

Keystone

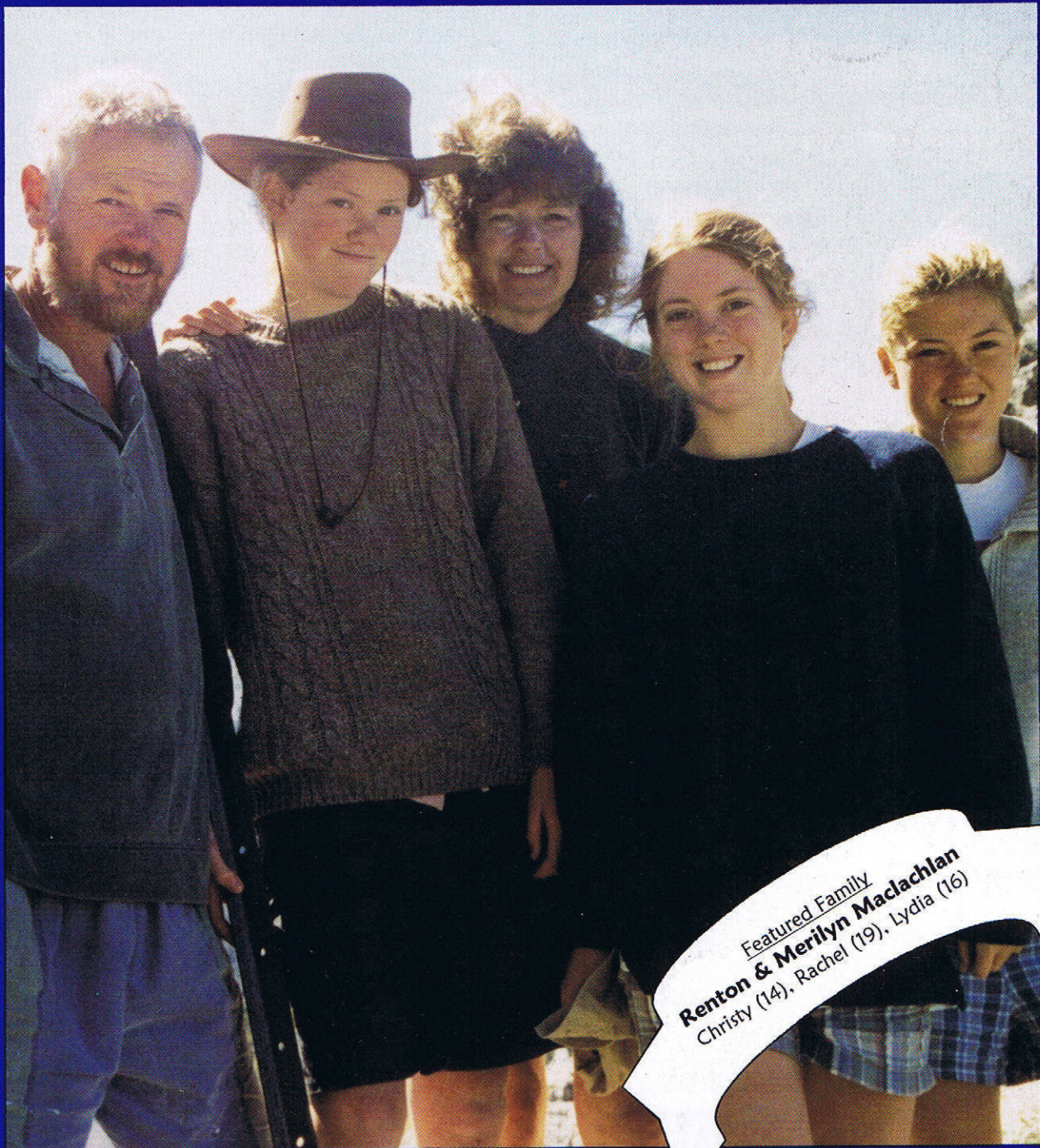
The Journal of Christian Home Schoolers

of Australasia

Vol. V No. 6

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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
Renton & Merilyn Maclachlan
Christy (14), Rachel (19), Lydia (16)

KEYSTONE

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

KEYSTONE is intended to inform, challenge, encourage and inspire. The Christian faith is being undervalued. Christianity alone is fully able to present a world view that is comprehensive, coherent, consistent and complete.

