

Keystone

The Journal of Christian Home Schoolers

of Australasia

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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
Ross & Jenny Barkley

Tobias (16), Canan (14), Jamin (18), Daniel (4),
Naomi (10), Isaac (2).

KEYSTONE

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KEYSTONE is the journal of Christian Home Schoolers of Australasia, a part of the Home Education Foundation, a Charitable Trust established to promote the concept of home education to the Christian community and beyond.

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*The fear of the LORD is the
beginning of wisdom,
a good understanding have all those
who do His commandments.
— Psalm 111:10*

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It was Henry R. Van Til, in The Calvinistic Concept of Culture (1959) who stated that 'culture' is religion externalised. Look at the expressions of our culture today: hatred, violence, murder, infanticide, anti-Christianity, immorality, drugs and other crimes. The faith which our popular culture externalises is demonic. Oh, Lord, please give us the wisdom and vision to home educate our children for Your Glory. May they not only live and work honourably as Christ-like role models in the midst of this crooked and perverse generation but also fearlessly, tirelessly, lovingly offer them Your Words of eternal life.

Amen!

Editorial



Since our last issue of Keystone Barbara and I have been privileged to travel through most of Northland, Auckland, Waikato and the Bay of Plenty in company with Bill & Diana Waring and Isaac, Michael and Melody. Do you know how difficult it is to keep even a two-car convoy together? On the Auckland motorway? With a 7-year-old backseat driver? We just about lost Bill and co over the edge of the Auckland Harbour Bridge through a momentary diversion of concentration to answer one of those "Why?" questions. But the Lord was merciful. For our next leg of the tour in February we will endeavour to leave little children, the second vehicle and much of the 25 pieces of luggage behind.

Having TV in the house takes another hammering in the Tough Questions column. This man's message is a great concern. We can do a lot to ensure our own families are not desensitised, but what about all the neighbour kids? We can beg God's protection from them for ourselves and others, but one can see the society around degenerating into more and more mindless violence.

The items in the Keystroke column remind us again to check out a resource as much as we can before we spend our hard-earned cash on it. Be particularly critical of computer resources. The novelty itself is very attractive, but of course novelty is of virtually no use to one's long-term education.

Tony Cross who was the ERO's senior officer in charge of overseeing home educators and who shepherded us all through major legislative and ERO policy changes has retired. His position is now taken by Rob Williamson, a review officer well known and well respected by many home educators.

The official figures from the Ministry of Education as of 1 July 1999 show 5,451 home educators with valid exemption certificates, a 3.4% increase over last year's total. It is interesting to note that there is a high annual turnover: 1,296 students gained exemptions during this past year while 1,119 tossed it in, leaving a net gain of only 177. 21% of those quitting did so within a year of starting. We must ask why? Was there not enough support from the rest of us? Did they perhaps not seek out the support available? 16% of those who quit this past year had been at it for five years or more. That means that 63% of that 1,119 (or about 705 children) were home educated from 1 to 4 years only before finishing. Although we cannot speculate as to why so many finished (it could be that many graduated out the top end), we pray more Christian parents would see the vast potential of home education for developing consistent and thoroughly trained disciples for the Lord Jesus Christ, who will turn NZ back the right way.

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We have made, and continue to make, a fundamental error in New Zealand in assuming that an education system can pass on values without their religious roots. The great problem with education in New Zealand is that it wants many of the benefits and values of Christianity while abandoning Christianity. That was the great error of the Enlightenment philosophers, potently refuted by the nihilist Friedrich Nietzsche. We kill God, he asserts, and then expect Christian Morality.

(Bruce Logan, Editor, *Cutting Edge* No. 43, September/October 1999, publication of New Zealand Education Development Foundation.)

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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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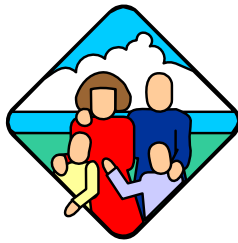
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Feature Family



Ross & Jenny Barkley
of Waipara (near Amberley)

The Waldron's photo (*Keystone* cover, July 1999) was just what we had in mind. One of the boys was all for something different, but despite several months' notice he hasn't got us organised, and I had no inspiration for something different. So I was delighted when this photo arrived recently. Ross had invited in a couple he found setting up down the road in a camper van one cold night last winter. We had a lovely evening, especially when Ross found they were interested in railway stations, and next morning Theo Von der Lee took this photo before they left. It is our only family photo that includes Isaac, who is now two.

This introduction gives you a glimpse of how organised we aren't and lets on that we have a penchant for picking up people, though these days we rarely have room for hitch hikers. We work on a farm and have plenty of yard space and an outside toilet and shower if you happen to be passing. A friend and I recently amused ourselves by planning an amazing three-week North Island homeschool trip all on billeted accommodation, but as travelling with masses of kids (in the NI!) falls right off Ross's wish list, we are now hoping that others will travel here and want billets in Waipara.

I came south to University and met Ross while cooking for an ISCF camp. We got married nearly 20 years ago and have lived in North Canterbury ever since. Currently we live 3/4 hour north of Christchurch on a prime lamb farm with olives coming on as a hopeful sideline. Ross works as needed and in winter works in neighbouring vineyards also. He was born and bred in Rangiora, became a Christian as an adult and was working for City Mission when I met him. I hale from Whangarei and met Jesus at a Brethren children's camp as a child. We both have Anglican, Methodist and Pentecostal ties but no longer attend church per se. We do appreciate meeting regularly with a group of local friends for Bible study, fellowship, prayer and discussion.

So to Homeschooling

I loved school and had planned to be a teacher, so it was shattering when Jamin began school and things started going wrong. Homeschooling was barely a rumour, but after one term I was getting desperate, and after two even Ross agreed I couldn't do a worse job. God graciously channeled us a book and a couple of magazine articles over that time, but it still took us a while to track down a real live homeschooler. What a relief when we were finally directed to Dot & Ian Brown. I look back now with gratitude on those two agonising terms: that is what it took to get us started on the best thing out, living and learning together. From

here we have access to three primary and two secondary schools...but I wouldn't dream of it!

Our curricula could only be described as eclectic. For our first term I wrote everything. Then we had the chance to attend a conference at Kapiti Christian School, and it laid the foundation for our work. We became reacquainted there with Marty and Merrie Heaslip (who are now back in Whangarei), and we remain indebted to their use of thematic units based on character aspects of God. I have also read widely and owe plenty to Raymond & Dorothy Moore, Susan Schaeffer Macaulay, Charlotte Mason, John Holt, Felicity Hughes, Jane Healy, etc., etc. I have the first year of Rod & Staff reading and workbooks and math texts. Otherwise we use libraries. As the children have grown older, our studies have often followed their interests and the line between school and living blurs considerably.

Being free to lay Christ and God's word as the foundation in our children's lives is so wonderful. Time is also a precious commodity we can give our children, for them to grow their own interests, and just to think and be and play and live. It is time which has allowed our children to follow and develop their interests to the point where they stand out from their peers, something a schooled friend pointed out to me.

Now to Our Children

Jamin is 18 and left school this year to work in a neighbouring vineyard. He is wondering what the future holds and thinking of doing his pilot's licence. It's been an education mixing with the other workers, and we appreciate his neat Christian boss. Jamin is very useful as a chauffeur, as few of the other young folk have a full licence and a car. He has played cornet with a local brass band for five years and has read nearly every book published on hunting in New Zealand. He is responsible for our interest in archery, horse riding, bumble bees, raptors and flower gardening.

Ad break: Jamin has just done a Buteyko course for his asthma. Tobias and I went as well for the experience as you pay per family. The advertisement was in the local paper the morning after I had cried out to God for an alternative to more medication. I am pretty skeptical of anything that costs, but even I can get such a clear hint. I was impressed with the simplicity and service and encourage any asthmatics to try it. You don't pay till the end of the course, so it doesn't hurt to try -- also your money back if it doesn't help. It does take time to change breathing patterns, but we hope Jamin will be drug free by Christmas, making it well worth the effort.

Tobias is 16 and for many years spent most of his time reading with the odd break for computer programming or basketball. Last year he built a Celtic harp which he is now taking lessons on. My main contribution, of which I am rather proud, was to say, "Feel free," when he first voiced the intention. I certainly didn't envisage our bookworm getting up at 5am to go hammering in the garage. This newly emerged creativity has run to clothes making and designing, felting and Chinese

cooking. Initially I found it daunting going to Christchurch with him, but eccentricity is after all an attribute to be encouraged....and I do retain the power of veto. Tobias recently enlisted for the chance to be an extra during filming of *Lord of the Rings*, and I got to gloat, "Wasn't it a good thing I made you keep up the horse riding?", this being a required skill. It also strengthened his wrists for guitar and harp playing. He is very interested in ancient history and really enjoyed the Creation Science camp this year. Tobias is sitting School Cert Math through a link school and doing Form Six English by correspondence. After doing School Cert English on his own last year, he hates being told what to do but is finishing the course because we've paid for it. He is learning Hebrew through a Bible College of NZ correspondence course as well. Snow boarding is top of the hit list just now.

