” That was an email we received recently from home educators in one part of New Zealand about Diana Waring and family’s proposed visit to their area.

The Waring’s proposed itinerary so far:

- 1 Sept arrive Auckland: rest
- 2 Sept getting orientated to New Zealand
- 3 Sept see comments for 13-17 September
  
- 4 Sept South Auckland WORKSHOP Contact: Christine (09)292-8454
  
- 5 Sept Sunday: rest
- 6 Sept Dargaville contact Kathy (09)439-0099
- 7 Sept Whangarei contact Sharyne (09)433-5617
- 8 Sept Mangonui contact: Kathy (09)406-0904
- 9 Sept Mangonui contact: Kathy (09)406-0904
- 10 Sept travel to Auckland
  
- 11 Sept North Shore WORKSHOP contact: Dorinda (09)480-6878
  
- 12 Sept Sunday: rest
- 13 Sept \ Meetings being arranged in various
- 14 Sept \ areas of Auckland, Helensville &
- 15 Sept } > Whangaparaoa
- 16 Sept / contact Barbara (06) 357-4399
- 17 Sept /
- 18 Sept go into YWAM course
  
- 1 January AD 2000: Y2K ?????
  
- 4-6 Feb Hamilton area: contact Peter (07)838-2479
- 7 Feb either Hamilton or Tauranga contact Peter (07)838-2479
- 8 Feb travel
- 9 Feb Raetihi: contact Jenny (06)385-4859
- 10 Feb Palmerston North: contact Megan (06)355-2368
- 11-13 Feb Otaki, Manawatu Home Educators camp: contact Megan (06)355-2368
- 14 Feb North Taranaki Home Educators: contact Trish (06)751-5047
- 15 Feb South Taranaki Home Educators: contact Julie (06)764-6113
- 16 Feb Wanganui Sharyn (06)345-8393
- 17 Feb Napier/Hastings: contact Tracey (06)844-7332
- 18-20 Feb Wellington: contact Jocelyn (04)237-7590
- 21 Feb Masterton: contact Rosalind (06)378-7013
- 22 Feb Carterton: contact Christine (06)379-7229

After this the Warings will travel around the South Island first going down the West coast to Bluff and finishing up in Christchurch. We cannot give you any dates for this part of the country yet.

If you would be interested in having Diana visit you or your support group either during the day or in the evening, please contact Barbara phone (06)357-4399 or email [craig.barbara.smith@xtra.co.nz](mailto:craig.barbara.smith@xtra.co.nz). No place is too small for Diana to stop. In fact in one of Diana’s emails she said that she was looking forward to our morning and afternoon tea breaks. She hopes to make them a part of her lifestyle when she gets back home. So do invite Diana in for a tea break during her travels if she is passing near you. Be sure to read Diana’s letter to us all on page 17 of this *Keystone*.

Some of the larger meetings will be charging door admission, and there will be an opportunity at most other gatherings to make donations toward the travel expenses around New Zealand. We look forward to hearing from you!

## In the Service of the Master

The Lord Jesus Christ calls me to a lifestyle wherein my face is set, my gait is fast, my road is narrow, my way is rough, my companions are few....but my goal is heaven, my Guide is reliable, and my mission is clear.

He demands that I cannot be bought, compromised, detoured, lured away, turned back, diluted or delayed.

The mission to which He has appointed me is so vital that I must not flinch in the face of sacrifice, hesitate in the presence of adversity, negotiate at the table of the enemy, ponder at the pool of popularity or meander in a maze of mediocrity.

He bids me to help reconcile a crooked and perverse generation to a holy, righteous...and angry....God; to love my enemies, turn the other cheek, weep with the sorrowful, bear with the weak, correct my opponents with gentleness, bless those who curse me and count all my trials as joy.

So be it! His grace, love and mercy in making me His very ambassador on earth are such that I will not give up, shut up, let up or slow down. Amen.

— Anonymous

## Answers to Puzzle

a. out; b. ash; c. ass; d. hand; e. book; f. pan; g. race; h. feat; i. fish; j. light.