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*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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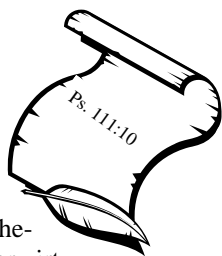
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It was Henry R. Van Til, in The Calvinistic Concept of Culture (1959) who stated that "culture" is religion externalised. Look at the expressions of our culture today: hatred, violence, murder, infanticide, anti-Christianity, immorality, drugs and other crimes. The religion, 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



These are exciting days, full days, days of great significance. All kinds of things have been prophesied about the new millennium. For virtually all of these possible scenarios, we are cast as the passive victims, the ones caught up in situations not of our own making. How well we weather whatever comes to pass is said to depend upon how well we have prepared....laying up stocks of tinned food, buying a generator or candles and firewood, read up on surviving in a barter economy. And then we sit back to wait and see what happens.

Christianity isn't described like this in the Bible. It is a life of ACTION! "Be steadfast, immovable, always abounding in the work of the Lord, knowing that in the Lord your labour is not in vain." — I Cor 15:58. It is a life of VICTORY, and that against all the forces of the evil one! "And they have conquered him (the accuser, the devil) by the blood of the Lamb and by the word of their testimony, for they loved not their lives even unto death." — Rev 12:11. I mean, our calendar for the year 2000 already has three months totally booked out! So we have an eye on the future, and we believe we have a future. "For I know the plans I have for you, says the Lord, plans for welfare and not for evil, to give you a future and a hope." — Jer 29:11. But we are cognizant of the past and are faithful to what the Lord has taught us. "Only let us hold true to what we have attained." — Phil 3:16.

Keep in mind that the Research article on page 16 is five years old. Some would say that means NZ is just about to follow that exact trend, as we seem to lag behind American ways by five years or so.

The Creation article on the Big Bang on page 18 is a great lesson for the children on the facts that make so many modern articles and textbooks appear quite silly, ignorant of the larger picture, or totally biased and with tunnel vision. The Big Bang is an article of faith with many evolutionists.....part of their belief system, their religion. There is never any need to let our religious beliefs feel intimidated by their religious beliefs...ours have a much longer pedigree...as well as the distinct advantage of being right!

Jenny's real life experience demonstrates the way our entire families can learn and profitably observe and comprehend and serve simply by circulating in our communities. See page 24.

There are a couple of short articles on the Christian way to deal with wider society issues at the political level. Sure the elections are over, but we will still be dealing with the issues: and Christian marriage is to be attacked very strongly this new year as same sex "marriages" are being pushed in proposed legislation.

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We are supposed to teach "as regular and well as in a registered school". If that's all we achieve, I'll consider ourselves failures.
-- Craig Mortimer, Moerewa

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

Trivium. Moderated by Barbara Smith, Trustee of Christian Home Schoolers of NZ. To subscribe send an email to: ccednet@xtra.co.nz.

The Home Education Foundation Presents:

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

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

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Feature Family



The Maclachlan Family

of Porirua

By Merylyn Maclachlan

Our family consists of: Renton, Merylyn, Rachel 19, Lydia 16, and Christy 14.

Summer holiday, last January, and we're on Moss Pass in Nelson Lakes National Park. What a beautiful place - and a wonderful feeling to be on the top after the steep uphill climb.

Interesting how family traditions develop isn't it? We look forward to our summer holiday and for some years now have included a tramp into the hills in the Nelson/Golden Bay area, together with other family members. For the rest of the year we're mostly in Porirua, a city 20 minutes north of Wellington, with a diverse mix of cultures and life-styles.

As a family, we enjoy our involvement with our local church — Porirua Gospel Chapel — with youth activities, music, and the variety of people we've got to know.

Renton grew up in Wellington, attending Kelburn School and then Onslow College before training as a builder. He's been self-employed for around 20 years. He enjoys building — especially house alteration work which he specialises in. He has a strong interest in creation science and has for many years represented Answers in Genesis in the Wellington region. Before AIG came to NZ, he organised tours for visiting Creationists from overseas. He has been a prolific letter writer to newspapers on subjects he feels strongly about. He stood as the Mana candidate for the Christian Coalition in the last election and is on the campaign trail again for this year's election as the Christian Heritage Mana candidate. One twist he has in his campaign this time is that he has his own low powered community radio station! It features Renton and others being interviewed on various issues.