Canan is 14 and increasingly cops the responsibility of the younger children, as he can't drive away from it. He will be able to make millions if he choses to go babysitting now he is old enough. Canan has just begun observing the nests of oystercatchers on the farm, which will mean more exercise for the pony as the birds are less disturbed by an animal approaching. He has always been keen on birds and dreams of hearing kokako in the wild: he has joined Forest & Bird and is a friend of Tiritiri Matangi. Canan goes to Pony Club when he can hitch a ride, and he cares for our pigs, chooks, and pony. He is also a Scout working on his explorer award and has two model railways. We moved to our first farm job just after Canan was born, and he has always loved following Ross around watching him. He and Jamin both have compound bows that don't get used so much now.

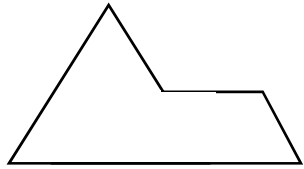
Naomi is 10 and as a new Guide enthusiastically tries new activities around the house. She has built up a repertoire of solo recipies, much to my delight. Naomi relies heavily on her friends for female companionship. Thankfully there are five girls around her age being homeschooled within reach. She learns the flute and this term has joined an ensemble to experience group playing. Naomi reads a lot and is making inroads into the family library. She has also done some sewing and would like to do more. The younger children take up a lot of her time, but she loves mothering them.

Daniel is 4 and set to become a farm worker. He is always very interested in what is going on in the family, and I tell myself that what he loses in mother-time he gains from his siblings. After a difficult start Daniel was a dream come true and appeared to validate the book I read at the time, "How to Have Brighter Kids". He was such fun so cute that it was obvious a sibling was needed to curb his head size, apart from the fact that he would be at home alone come the teenage years. Hence Isaac, now two. He certainly diverted the attention...after a blissful six months he began teething, six months ahead of the Barkley average, and from then on he grizzled. He improved a little once he could walk, and we look for him to improve again when he starts talking, which he mostly refuses to do. However he and Daniel do play well together.

That only leaves a syzygy,

Ross and myself. Ross's hobbies are his vege garden and model railways. I hesitate to specify whether it is tt, sn 3 1/2, HO, 1/87 or all of the above. The good thing about not having it built is you can change direction and focus more readily. His dream is to set up a layout in a caravan for towing around to shows, etc., however most of his time is spent keeping the family running. My main relaxation is reading, and I certainly know far more than I action. I take Guides which involves me with Naomi and also gives me access to the wider community. This year I have joined Tecorians, forcing me to face up to public speaking, not that I've been asked to do any! I actually thought it would be good for Tobias, but he declined after the three "compulsory" (read free) meetings. However, by then I had some other teens coming with me, so I have kept going. The group has welcomed the younger members, and we have a lot of fun. My never-never list includes patchwork, photography, writing and learning the piano accodian. Here endeth the epistle.

Puzzles

1. Many years ago, when Barnum's Circus was of a truth "the greatest show on earth", the famous showman got Sam Lloyd to prepare the following prize puzzle: "A trained cat and dog run a race, one hundred feet straight-away and return. The dog leaps three feet at each bound and the cat but two, but then she makes three leaps to his two. Now, under those circumstances, what are the possible outcomes of the race?"
2. 

This shape can be cut into four whole pieces, all identical in shape and all the same shape as the original. How is it done?
3. From *The Tutorial Arithmetic* by WP Workman, published in 1920: "A and B together can do a piece of work in 6 days, B and C together in 20 days, C and A together in 7 1/2 days (7.5 days). How long will each require separately to do the same work?"

(Answers on page 18)

Tough Questions People Throw Your Way



TV & Video Violence Isn't That Bad, Is It?

by David Grossman, psychologist
& retired US infantry officer

The crime rate is at a phenomenally high level, and this is true world wide. In Canada, according to their Centre for Justice, per capita assaults increased almost five fold between 1964 and 1993, attempted murder increased nearly seven fold, and murders doubled.

Similar trends can be seen in other countries in the per capita violent crime rates reported to Interpol between 1977 and 1993. In Australia and New Zealand, the assault rate increased approximately four fold, and the murder rate nearly doubled in both nations. The assault rate tripled in Sweden, and approximately doubled in Belgium, Denmark, England, Wales, France, Hungary, Netherlands, and Scotland, while all these nations had an associated (but smaller) increase in murder.

There are many factors involved, and none should be discounted: for example, the prevalence of guns in our society. But violence is rising in many nations with draconian gun laws. And though we should never downplay child abuse, poverty or racism, there is only one new variable present in each of these countries, bearing the exact same fruit: media violence presented as entertainment for children.

Killing is Unnatural

Before retiring from the military, I spent almost a quarter of a century as an army infantry officer and a psychologist, learning and studying how to enable people to kill. Believe me, we are very good at it. But it does not come naturally; you have to be taught to kill.

And just as the Army is conditioning people to kill, we are indiscriminately doing the same thing to our children, but without the safeguards.

After the Jonesboro, Arkansas, school killings, the head of the American Academy of Pediatrics Task Force on Juvenile Violence came to town and said that children don't naturally kill. It is a learned skill. And they learn it from abuse and violence in the home and, most pervasively, from violence as entertainment in television, the movies, and interactive video games.

Killing requires training because there is a built-in aversion to killing one's own kind. I can best illustrate this from drawing on my own work in studying killing

in the military. Within the midbrain there is a powerful, God-given resistance to killing your own kind.

Throughout human history, when humans fight each other, there is a lot of posturing. At the Battle of Gettysburg (US Civil War, 1863), of the 27,000 muskets picked up from the dead and dying after the battle, 90 percent were loaded. This is an anomaly, because it took 95 per cent of their time to load muskets and only five per cent to fire. But even more amazingly, of the thousands of loaded muskets, over half had multiple loads in the barrel -- one with 23 loads in the barrel.

In reality, the average man would load his musket and bring it to his shoulder, but he could not bring himself to kill. He would be brave, he would stand shoulder to shoulder, he would do what he was trained to do; but at the moment of truth, he could not bring himself to pull the trigger. And so he lowered the weapon and loaded it again. Of those who did fire, only a tiny percentage fired to hit. The vast majority fired over the enemy's head.

During World War II, U.S. Army Brigadier General S. L.A. Marshall had a team of researchers study what soldiers did in battle. For the first time in history they asked individual soldiers what they did in battle. They discovered that only 15 to 20 percent of the individual riflemen could bring themselves to fire at an exposed enemy soldier.

That is the reality of the battlefield. Only a small percentage of soldiers are able and willing to participate. Men are willing to die, they are willing to sacrifice themselves for their nation; but they are not willing to kill. It is a phenomenal insight into human nature; but when the military became aware of that, they systematically went about the process of trying to fix this "problem." From the military perspective, a 15 per cent firing rate among riflemen is like a 15 per cent literacy rate among librarians. And fix it the military did. By the Korean War around 55 per cent of the soldiers were willing to fire to kill. And by Vietnam the rate rose to over 90 per cent.

Desensitisation

How the military increases the killing rate of soldiers in combat is instructive, because our culture today is doing the same thing to our children. The training methods militaries use are brutalisation, classical conditioning, operant conditioning, and role modelling.

Brutalisation and desensitisation are what happens at boot camp. From the moment you step off the bus you are physically and verbally abused: countless pushups, endless hours at attention or running with heavy loads, while carefully trained professionals take turns screaming at you. Your head is shaved, you are herded together naked and dressed alike, losing all individuality.

This brutalisation is designed to break down your existing mores and norms and to accept a new set of values that embrace destruction, violence and death as a

way of life.

In the end you are desensitised to violence and accept it as a normal and essential survival skill in your brutal new world. Something very similar to this desensitisation toward violence is happening to our children through violence in the media -- but instead of 18-year-olds, it begins at the age of 18 months when a child is first able to discern what is happening on television. At that age, a child can watch something happening on television and mimic that action. But it isn't until children are six or seven years old that the part of the brain kicks in that lets them understand where information comes from. Even though young children have some understanding of what it means to pretend, they are developmentally unable to distinguish clearly between fantasy and reality.

The Journal of the American Medical Association published the definitive epidemiological study on the impact of TV violence. The research demonstrated what happened in numerous nations after television made its appearance as compared to nations and regions without TV. The two nations or regions being compared are demographically and ethnically identical; only one variable is different: the presence of television. In every nation, region or city with television there is an immediate explosion of violence on the playground, and within 15 years there is a doubling of the murder rate. Why 15 years? That is how long it takes for the brutalisation of three- to five-year-olds to reach the "prime crime age." That is how long it takes for you to reap what you have sown when you brutalise and desensitise a three-year-old.

Today the data linking violence in the media to violence in society are superior to those linking cancer and tobacco. Hundreds of sound scientific studies demonstrate the social impact of brutalisation by the media.

Classical Conditioning

Classical conditioning is like the famous case of Pavlov's dogs you learned about in Psychology 101: The dogs learned to associate the ringing of the bell with food, and once conditioned, the dogs could not hear the bell without salivating.

The Japanese were masters at using classical conditioning with their soldiers. Early in World War II, Chinese prisoners were placed in a ditch on their knees with their hands bound behind them. And one by one a select few Japanese soldiers would go into the ditch and bayonet "their" prisoner to death. This is a horrific way to kill another human being. Up on the bank countless other young soldiers would cheer them on in their violence. Comparatively few soldiers actually killed in these situations, but by making the others watch and cheer, the Japanese were able to use

these kinds of atrocities to classically condition a very large audience to associate pleasure with human death and suffering. Immediately afterwards the soldiers who had been spectators were treated to sake, the best meal they had had in months, and to so-called comfort girls.

The result? They learned to associate committing violent acts with pleasure.

The Japanese found these kinds of techniques to be extraordinarily effective at quickly enabling very large numbers of soldiers to commit atrocities in the years to come.

After the Jonesboro shootings one of the high-school teachers told me how her students reacted when she told them about the shootings at the middle school. "They laughed," she told me with dismay. A similar reaction happens all the time in movie theatres when there is bloody violence. The young people laugh and cheer and keep right on eating popcorn.

We have raised a generation of barbarians who have learned to associate violence with pleasure, like the Romans cheering and snacking as the Christians were slaughtered in the Colosseum.

The result is a phenomenon that functions much like AIDS, which I call AVIDS -- Acquired Violence Immune Deficiency Syndrome. AIDS has never killed anybody. It destroys your immune system, and then other diseases that shouldn't kill you become fatal. Television violence by itself does not kill you. It destroys your violence immune system and conditions you to derive pleasure from violence. And once you are at close range with another human being, and it's time for you to pull that trigger, Acquired Violence Immune Deficiency Syndrome can destroy your midbrain resistance.

The third method the military uses is operant conditioning, a very powerful procedure of stimulus-response. A benign example is the use of flight simulators to train pilots. An airline pilot in training sits in front of a flight simulator for endless hours; when a particular warning light goes on, he is taught to react in a certain way. When another warning light goes on, a different reaction is required.

One day the pilot is actually flying a jumbo jet; the plane is going down, and 300 people are screaming behind him. He is wetting his seat cushion, and he is scared out of his wits; but he does the right thing. Why? Because he has been conditioned to respond reflexively to this particular crisis.

The military and law enforcement community have made killing a conditioned response. This has substantially raised the firing rate on the modern battlefield. Whereas infantry training in World War II

We have raised a generation of barbarians who have learned to associate violence with pleasure, like the Romans cheering and snacking as the Christians were slaughtered in the Colosseum.

used bulls-eye targets, now soldiers learn to fire at realistic, man-shaped silhouettes that pop into their field of view. We know that 70 to 80 per cent of the shooting on the modern battlefield is the result of this kind of stimulus-response training.

Now if you're a little troubled by that, how much more should we be troubled by the fact that every time a child plays an interactive point-and-shoot video game, he is learning the exact same conditioned reflex and motor skills.

In the military and law-enforcement worlds, the right option is often not to shoot. But you never, never put your money in that video machine with the intention of not shooting.

Role models

In the military, you are immediately confronted with a role model: your drill sergeant. He personifies violence and aggression. Along with military heroes these violent role models have always been used to influence young, impressionable minds.

Today the media are providing our children with role models, and this can be seen not just in the lawless sociopaths in movies and TV shows, but it can also be seen in the media-inspired, copycat aspects of the Jonesboro murders. This is the part of these juvenile crimes that the TV networks would much rather not talk about.

In the days after the Jonesboro shootings, I was interviewed on Canadian national TV, the British Broadcasting Corporation, and many US and international radio shows and newspapers. But the American television networks simply would not touch this aspect of the story. Never in my experience as a historian and a psychologist have I seen any institution in America so clearly responsible for so very many deaths, and so clearly abusing their publicly licensed authority and power to cover up their guilt.

The networks will stick their lenses anywhere and courageously expose anything. Like flies on open wounds, they find nothing too private or shameful for their probing lenses -- except themselves and their share of guilt in the terrible, tragic crime that happened here.

(This article was adapted from a lecture given at Bethel College, North Newton, Kansas, in April last year. From *Cutting Edge*, No. 41, May/June 1999, pp. 4-7, "Visualised Violence: Teaching Children to Kill")

In Line with Scripture



But I tell you the truth, it is for your good that I am going away. Unless I go away, the Counsellor will not come to you; but if I go, I will send Him to you.

John 14.7

by Craig Smith

Gordon Fee, a well respected Pentecostal New Testament commentator and scholar, writes in his conclusion to a major work on the Holy Spirit in the letters of Paul (*God's Empowering Presence*, p. 900):

At the same time, the dynamic and experienced nature of life in the Spirit was generally lost. At least part of the reason for this was a matter the NT never addresses: how do children of believers become believers themselves? At some point in time, the majority of Christians became so as a result of being born into Christian homes rather than through adult conversion. ... All the Pauline epistles, it must be emphasised, were written to first generation believers, all of whom - at least those addressed in Paul's letters - were adult converts, whose conversion had included an experienced coming of the Holy Spirit into their lives. ... But what happens to this experienced conversion, attended by the Spirit, for children born and raised in the homes of such converts? As much as anything, this probably accounts for the subsequent loss of the experienced nature of life in the Spirit and for the general marginalising of the Spirit in the later church. Again, this is not intended to be a judgmental picture, nor do I suggest that it is true at all times and in all places.

There is here a slight pessimism about the experience of the Holy Spirit in the lives of those who have grown up in Christian homes. It is almost as if he could be thinking in the back of his mind, "These second generation Christians are all soft. Give me a raw heathen, snatched from the very flames of hell itself, and I'll show you a really evangelical believer!" Is he not hinting that Christians reared in Christian homes are in some way responsible for the marginalisation of the Holy Spirit in church history?

Well, we know what he means. We all know Christians who were marvellously converted from the depths of depravity and whose testimony is so fascinating to listen to. And they often seem to be the best evangelisers, too, somehow better able to identify with the unbelievers around them. I know unbelievers who have expressed the same sentiments: that artists, playwrights and other creative people who have suffered greatly are better able to really put feeling into their creative works. And so a Christian who has really experienced the depths of a sinful life

prior to his or her conversion is so much more on fire for the Lord for he KNOWS exactly what he has been saved FROM and is therefore the more urgent and sincere in proclaiming the saving message of the Gospel.

Now we Christian parents, especially those of us who were NOT brought up in Christian homes, do sometimes wonder and worry about how keen for the Lord our children are going to be. This is one of the reasons why we home educate, so that the world will not unduly tempt them away from the faith.

And we are conscious of the “Preacher’s kid” or “Missionary’s kid” syndrome, where the parents were so busy ministering to the needs of others, they neglected their own children to the point where the children go off the rails and deny the faith.

In addition we have all seen how the stifling effects of a dead formalism or traditionalism can creep into a church. Where you used to see people hungry for the faithful preaching of the Word, for personal application and spiritual growth, and for evangelising the lost, you now see people more concerned about someone else taking their parking place or sitting in their pew-position or the little ones making noise during the service. And so we form home-churches or radically rev up the existing church’s services.

That our children would not have such vivid conversion experiences as some (but by no means all) of us have had is to be expected. They have grown up hearing from infancy the Blessed Name of Christ our Saviour spoken in tones of awe and reverence rather than as one of a selection of swear words. They are used to prayer and Bible reading and the singing of psalms, hymns and spiritual songs. Yes, they still need to be born again, yet it would be rare parents who would send their child out into the world to be tempted by and even experience so much of what those same parents know to be sinful so that the child could have the benefit of a really dramatic turnaround in his life. No, we would rather see our children’s conversion be more of a growing personalised eagerness, an acceleration into the Christian life; not changing direction, but continuing on the course along which we parents have been steering them from birth.