I lived in Nelson (on a dairy farm) and was a student at Wakefield School. Later I attended Waimea Intermediate and College before leaving for Wellington Teachers College, where I trained as a primary school teacher. We attended the same church in Wellington and, after a year or two, fell in love!!

As newly marrieds, we bought a home in Porirua East where I was teaching at one of the local schools. I resigned from teaching when Rachel was born, and at

the same time our church sponsored a Cambodian refugee family to live in Porirua. I taught English to the wife — a wonderfully rewarding and poignant experience as she told me about the terrible events that had taken place during the Pol Pot regime in Cambodia.

We began homeschooling when Rachel finished primary school. Lydia was eight, and Christy five. I said I'd try it for a year! The first week was awful!! I felt isolated and unsure. Then I linked up with the Wellington support group, got their newsletter, and our first outing was canoeing down the Ruamahunga River in the Wairarapa. It was great! The other parents patiently answered my questions, all age groups of children mixed happily together, and the canoeing was idyllic.

We use ACE (School of Tomorrow) for our basic curriculum, and it has served us well. We have always been pretty involved in local clubs — gymnastics, music, ballet, speech, etc, and also in the Wellington Homeschoolers Assn activities — the friendship and support there have been invaluable. More recently, our girls have participated in ACE Conventions, a very positive experience for them.

During their fourth form years the girls have sat the NZ English Society Exam which is a very useful trial run for School Certificate and covers a good variety of practical skills. They have been able to sit some School Cert subjects through a local college which has been happy to act as our link school. We have used NZ Correspondence School material for School Cert subjects. It complemented what they were doing with ACE.

After Rachel finished her schooling, she worked for a year to earn her University fees, and this year has really enjoyed her study at Victoria. Her Year Thirteen Certificate gave her entry, and the enthusiastic Christian Union on campus provided lots of friends. A particularly vicious attack of glandular fever landed her in hospital recently, disrupting her study and exams for the second semester.

For eight years now we have baked muffins once a week and sold them to local businesses. "Mac's Muffins" we call it, and our customers have become old friends. Through it the girls have learnt the variety of skills — from the obvious cooking and hygiene to PR skills when dealing with customers. Other jobs have become available for the girls too, and we are grateful to God for the openings that have come when needed.

Why did we start homeschooling? Well it wasn't out of reaction to any bad experiences we'd had at school. We were driven by our philosophy. We started because of a growing conviction that we should be providing a comprehensive Christian education for our children. Renton had been teaching for some time on the importance of worldviews and the fundamental differences between Christianity and humanism in any of its different forms. His deep commitment to God as

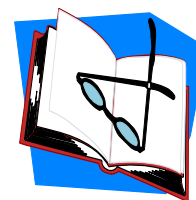
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Creator and his willingness to take these ideas out into the secular culture and bat them, made it very clear to him that education was not a neutral activity. To teach, as our secular education system does, as though God is irrelevant to what was taught, was to teach atheism more effectively even than the communists did. Renton used education as part of the comparison between Christianity and humanism and increasingly felt the Lord twisting his arm up his back, in effect saying, "practise what you preach".

We attended one of the early homeschooling conferences, then finally made the plunge — for a year! Friends thought we were out in the lunatic fringe, but with nine years behind us and some very satisfying results both educationally and in character building, all that has gone. We simply wanted to be obedient to our Lord and consistent to our calling as Christians.

And if your family are trampers, try Moss Pass sometime — it is great!

Book Review



A Charlotte Mason Companion: Personal Reflections on the Gentle Art of Learning

by Karen Andreola,

published by Charlotte Mason Research
& Supply Company

Reviewed by Jenny Barkley
Amberley, NZ

Karen was introduced to Charlotte Mason, as I was, by Susan Schaeffer Macaulay in *For the Children's Sake*. Unlike me she followed up this introduction avidly and has for the last ten years used Charlotte Mason's ideas to home educate her children successfully.

I was definitely attracted to the word "gentle" in the sub-title. What a contrast to the stress, rush, chaos and burnout that some of us battle with.

Charlotte Mason advocates such blissful occupations as a daily nature walk, reading aloud lots of living books, listening to wonderful music and poetry, etc.

I appreciate the view that the mother does less teaching, letting the child absorb ideas directly from the author, artist, poet, etc. This side-steps textbooks that regurgitate mashed information, to look for first-hand sources. These whole books are catching in their enthusiasm/personal involvement and give us a very different angle on learning. Charlotte Mason advocates that the child narrates back these books section by section. This develops myriad skills: eg., listening, summarising, vocabulary, sequencing, knowledge and so on, all from sharing a book. Even Mum is encouraged to read herself to foster intellectual and spiritual growth.

Education is as much about developing good habits and upright character as it is academics, and we are also encouraged to take positive action in these areas. Charlotte Mason saw children as spirits to be kindled, not as vessels to be filled; she recognised the child as a person already, but in need of guidance and example. She set out to help parents provide a broad, stimulating and exciting education, and her ideas were just as innovative then as they are now.

Karen Andreola has taken the various facets of Charlotte's philosophy and shown how she used them with her children. It is a great opportunity to see how ideals can become practical ideas.

The *Charlotte Mason Companion* would be an excellent lead in to Charlotte's own works which have been reprinted by Tyndale House as *The Original Home Schooling Series*.

Puzzles



1) You have to divide the number 45 into four parts. To the first part you add 2, from the second part you take 2, the third part you multiply by 2, and the fourth part you divide by 2, so that the *sum* of the addition, the *remainder* of the subtraction, the *product* of the multiplication, and the *quotient* of the division are all equally and precisely the same. How is this possible?

2) John Jackson was "A Private Teacher of Mathematics" who decided that there were many puzzles scattered around, but not collected together in one small and convenient volume. Here are some from his book "Rational Amusements for Winter Evenings" which appeared in London in 1821. These are fiendishly tricky, and you will only cry "foul play" unless you are prepared to think laterally in the extreme!

- A) Express the value of 100 by using four 9s.
- B) If from SIX ye take nine, and from nine ye take ten
(Ye youths, now the mystery explain),
And if fifty from forty be taken, there then,
Shall just half a dozen remain.
- C) Write the nine counting numbers in such a way that the sum of the odd digits is equal to the sum of the even ones. (I'll have to give a clue: the sum is 12.8! Now work that one out!)
- D) One third of TWELVE if you divide,
By just one fifth of SEVEN,
The true result (it has been tried)
Exactly is eleven. (Answers on page 12.)

In Line with Scripture

Home Education is Biblical Education

by Philip H. Lancaster



Deuteronomy 6:4-7

There are many excellent reasons for choosing to teach your own children at home. **First**, there is now incontestable evidence that on average children who are home schooled fare better academically than children of either public or private schools. This is not surprising since tutoring has always been recognized to be the best method of education.

Second, home educated children are spared the corrupting environment of the peer-oriented classroom and thus are benefited socially. A common myth of our society is that children need to be with other children for extended periods of time to be properly socialized, but this is the exact opposite of the truth. Much time in a peer culture is damaging to children. Socialization is one of the best reasons to home school.

Third, any home schooling family will tell you that one of the greatest benefits of the process is the way that family bonds are strengthened. Parents and children grow closer through the shared hours of each day. Siblings develop a new love and respect for one another as they live and work together day by day. These families can overcome the family-fragmenting forces of modern life. They just plain have more time together; and love is spelled t-i-m-e.

Fourth, home educating families prosper spiritually. Parents are able to guide their charges in godly paths as they protect them from the immorality and falsehood so prevalent in public schools and teach them the Bible and its application to life. The very process of discipling one's own child results in character growth in both the child and the parent.

Foundational Premise

As good as all these reasons are, however, the very best reason to choose home education has not been listed yet. But to appreciate the force of this last reason you must first agree to a vitally important premise. So let me run that by you.

The premise is simply this: "All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work" (2 Tim. 3; 16,17). Or, put another way: "His divine power has given us everything we need for life and godliness through our knowledge of Him who called us by His own glory and goodness" (2 Pet. 1:3). Or, finally: "Your word is a lamp to my feet and a light for my path" (Ps. 119:105). In other words, in our Lord Jesus

and His Word, the Bible, we have all we need for spiritual and moral direction in life. The Scripture is our wholly sufficient guide for what to believe and how to live in ways that please God.

Do you believe that? Do you agree that what is written in the Bible is written to tell us how to live; that when the Word of God addresses any particular aspect of life, it is giving us wisdom to be followed carefully; and that God has good reason for all that He reveals in His Word? If you do, then you are ready to hear the final point.

The best reason for choosing home education is that it is God's revealed plan for raising our children. The Bible knows no other system of education. God did not prescribe schools for His people; these were invented by others. The pages of Scripture espouse, by precept and example, a process that closely resembles what we call home education.