Many parents will testify of themselves and of their children that a conversion experience has indeed taken place, but they cannot pin-point the event in time. For some it was more of a process, for others a dawning realisation, for others a reality they never in their lives seriously doubted. Now as a person who has experienced a clear, dramatic, one-moment-in-time conversion, I struggle to understand these other salvation testimonies, for they are outside of my personal experience.

But it is not a conversion experience that makes a Christian.

It is the work of the Holy Spirit IN our children’s lives, a consistent change over time, little by little, in this area

then in that area, but always toward a closer resemblance to the image of Christ *a la* II Corinthians 3:18 that reveals a true Christian. It is the presence of the Holy Spirit Himself in our children’s lives that will clearly demonstrate whether they are branches as described in John 15:5, vitally abiding in the vine. For they will produce, slowly perhaps but inevitably, the blessed fruit of the Spirit: love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness and self-control (Galatians 5:22-23).

Sure, it would have been great for those Apostles and early disciples to have had the continuing experience of Christ Himself among them. Wouldn’t we all love such an experience ourselves? But as He said, He needed to depart for our good, that He might then send the Holy Spirit Who would dwell not just with us but IN us, causing us to grow and mature. The promise, “I will send Him to you” is for all Christians. Those born into Christian homes, and raised in Christian families CAN have as vital, fresh and powerful a work of the Holy Spirit in their lives as those converted from out of the world.

Reading through the book of Judges is most instructive, for here is a repeating cycle of a first generation whose hearts are turned to God, a second generation who seem to have lost the vision, and a third generation who have gone over to pagan practises so abominable the Lord has to punish the people and raise up a judge to bring them back and start with a new generation.

We trust that we are keen first-generation Christians, and in our home education we do not want to see our children turning out as second-generation Christians who are losing the vision. If anything we want to see them even more consistently Biblical than we are. We want our children to be themselves first-generation Christians. And so it should be, for God adopts us as His children. We are born again into His family as children, not as grandchildren.

Unlike the people in Judges, we present-day first-generation home schooling parents have the Holy Spirit in our hearts and the completed Scriptures in our hands and all the benefits the 20th century Church has to offer...and without hinderance we are free to constantly and consistently utilise these in the upbringing of our children!

So let’s go for it! Let us appreciate afresh the privilege that is ours through the Holy Spirit’s coming: being true branches vitally abiding in Jesus Christ, the vine, and producing the fruit of the Spirit for all, especially our children, to see. They will then have the pattern, the living role-model, and will see the vital Christian lives of their parents — struggling yet persistent, burdened yet rejoicing, tested yet overall victorious — in action. For in the Lord our labour is not in vain.

It takes more work to teach a mentally impaired child how to count. It also takes more work to teach a special needs child how to control themselves and to think of others first. Just because our job to teach them is harder does not diminish the fact that God has given us this particular job to do well. We can have sweet children regardless of the age. Let's not settle for being stuck forever at "terrible twos" stage.

Verse 8 of II Peter 1 says, "For if these qualities are yours and are increasing they render you neither useless or unfruitful in the knowledge of our Lord Jesus Christ."

This is how our disabled children can escape moral decay. This is how we can assure that those who care for our children after we are gone will not be overburdened but blessed. This is how we can be assured that our children will be fruitful in life. We should look at our children through God's eyes. A crippled heart will render them morally and even physically unfruitful for the Lord; not a delayed mind, missing eyesight or hearing, short attention span, or poor memory.

It is obvious from God's word that His priority for home education is character training. What good is it for Christian parents if their mentally impaired older child can finally write his name, read short words or count, yet in behavior is so aggressive and manipulative that they feel a group home or residential is the best alternative because their child makes life miserable for the family?

When we choose to teach our children moral excellence, Biblical knowledge, self-control, perseverance, godliness, brotherly kindness and love, all other educational goals will naturally fall into their right perspectives too.

It takes work to teach our children these character traits. The Bible tells us that the fruit of our labor will readily be seen and enjoyed by all later in life. Now is the time to strive for Biblical excellence. IT WILL BE WORTH IT ALL!

(Tom & Sherry Bushnell have worked for NATHHAN full-time since January 1995. They home school their nine children, three of whom are adopted and have special needs.)
(From NATHHAN News, NATIONAL CHALLENGED Homeschoolers Associated Network, Vol. 5, No. 4, Summer 1997, which is a Christian non-profit organisation dedicated to providing encouragement to home schooling families with special needs children in ways that glorify the Lord Jesus Christ. NATHHAN News, PO Box 39, Porthill, ID 83853, USA, ph. (253) 857-4257, E-mail NATHANEWS@AOL.COM, website www.nathhan.com, has an annual subscription rate of US\$25. Published quarterly.)

Letters



Thorough Education Needed

We have been homeschooling for nine years, and recently I have become a bit concerned at the (relatively) low percentage of homeschool teenagers going on to (or at least aiming for) tertiary education (eg. university and polytech). Statistics from the USA show that homeschooled children achieve (academically) 20 to 30 percentile points better than conventionally schooled children. Therefore one would expect a larger-than-usual number of homeschooled children to be gaining entry into tertiary institutions.

In Genesis 1:26 we are told to "have dominion...over all the earth" (KJV). In the NIV it says "rule". A ruler needs to be *well* educated to be able to rule his kingdom wisely. He does not need a basic education; he needs a *thorough* education (often in law, commerce, history, geography, languages and technology). New Zealand needs Christian lawyers, Christian doctors, Christian engineers, Christian accountants, Christian scientists. In New Zealand, to enter these professions, you need tertiary training. (Yes, I know, at a secular polytech or university, but in NZ there is no other way.)

In Proverbs 22:6 parents are told to "train up a child". Where did we get the idea that this instruction relates only to such things as teaching the child to go to Church on Sundays and not to hurt his little sister? Doesn't this also apply to academic excellence? Did Mary and Joseph teach our Lord only Bible verses? No, Jesus was taught by Joseph to be a skilled craftsman: a carpenter. I have read accounts of homeschooling families where the day was spent baking and no schoolwork was done, "but never mind, because the baking counted (no pun intended) as Maths". Yes, baking is an important skill and yes, it helps with Maths understanding. But I don't think that it can replace a good Maths programme such as Bob Jones or Saxon. Age is another factor. Baking is helpful for a six-year-old's Maths, but insufficient for an 11-year-old's. Our two oldest boys are probably going to become engineers, and so they need strong Maths preparation. (The 15-year-old is studying Saxon Calculus and the 10-year-old is studying Saxon Algebra 1/2.) I think that we would have been unfaithful in our duty as parents to have said that a day's baking was adequate Maths instruction when God gave them special abilities in Maths. (Similarly a child who God has given exceptional musical ability would benefit from a more thorough musical education than just singing in the Church congregation each Sunday.)

Why are we parents not giving our children a thorough education? One reason is that we are struggling under too much stress ourselves, and so we put a higher priority on something other than schoolwork for that day. (Our sixth child is just seven months old, and I confess that I have been guilty of putting other things first: tidying up the house, outside activities.) I think

that another reason is complacency. (And I'm guilty of that too.) We look at the state education system and compare our children's progress to that. (The ERO said that 13-year-olds at our local high school have an average reading age of 8 years.) But only recently have I realised how the standard climbs steeply in (reasonable) state schools for Form Six and Form Seven. Also, entry to tertiary institutions is NOT just a case of "show a portfolio of your child's work. No sweat." At Auckland University they want hard facts. To get into the Engineering course your child needs an "A" Bursary; ie., a total of at least 300 marks in five Form Seven subjects. We hope to enrol our eldest son in the Correspondence School next year (as an "adult") so that he can get Bursary. (He will have completed "Grade 12" in our homeschool first.)

There is one last point that I'd like to make as to why our Christian youth need tertiary training. Missions. Who do missionary organisations need? They need *qualified* people. They need civil engineers to provide safe drinking water. They need linguists. They need carpenters. They need nurses. In some countries (especially Muslim ones) missionaries can only go in as "tentmakers". A child with only a *basic* education is of limited use on the mission field.

Let us be diligent in training our children to fulfil their God-given potential.

Rosalind Peterson
Manukau City

Tired but Enthusiastic

I seem to have spent most of this year progressing to ever greater levels of tiredness. I am looking at the Waldron Family on the cover of the latest *Keystone* and there's Jenny holding the baby and looking so lovely and "together" and enthusiastic...how do these mothers do it? I'm just feeling real tired...I still love the home educating and haven't lost my commitment (or my enthusiasm actually!)...just the practicalities aren't always that easy to achieve.