To grasp God's plan for the raising of children we need to consider what the Scripture says about four important elements of the educational process: the teachers, the method, the content, and the goal.

The Teachers

Throughout the Word it is the parents who are assigned the role of teaching their own children. The primary responsibility rests on the father. God said of Abraham, "I have chosen him, so that he will direct his children and his household after him to keep the way of the LORD by doing what is right and just, so that the LORD will bring about for Abraham what He has promised him" (Gen. 18:19). Paul gave this guidance under the Holy Spirit's inspiration: "Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord" (Eph. 6:4).

Of course, as the man's helper (Gen. 2:20-23), his wife is also a teacher of the children. "Listen, my son, to your father's instruction and do not forsake your mother's teaching," (Prov. 1:8; cf 6:20). Even the grandparents are to share in the teaching task: speaking of God's commandments, Moses said to God's people, "Teach them to your children and to their children after them" (Deut. 4:9).

Home education by the parents is highlighted at the very apex of Old Testament revelation. Israel has just heard Moses pronounce the sacred Name: "Hear, O Israel: The LORD our God, the LORD is one" (Deut. 6:4). This is followed immediately by the commandment which Jesus called the "greatest commandment" (Matt. 22:38): "Love the LORD your God with all you heart and with all your soul and with all your strength" (Deut. 6:5). Then comes the climactic charge to the people: "These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up" (6:6,7). Parents have a solemn obligation to learn God's Word and teach it to their children.

The mandate for parents to teach their offspring is a perpetual one. "He decreed statutes for Jacob and established the law in Israel, which He commanded our forefathers to teach their children, so the next generation would know them, even the children yet to be born, and they in turn would tell their children" (Ps. 78:5,6). Each generation should be raised with the expectation of teaching the next.

Beyond the parents, the priests and Levites had a teaching role in the holy community; but even they did not teach children directly apart from the parents. They taught "the men, women and others who could understand" when gathered as a group (Neh. 8:3,7,8).

The Bible, through command and example, presents the parents (and grandparents) as the only teachers of children. While it might seem at least possible, as an exercise of parental prerogative, to delegate the teaching responsibility to others, there is no instance of this in Scripture. (Gal. 4:2 speaks of a child being subject to "guardians and trustees until the time set by his father." This may have been the practice in the affluent strata of the pagan society which was the cultural backdrop of the Galatian converts. It is not presented as a positive practice in this context, a context which is *not* addressing how parents should raise children.) Although the bare teaching function might be delegated, *the parent-child relationship cannot be delegated*. No one can successfully replace the parents as the child's teacher because no one else is the parent, and it is this special relationship that is central to the success of the educational process -- which leads us to the second element of that process.

The Method

Scripture does not even use the word "education" to describe the process of training children for adulthood. That word, as we use it, is freighted with connotations of schooling, academics, and training of the mind -- a very narrow Greek/Western concept of training (rationalism views man's mind as his primary faculty).

Those who are properly informed by a Biblical/Hebrew perspective would say that true "education" is discipleship. It is a process of training the whole person, not just the mind. The goal is not a mind stuffed with facts; the goal is a changed person.

The heart is the most important part of a person "for it is the wellspring of life" (Prov. 4:23). The purpose of life is to love God with the whole heart (Deut. 6:5); and this purpose is realized in children as parents have God's Word in their own hearts and then impress it on their children (6:6,7). Fathers are to say to their sons, "Lay hold of my words with all your heart; keep my commands and you will live" (Prov. 4:4).

God's method of education is revealed in Deuteronomy 6:7-9. Speaking of God's commandments it says, "Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your

foreheads. Write them on the doorframes of your houses and on your gates." True education occurs any place ("home and road") and any time ("lie down and get up"). The parents are to be the constant companions of their children, teaching them God's view of life at every opportunity. Every child of a godly family will live unceasingly in an environment that is saturated by God's Word, and his parents will be creating that environment.

Since the purpose of education is to love God with the whole heart and to have His commandments lodged in the heart, the method must be one which reaches the heart. Discipleship -- along-the-road living with the two people to whom the child is closest (his parents) -- is God's method for reaching the heart of children.

The method is seen also in Jesus' relationship with the Twelve. He did not enroll them in a classroom course and address only their minds. He chose them "that they might be with him" (Mk. 3:14); and they talked, worked, walked, ate, and slept together for over three years. They were His apprentices. They learned by watching, listening, doing, as Jesus taught them about and modeled for them the life they were to live.