Anyway, enough pity-partying. I've just had our first review in four years of home educating and it went so well. The dreaded letter arrived in the mail, followed six weeks later by the dreaded day -- "The Review". [The review officer] couldn't have been nicer or more helpful or encouraging. The interview followed his usual procedure which was going over our latest exemption to see if I was in fact following what I had said I would do -- which I wasn't!! That didn't bother him at all. He said it was much better to change curriculum according to changing needs in the family and to go with the flow. He spoke with me for 1 1/2 hours which was a breeze when you're such a talker like I am! Possibly I was slightly over-enthusiastic I admit! But who can help it when it comes to home education and curriculum? When someone asks the question, "So, tell me what you've been doing the last year or two," an hour and a half wasn't long enough! He then spoke with the children and asked if there was anything they would like to show him school-work

wise, and they inundated him with all sorts. We finished up with a rendition of the New Zealand National Anthem in English and in Maori. The children and I thoroughly enjoyed ourselves -- hopefully he did too.

C _____
South Island, NZ

(Read Jenny Waldron's reply on page 25!)

Alaska Home Schoolers

Hello fellow homeschoolers,

I am from Alaska, am a homeschooling Mom of three, and am seeking some information from you. My family and I will be traveling to New Zealand (and Australia) next February, and we are interested in possibly striking up some friendships before we come. When we were first married, my husband and I lived in Melbourne, Australia, for 3 years, then one year in Gore, Southland. We taught school in both places. We are now returning after a 20 year absence and are very excited! We have a few contacts remaining in New Zealand, but most are older folks with grown children. Are there any families out there that would be interested in corresponding with us via e-mail during the next several months? If so, three of us are eager correspondents. My daughters are 17 and 14, and my son is 9. Thanks in advance!

Ramona Henspeter
copperrr@alaska.net

Deschooling: Repairing the Damage

We are greatly enjoying *Keystone*. I especially enjoy reading about the feature families -- it helps me to hang in there on the rough days! (Often it seems more rough than smooth). I realise that we are probably still in the process of deschooling -- or should I say repairing the damage? The long-lasting impressions and hurt feelings (and souls) that are still coming up almost two years later are amazing!

A.R.
North Island, NZ

Georgia Penpal

I saw your homeschool group mentioned in a listing in *The Teaching Home* magazine. We are a Christian homeschooling family in Georgia, USA. We are looking for a penpal family to learn what homeschooling is like in New Zealand. We have a 7 year old son and a 3 year old daughter. We have been homeschooling since our son was 4 years old.

Diane Norton
dianenorton@integrityonline.com

(These books are available through Money Matters, P. O. Box 100, Gainesville, GA 30503.)

Your children, and especially your sons, should be given basic training in dealing with health insurance, and understanding life insurance, pension plans, and savings.

In short, your son should be ready to deal with the adult financial world as a fully-schooled person before he should be considered ready for marriage.

B. A Man Is Not Ready For Marriage Until He Is Able To Maintain A Home.

Let me confess that I absolutely hate home maintenance projects. I am not a handy man in the slightest. But unless a person is wealthy enough to employ a full-time handyman, it is a fact of life that men need to be able to maintain a home. Faucets need to be fixed, lawns need to be mowed, cars need to be maintained.

To some degree, it is good to teach daughters these things. But I am old fashioned enough to believe that men should bear the primary responsibility in this area.

My father used to take me down to a self-service garage where he taught me how to change the oil and lubricate the car. I had absolutely no aptitude in this area, but I did it anyway. In my late teens I was given the bulk of the task of re-roofing our home. And a year or so later I had a substantial part of the responsibility for painting the exterior of our house.

It was good for me to do these things. And when my oldest son gets a little older (he's four now) I will begin the process of teaching him the few skills I have.

Our older daughters have learned some home maintenance skills. But again, I believe that a more intensive training will be necessary for our sons. It will probably be necessary to have them go down the street to the home of a grandfather from our church to learn some skills I am unable to teach him. But it is my responsibility to make sure that my sons get the necessary opportunity to learn some minimum level of home maintenance skills.

C. A Man Is Not Ready For Marriage Until He Is Prepared To Be A Father

Since this whole book is dedicated to a discussion of fatherhood, it would be unnecessarily repetitive to detail the attributes of fatherhood. At this point, suffice it to say that older sons need to be taught (at a minimum) the full content of our discussions in this book.

Another thing which deserves emphasis is this: Marriage and fatherhood go hand in hand. Our culture has done its best to paint a picture of married life which separates sex from the possibility of becoming a parent.

As biblical Christians, we need to understand that it is still true today that "children are a reward from the

Lord," (Psalm 127:3). A man who gets married with the understanding that "we won't have children for a few years" is not ready to get married. Even for those willing to use birth control, children may come along due to the Lord's sovereignty despite man's best efforts to the contrary. If a man marries unprepared for fatherhood, there is a possibility that he will become an unprepared father.

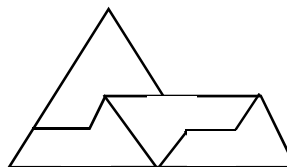
Prepare your son to be a first-rate spiritual leader for your grandchildren. Obviously, he will learn far more by observing you than from merely listening to you. Do a good job day in and day out and your son will have a great foundation for his own family.

Answers to Puzzles

1. The cat wins, of course. It has to make precisely 100 leaps to complete the distance and return. The dog, on the contrary, is compelled to go 102 feet and back. Its 33rd leap takes it to the 99-foot mark and so another leap, carrying it two feet beyond the mark, becomes necessary. In all, the dog must make 68 leaps to go the distance. But it jumps only two-thirds as quickly as the cat, so that while the cat is making 100 leaps the dog cannot quite make 67.

However, if we do not assume, as almost everyone does, that the dog is a male and the cat female, then the phrase, "she makes three leaps to his two" would mean that the dog would leap nine feet while the cat went four. Thus when the dog finishes the race in 68 leaps, the cat will have travelled only 90 feet and eight inches.

2.



This shape is the only known pentagonal reptile of order 4; that is, that divides into identical quarters. Curiously, the extra lines drawn total one half of the perimeter of the original figure in length.

3. A, B and C do the whole work in 10, 15 and 30 days, respectively.

Keystroke

Choosing a Web-based Curriculum

by Rob Favero



(My wife and I home school in Lakewood, Colorado, USA. We recently purchased a Web-based curriculum based on the demo the sales representative gave to us. I'm afraid the novelty of using a Web-based curriculum clouded our judgment, and we are disappointed with the purchase we made.

To help other home schoolers avoid disappointment and to encourage higher quality materials, I have written the following article. It lists questions to think about when a person considers a Web-based curriculum purchase. I hope you find the article useful. — Rob Favero, 16 September 1999.)

It was with some anticipation that we purchased our first Web-based curriculum this summer. We bought it with the hope that our son could master the material with less of our involvement than we would typically need to give. After starting to use the materials, however, we realized that it fell short of our expectations.

As the number of Internet courses increases over the next few years, here are some questions you can ask when considering a Web-based course.

1. Will this curriculum provide benefits that are significantly better than a textbook or video course? If there is no clear-cut advantage, you may want to skip the hassle, at least for now.

2. Has the publisher worked with home schoolers prior to this year? Is the course geared toward home schoolers? In our case the publisher has included the home school course with its existing Web-based college courses. Portions that apply only to home schoolers are intermixed with the other portions, creating unnecessary confusion.

3. When will course materials be available on the Web? We had hoped to start using the course we purchased at the beginning of August, but the publisher was still developing some of it at the end of August. The company appeared to be taking a "just-in-time" approach to creating the Web portions, hoping to keep just ahead of where students would be working.

4. Are the home schoolers' instructions for using the Web site complete? The instructions we received for setting up a class for the course were fine, as far as they went, but they were missing critical information that we later had to get by phone.

5. How does the publisher provide technical support? When I was setting up the class for our course, I used the links provided on the Web site to contact technical

support. Later, I was informed that I had contacted the wrong people. The publisher had a special way for us to obtain technical support. Even though they apparently told this to us, it never occurred to me that the links on the Web site would be the wrong ones.

6. What types of support does the publisher provide besides technical assistance? Do they have people available to discuss questions about the course content?

7. Are there Internet bulletin boards or chat rooms associated with the course? Are they for the student, the teacher, or both?

8. Does the curriculum include online tests? If so, can the tests be customized? Is there any kind of automated grading? Our curriculum provides all of these options.

9. How much does the course cost per child? Is there a cost for each year of use in addition to the initial cost? Costs may be based on a per child basis or a per family basis. Also, you may only have to pay one time for unlimited use, or you may need to pay for each separate year of use.

10. What materials do I need in addition to the content on the Web? The publisher may provide you with a textbook or may expect you to have access to other materials.

11. Does the publisher provide hot links to other Web sites? If so, what controls does it have in place to prevent linking to inappropriate sites?

Now that you have these questions available, your next task is to find answers for the curriculum you are considering.

One of the best ways is to ask other people who may have used the course. They will be able to tell you what using it for the first time was like. Unfortunately, since Web-based courses are just starting to appear, it could be difficult to find someone who has actually used the course.

Another way is to ask the publisher's representative. The obvious difficulty with this approach is that the representative will have trouble giving you good and complete information because of his desire to portray it in the best possible light.

The best approach is to "try it before you buy it." This approach might seem unusual, and publishers may be reluctant to allow you to do this, but in many parts of the software industry trying software before you purchase it is quite common. And there is really little reason why that cannot be done with curriculum. Ask the publisher if you can have unrestricted access to the Web-based portion of their curriculum for 30 days. This will give you a chance to really see how easy it is to use. You will be able to see if having the course taught through the Internet provides any advantages. If the publisher is unwilling to allow you to "take it for a spin", think twice about buying it. We were shown a demonstration of the course we bought, and we thought

the demonstration was representative of what the course would be like. Unfortunately, when we later tried the curriculum out for ourselves, we found out that there was more to it than we originally thought.

Web-based courses hold tremendous potential for providing a powerful, interactive method of teaching. However, Web-based instruction is still in its infancy. During the next few years the quality and ease-of-use will vary a great deal from one curriculum to the next. Choose carefully to make your Web-based training effective.

Distance Learning, the Internet, and the World Wide Web

An ERIC Digest (Educational Resources Information Centre, Columbus, Ohio)
by Sandra Kerka

In the beginning was the word--the printed word. In its earliest form, distance education meant study by correspondence, or what is now called "snail mail." As new technologies developed, distance instruction was delivered through such media as audiotape, videotape, radio and television broadcasting, and satellite transmission. Microcomputers, the Internet, and the World Wide Web are shaping the current generation of distance learning, and virtual reality, artificial intelligence, and knowledge systems may be next. Some define distance education as the use of print or electronic communications media to deliver instruction when teachers and learners are separated in place and/or time (Eastmond 1995). However, others emphasize distance learning over education, defining it as "getting people--and often video images of people--into the same electronic space so they can help one another learn" (Filipczak 1995, p. 111), or "a system and process that connects learners with distributed resources" (*ibid.*, p. 113). These two definitions imply learner centeredness and control.

Typical audiences for earlier generations of distance education were adults often seeking advanced education and training at home, on the job, or in the military whose multiple responsibilities or physical circumstances prevented attendance at a traditional institution (Bates 1995). Now anyone is potentially a distance learner, a concept that has implications for the organization of educational institutions and for teaching. This Digest focuses on some of the newest methods of distance learning (DL) using the Internet and the Web. It highlights some of the issues that could profoundly change the delivery of adult, career, and vocational education.

Distance Learning in Cyberspace

Perhaps more than any other distance media, the Internet and the Web help overcome the barriers of time and space in teaching and learning. Educational uses of the Internet are burgeoning. The University of Wisconsin-Extension's Distance Education Clearinghouse lists numerous institutions offering online instruction, and corporate training is featured on

AT&T's Center for Excellence in Distance Learning website. INTERNET WORLD's October 1995 issue gives examples of "The Internet in Education," including online degree programs offered by traditional institutions such as Penn State and Indiana University as well as nontraditional entities such as University Online and the Global Network Academy. DL on the Internet usually takes one of the following forms (Wulf 1996):

- (1) electronic mail (delivery of course materials, sending in assignments, getting/giving feedback, using a course listserv, i.e., electronic discussion group);
- (2) bulletin boards/newsgroups for discussion of special topics;
- (3) downloading of course materials or tutorials;
- (4) interactive tutorials on the Web;
- (5) real-time, interactive conferencing using MOO (Multiuser Object Oriented) systems or Internet Relay Chat;
- (6) "intranets," corporate websites protected from outside access that distribute training for employees; and
- (7) informatics, the use of online databases, library catalogs, and gopher and websites to acquire information and pursue research related to study.

Advantages of delivering distance learning on the Internet include the following (Bates 1995; Eastmond 1995; Wulf 1996):

- (1) time and place flexibility;
- (2) potential to reach a global audience;
- (3) no concern about compatibility of computer equipment and operating systems;
- (4) quick development time, compared to videos and CD-ROMs;
- (5) easy updating of content, as well as archival capabilities; and
- (6) usually lower development and operating costs, compared to satellite broadcasting, for example.

Carefully designed Internet courses can enhance interactivity between instructors and learners and among learners, which is a serious limitation of some DL formats. Equity is often mentioned as a benefit of online learning; the relative anonymity of computer communication has the potential to give voice to those reluctant to speak in face-to-face situations and to allow learner contributions to be judged on their own merit, unaffected by "any obvious visual cultural markers" (Bates 1995, p. 209). The medium also supports self-directed learning--computer conferencing requires learner motivation, self-discipline, and responsibility.

As with any medium there are disadvantages. At present limited bandwidth (the capacity of the communications links) and slow modems hamper the delivery of sound, video, and graphics, although the technology is improving all the time. Reliance on learner initiative can be a drawback for those who prefer more structure. Learner success also depends on technical skills in computer operation and Internet navigation, as well as the ability to cope with

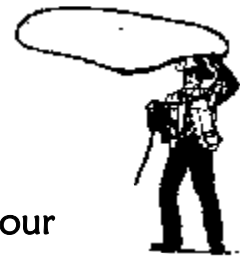
also help determine which of these possibilities come to pass:

- (1) distance technologies as an add-on to existing institutions;
- (2) "knowledge in a box," impersonal, individualized, and socially isolating; or
- (3) a networked learning society that keeps human relationships at the center of learning (Bates 1995).

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CHomeS Roundup



Diana Waring Tour Part I

"We'll have to do this again!" So went the enthusiastic response over and over as the Warings and Smiths travelled through Auckland, Northland, Waikato and the Bay of Plenty.

Bill and Diana Waring and teenagers Isaac, Michael and Melody are in New Zealand primarily to fulfil a vision Diana had years ago while participating in a YWAM (Youth with a Mission) outreach in Canada. She felt someday she would receive further training. And so the Waring family came to New Zealand for YWAM training at Mangere from September 1999 to February 2000.

Diana is a noted home school author, musician, history expert, and the entire family have been on the home school convention speaking circuit throughout the USA and Canada for 10 years. Some of these conventions have 12,000 people at them! When the Warings graciously offered to make themselves available to home educators here before and after their Discipleship Training School, Barbara Smith of the Home Education Foundation networked with home educators nationwide to produce an itinerary covering both islands and lasting 2 1/2 months in total!

The first 2 1/2 weeks has been completed, and oh, the stories that could be told! The Warings were pushed to the limits as they packed, shifted their business and finalised copy and illustrations for a book. Sleep was one item left undone. The eight-hour drive to Denver airport from their home in Spearfish, South Dakota; their late arrival at Los Angeles International; their being misdirected to the wrong departure gate all meant they missed their flight to Auckland! But the Lord had better plans. He not only organised for them to catch the very next flight to Auckland but also made sure they got into the more comfortable Business Class instead of Economy Class so they could catch up on sleep. In addition, the flight they were booked on developed a shudder and had to return to LA...so the Warings were spared all that trauma as well as having a more comfortable flight over.

Diana and son Isaac, who has done two years as an apprentice DJ, were on Radio Rhema the very next morning, Friday September 3rd. While I waited in the station's foyer, a Rhema staff member arrived for her work shift raving about the fantastic interview on home schooling currently being aired! Both Diana and Isaac commented on how "tuned-in" the interviewer was, how he obviously found the topic personally interesting and was not just "doing his job". Rhema invited them to come back soon!

The Warings' tour around New Zealand is being underwritten by the Home Education Foundation (HEF), which will cover all but personal expenses associated with the tour (ferry bookings and petrol, entrance fees and food on the road). Craig & Barbara Smith (HEF Trustees and editors of *Keystone* and *TEACH Bulletin*) and their three youngest children used their family's two vehicles to transport the party of 10 to the various venues, doing over 3,000 km in each. Barbara Smith organised the overall itinerary, but each local area was free to design its own local activities. In this way the Warings and Smiths were treated to some of New Zealand's best home schooling hospitality. In addition, donations along the way completely covered all expenses for this part of the tour! Praise the Lord!

The Warings don't mind that they have been the "guinea pigs" in the first-ever nationwide tour of New Zealand by a visiting home education expert. We have all learned a lot about logistics and endurance....and about the Lord's provision! The flu and even salmonella poisoning were nearby; sore throats and over-tiredness threatened; but Diana herself mentioned how clearly the Lord was sustaining and preserving them in order to speak to every assembled group. The itinerary was modified every day at least, and the biggest disappointment was being unable to drive up to Kaitaia.

It would be a futile task to try to thank everyone involved, but we trust the Lord has blessed you all at least as much as He has blessed the Warings and us. To meet home educators who have faithfully soldiered on in isolated places with virtually no family support, no church support, no community support and who have achieved remarkable results just made us proud to be associated with such people — they ministered to us! It was like our first sight of the giant kauri Tane Mahuta in Waipoua Forest — very impressive. To see the cooperation among the most colourful collection of individuals one would ever find among home educators — I'm thinking of Hamilton in particular — just warmed my sceptical old heart. And meeting face-to-face personalities known to us mostly as names with whom we've corresponded over the years was a real pleasure. We are looking forward to meeting you all again to cement our friendships more securely.

From right early on, Sharon Drinnan of Clevedon set the pace for openness and honesty: "Whenever I get really stressed out," she said, "I just go sit down and eat some chocolate." What a classic! But the Warings commented on how honest and articulate are New Zealand home educating parents, especially during the panel discussions. Such honesty and openness, they advised, will strengthen support groups and consequently strengthen home educators themselves.

The teen panels were especially helpful. Isaac, Michael and Melody Waring communicated well with New Zealand teens. And the mums attending one such teen panel, seeing that there were other teens like theirs, just couldn't stop asking questions!

Diana majored in French and gained a degree from Western Washington University and has written a number of books on home schooling and how to make history come alive. Bill taught music at Mt. St. Helens High School — yes, they were there when it blew — so he knows what goes on in public schools. For the past 10 years their travelling/speaking schedule has meant their "routine" has always been wildly "flexible". Yet to meet their three teenagers, all totally home educated, is to see that a caring Christian home is the key to success. "It's not just a matter of finding the proper math or science book and having the proper hours," Diana says. "It's a whole lifestyle for the family."

Kathy Smith emailed us: "I have to tell you that the conference here in Whangarei was just what the doctor ordered for me. And getting to meet you guys was wonderful. There's something in Proverbs about being a drink of cool water. And you guys were."

Now a day-by-day account of our travels:

The Warings arrived on the morning of Thursday 2 September and were lodged with Murray and Sharon Drinnan while the Smiths were with Rodger and Christine Whetton, who all live out Clevedon way, east of Papakura. The next day while Diana and Isaac were on Radio Rhema, the rest were hosted by the Clevedon Home Educators at Sonshine Ranch for horse trekking, rock-wall climbing and top-town activities. What a blast!

The Saturday 4 September workshop at Papakura went like Diana's talk on Middle Ages history: in a flash and leaving us breathless. There was an impromptu concert at the Whettons with the Waring teens that evening. While ferrying folks and baggage between the Whettons and Drinnans late one evening, we managed to leave young Evan Whetton holding a gate open while we drove all the way home before noticing him missing. He was still manning the gate when we came back for him 20 minutes later.

The Warings enjoyed their first Sunday in worshipping our Lord near Papakura.

Between the Warings and Smiths there were 10 people and about 25 pieces of baggage and stock to go into a van and a Nissan wagon. It made packing a real challenge. And both Bill and Isaac rose to the challenge of driving on the left, Bill driving the van for most of the tour. Monday evening we had a fireside chat with about six mums at Grant and Linda Ingles' place near Helensville.

Next day the Ingles took us to Muriwai beach where Bill saw black sand for the first time. The Gannet colony there fascinated us all, as did a tidal cave some of us managed to explore. Kerry Ingles fell three metres off a cliff onto a tidal flat but was scooped up before the next wave came in to flood the area.

Shaun & Angie Coulsen fed us all lunch that day near

Matakohe — she's a trained chef! The children delighted in their many calves who would suck any fingers through the fence. We just couldn't do justice to the nearby Kauri Museum...it was amazing!

Brian and Kathy Randall of Dargaville, with whom we stayed the next three nights, receive extra thanks for it was here that jet lag and a flu bug caught up with our group, and we were able to recuperate here: that is 10 extra people in the house! Consequently we missed visiting Kaitaia. Lindsey and Judith Middleton fed us that first night in Dargaville, Monday the 6th, before attending the evening talk by Diana to 15 or so in a hall downtown.

Tuesday we shuttled people back and forth between Dargaville and Whangarei, 45 minutes each way, so someone could be with our ill party-member at the Randall's. Folks in Whangarei were not the quiet type — they had questions and they kept asking them! Huriana Collicutt and Sharyn Jaunay (and there are others I'm sure) did a great job of putting the conference together. The Waring teens had tea with the Jaunays and Bill and I plus some children ate with Mike and Kathy Smith of Kamo. Diana did another talk that evening, the third for the day, but was whisked straight home to the Randalls. Bill, Isaac, Michael and I did final packing up. Then I took them out for a good ol' Kiwi custom: a late night feed of greasies!

Wednesday Brian Randall took some of us to a local landmark to climb: Tokatoka, an eye-catching steeply pointed hill. Fortunately it was only 20 minutes to the top. Brian later took some young ones to the beach. That night we had another concert and sing along. Really good fellowship. Thanks, Kathy, for helping us all recuperate so comfortably.

Saw the kauri giants of Waipoua forest and ate lunch at Rawene after driving through Opononi along that marvellous Hokianga Harbour on Thursday the 9th. Arrived in Waitangi to visit the Maori meeting house, war canoe and the Treaty House. Carried on to Craig and Jill Mortimer's place in Moerewa. The five mums here were such an encouragement to us because of their long-term commitments and decisions to home educate in the face of family and cultural opposition.

Took it slow Friday morning....saying goodbye to our hosts here, as everywhere, proved difficult, for we had such affinity for each other. Took Opuia ferry to drive into Russell and up Flagstaff Hill for a terrific view of the Bay of Islands. Loved the history and museums of this town, once known as the hell-hole of the Pacific, and learned that the original capital of NZ was not at Russell but at nearby Okiato. Drove straight back to Auckland's north shore, the Warings staying with John and Dorinda Duthie and the Smiths with Mark and Carol Munroe.

The North Shore Workshop of Saturday the 11th was the largest of all...thanks to Lesley Clements and Dorinda Duthie and their team. This was the fifth workshop held here in the last three years, but I'd never seen people so eager to get the materials that were

available. The Warings had tea at Julie Carter's. And the teens were getting some more time with the Ingles in Helensville.

After church on Sunday we visited the YWAM centre in Mangere so the Warings could see where they'll be for the next few months. Then off to Peter and Frances George's in Te Pahu outside of Hamilton.

Ingrid Turner organised a lunch which Maria Lowe kindly hosted at her home on Monday the 13th. The seven mums there brought up the issue of courtship versus dating for the first time. We had tea that evening at Siggy Henry's home, and again, the time was just too short, for Siggy had connections with people in Deadwood, South Dakota, people Isaac actually knew!

There were about 77 people at the meeting that night, and lots of children too. Stayed again with Peter and Frances. Peter's sense of humour really tickled the Warings and helped us all relax in spite of the ever-encroaching tiredness.

Tuesday the 14th we attended the Hamilton Family Day. What a huge gathering of all types of home schoolers! And there were men from the Ministry (of Education). A shared lunch complemented the gym and crafts and toys and games available to all for five hours or so. We met so many interesting people, the time just flew by.

The Georges then led us out to Waingaro Hot Springs where we soaked our bones and gobbled down Bar B Qued snarlers.

Drove to Morrinsville Wednesday the 15th and had lunch with David and Ann Edwards. The girls then went horse trekking while the guys went to Te Aroha to climb the mount there, whose top was in the clouds. The bush here, like most places, is so interesting with wood pigeons and fantails a new sight, but also wild California quail scurrying about.

The Pot-Providence tea that evening among about 35 local home educators was one of the best I've ever shared. There were a large number of teenagers here, some of whom obliged with loud screams when there was a sudden and total power cut. But a couple cars with headlights blazing allowed Diana to carry on speaking. Stayed at three venues that night: the Edwards, Ann's mum's place and at the Elbogan sisters' next door.

Thursday the 16th we drove over the Kaimais through heavy rain direct to Mt Maunganui Baptist. Irene Kenny and Jenny Jenkins organised a lunch there for us all as we set up for the meeting that afternoon. There were about 65 adults plus children. Again, the people were so appreciative of Diana's messages.

A quick tea (Warings at the Kenny's, Smiths at the Jenkins's) and then to another Mt Maunganui venue for a second meeting. There were many of the same people but a lot more dads now work hours were over. Diana pulled out all the stops as it was to be her last public home education message of the Millennium and was

delighted to speak freely to a Christian audience. She puts a lot of energy into her talks, something those who have yet to hear her can definitely look forward to.

Friday dawned bright and gloriously sunny. We drove to the Mount itself, which some of us climbed. The view is spectacular! And the beach and surf are so inviting. Several home educators met us there for fellowship and a walk around the base of the Mount.

Departed after lunch for a direct drive from the Pacific Ocean, through Cambridge and Hamilton, to Raglan on the Tasman Sea and specifically to Steve and Theresa Shepherd who manage the Children's Bible Camp out there. They loaned the Warings a Lada station wagon for during their stay at YWAM!! Yes, we recited all the Lada jokes but were thrilled with how the Lord blessed so many people through this generous offer.

Still a glorious day, we drove on to Papakura, making a well-needed pit stop at the Food Court at Mercer. And when the girl taking orders asked the Warings where they were from, all were astounded to find she had only just returned from a holiday to guess where: Spearfish, South Dakota, the Waring's home town.....it's not exactly on the major tourist routes!

In Papakura we dropped the young ones off at a home schooling family concert there while Bill and Diana, Barbara and I sneaked off for the only 1 1/2 hours we four have managed to have to chew over all the issues we want to review together. Bedded down again with the Drinnans and Whettons.

Saturday the 18th we all drove over to Mark and Carol Munroe's (who are handling the Waring's books and tapes in New Zealand) to thrash out GST details. Then to Dorinda's to say good-bye. Had a big Bar B Q lunch with the Whettons at the Drinnans, packed all our stuff up and off to YWAM. Barbara took Diana off to Manukau for some urgent shopping before they settled into their new home, among a whole new set of people, focussing on a whole new set of objectives.

So pray for the Warings while at YWAM, that their evangelistic tools would be sharpened and their hearts even more tenderised for the lost, that their outreach projects would teach them a lot and channel blessing and salvation to many.

Sleep, Schooling and Scrubbing Brushes

by Jenny Waldron, Raetihi

I am currently homeschooling, feeding my baby and very involved in our home business of growing and exporting tulips.

I, Jenny, have struggled with incredible tiredness, and lack of energy, and wondering whether I was doing "enough" for the children's education and getting depressed about the state of the house. I have had all sorts of blood tests, etc., but nothing definite has resulted.

The result of five years' homeschooling experience, failures and successes is seen in the photo that appeared on the front of the *Keystone* last issue, (and you haven't seen all the other photos that didn't make it).

Tiredness is often a result of one of the following things: lack of sleep, broken sleep, depression and anxiety, and diet.

I try and have a rest after lunch; sometimes I even manage it. The children can lie on their beds and read or play quiet games. I also try and get to bed early, but that rarely happens. I have found if I think about how tired I am, then I am (tired, I mean), so each morning I jump (oops, read "drag myself") out of bed and during my shower plan my day.

I also discovered, quite by accident, that if I didn't eat Weet-bix for breakfast or bread for lunch, I didn't feel so tired (or fall asleep while I was reading to the children). Now I have an increased amount of energy, at least in the mornings (bread for lunch in our kiwi culture is a very hard habit to break), and I enjoy teaching them. I also take Vitamin B when we get stressed with the business and calcium and iron.

We have come to realise that our children are treasures sent from God. They are with us for such a short time, time in which we must instill in them all the values and morals that will see them through life, and that we need to spend time on the important issues. Reading God's Word, teaching them to pray, worship and praise God, and leading them to the realisation of their sinfulness and their need for Jesus' blood to make them the people God created them to be. To this end, we spend many hours reading the Bible, memorising scripture, singing hymns and songs. Some days that is all we do, but it is time spent well.

Another thing I have discovered is to study something you are interested in. I love history, literature and the arts. By doing a period in time (the 17th century) we were able, as a family, to discover and learn together. We home-educate, so we can approach subjects differently, and I believe more excitingly, than the State schooling approach. Let's do it in a way that the children will retain it. Every family is unique and will approach things differently. Great! That's the way I

believe it should be. Our family planned a banquet with food and costumes and music. [And it was an amazing evening, let me assure you! — Ed.] We read a biography of Handel while listening to his music, we read biographies of Issac Newton and Johann Kepler and did some of their experiments and drew their portraits from paintings of them. We gazed at the stars through a telescope similar to Galileo's and read Shakespeare and watched *Much Ado About Nothing* on video (being a little out of the way to go and see the real thing). We chanted Latin chants and read great stories from that period.

This happened over weeks. Some days we would do nothing but read to the children, or we would just do one experiment, or just the housework! But my children can tell you all sorts of interesting things about the 17th century.

On the housework front, I dislike having a messy house. But let's get real! I have 5 children + 2 adults at home all day every day. The place gets very untidy very quickly....especially on wet days, science days or cooking days....in fact every day. This year, I have employed Naomi (10) to do some of the housework. This way she can learn the rudiments of house work, earn some money and the house gets clean too. Training the children to help is important for them so that they learn the skills they will need when they leave home.

My mother did everything for us, and when I left home I used to ring her up around tea time to find out how long to boil potatoes, or how come my woollen skirt had shrunk to a teeny size after being in the machine for several hours! After our dishwasher broke down, I nearly did my nanna doing all the dishes by hand. So the children all learnt to do the dishes, and now I seldom do any. (It has been a battle and there is a small pile of broken dishes. but it has been worth it.) If you wish to visit me, come right round; if you want to visit my house, give me 45 minutes. It's ok for a homeschooling home to be untidy. You are living life to the max. To keep my sanity, I use such motivations as people visiting or a sunny day after many wet ones, to have a really good clean up. I know that this is our "homeschooling season", and later on I can enjoy all the tidiness I like.

When you are really tired, it is hard to keep going, but hang in there. Life here on earth is short. Let's make the most of it. I try not to beat myself over the head when I haven't achieved all that I thought I ought to. I just try and do better the next day. If I'm having a "week of underachievement", then I remind myself of why we are home-schooling and try and get God's (eternal) perspective on it all.

Carpe Diem (seize the day!)

Is It Any Wonder?

Most home educators rarely need reminding why we keep our children out of the state system.....we want the best for them. Home education not only provides a superior academic and social environment, it is also connected to the real world....within which the Lord has appointed us some serious work to do.

Below is an astounding example of how the secular world around us fails to make even basic connections of rational logic. Both items originated from the NZ Press Association and were in the *Christchurch Press* on 24 September 1999:

NZ Considered "Gay-friendly"

Wellington seems to be very receptive to the gay traveller, says the president of an international gay and lesbian travel group.

More than 70 travel industry professionals specialising in gay and lesbian tourism swarmed in to Wellington from all over the world to see what New Zealand has to offer the gay traveller. Wellington beat Cologne and Barcelona to host the event, which started yesterday and finishes on Sunday. It is the first time it has been held in the Southern Hemisphere.

International Gay and Lesbian Travel Association president Aaron Kampfe said Wellington had rolled out the pink carpet. "My impression is that this country is very gay-friendly, receptive, and open."

Alarming Rise in Sex Diseases

Doctors are alarmed at a surge in sexual diseases in the Wellington region and fear an epidemic unless people practise safe sex. The Wellington Independent Practice Association has noticed a 400 per cent rise in HIV cases in the past six months. There has also been a 50 per cent rise in cases of gonorrhoea.

*Association sexual health physician Margaret Sparrow said yesterday she was alarmed at the cases because, if they were not stemmed, there would be an epidemic. **Dr Sparrow said the rapid rise in HIV cases was difficult to understand.** More people were being tested but the increase in cases was disproportionately large.*

Family Planning Association chief executive Gill Greer said she was not surprised at the rise in sexual diseases. Syphilis and gonorrhoea were prevalent in eastern Europe, and HIV cases were rising in India, the Pacific Islands, and Papua New Guinea. (Emphasis added — Ed.)

Gill Greer assumes anyone coming from these places naturally engages in promiscuous sexual practises as soon as they arrive. Aaron Kampfe had the homosexual lifestyle in mind when he said NZ was "gay-friendly, receptive and open." A disease that kills 100%, has no cure and has recently increased here by 400% is countered by inviting to NZ more of the very kind of people most responsible for its spread in NZ. We know Christian morality is not taught in schools. Because of "political correctness", simple logic isn't either. We can expect neither from the secular environment, as these articles demonstrate. *We* need to deal with this, brothers and sisters, for the secularists see no problem, and most "conservative" kiwis would rather die (literally) than to give offense by speaking out about it. And we need to train up our children to deal with this and other evils, for such is our position in history. May God enable us to overcome these evils with good.