Jesus said, "A student is not above his teacher, but everyone who is fully trained will be like his teacher" (Lk. 6:40). That is the discipleship method: on-the-job, real-life training until the student is like the teacher. And that is the only method of education that results in the changed lives that God is seeking.

Biblical education/discipleship cannot be accomplished within the confines of a classroom. A small part of it could occur there, but its main features require involvement in the real world with real people doing real things. It requires doing work and ministry. It demands character training and learning life skills. It requires spontaneity as well as structure. Teaching can occur in a school, but discipleship can only occur in the context of real life.

God wants truth to fill our children's minds, but He wants much more. He wants the One Whose name is Truth to fill their hearts and shape their lives. That is what discipleship is all about.

The Content

Most discussions about education dwell upon the content of the curriculum; and whereas the importance of method is often minimized, we should not, in our attempt to balance the discussion, minimize content. It is absolutely critical. Truth has content, and part of education is passing on that content to our children.

What exactly is the content of education for Christian children? Psalm 78 puts it this way: "We will not hide them from their children; we will tell the next generation the praiseworthy deeds of the LORD, His power, and the wonders He has done. He decreed statutes for Jacob and established the law in Israel, which He commanded our forefathers to teach their children..." (vv. 4,5). The Word of God and the works

of God are the content of a godly education.

All education should focus upon the Lord God: Who He is, what He has said, and what He has done. Fathers are instructed concerning children to “bring them up in the training and instruction of the Lord” (Eph. 6:4). Not the instruction of the world or of mere men, but “of the Lord.”

Study of the Word of God itself is the foundation for all learning since the Word is the source of all wisdom. That is why parents are given the task of impressing God’s commandments on their children at every opportunity (Deut. 6:7-9). In the psalm quoted above, fathers are commanded to teach God’s “statutes” to their children, referring again to the written Word.

Obviously, the very words and passages of Scripture and the history and doctrine they contain must be taught diligently and systematically. The Book of books itself must be studied as a worthy object of attention in its own right. But that is not the only use of the Scriptures. Psalm 119:105 presents one of the broader purposes of the Bible: “Your word is a lamp to my feet and a light for my path.” God’s Word is intended to illuminate the world we live in so that we can walk pleasing to God. The purpose of a light is to shine on an object so that it can be discerned more clearly. Similarly, the Bible is meant to “shine” on anything we encounter in the world so that we can understand it from God’s perspective. This means that beyond studying the Bible itself, we should use the Bible as our lens through which to view any other subject in life.

The second component of study in a godly education is what Psalm 78 calls “the praiseworthy deeds of the LORD, His power, and the wonders He has done” (v. 4). To study these works of God we must, of course, begin with the Bible itself which reveals His mighty works of creation and redemption. But this study will lead us beyond the pages of Scripture to the whole wide world that God made and sustains by His power. History, science, geography, law, art, music, mathematics, language -- any subject area is a study of the works of God since it is He who created this world and guides the history of men in their scientific, cultural, and civil endeavors.

Each of these subject areas must be approached in the “light” of the Word, if it is to be properly understood. The Bible should not only be a subject in the curriculum, its truths should permeate every other area of study, providing God’s perspective on every subject.

Also, each field of study must be viewed in relationship to the others since creation and history are a seamless fabric of overlapping influences -- all under God’s sovereign control. Life in God’s world does not unfold in neat categories. The traditional approach to education which presents a student with a collection of unrelated disciplines is a caricature of the real world. All realms of study find their unity in our Creator and Saviour. The best education will present any particular subject in its relationship to other subjects and to the God of truth Who gives them all meaning.

That is why many home educators abandon the traditional school-subject approach to teaching in favor of a “unit study” approach which takes into account the inter-relationship of the disciplines. Children thus engage in academic study in the same manner in which they experience the rest of the world -- encountering the connectedness of the various elements of life. Such an approach not only respects the nature of the content of education, it also is most compatible with the discipleship method of teaching: learning from real life as it is encountered “along the road” every day.

The Goal

Each of the other elements of the educational process -- the teachers, the method, and the content -- combine to achieve one essential end. God’s goal for us is to raise children who know, love, and obey Jesus Christ.

The aim of education is a part of the great aim of this age: to “go and make disciples of all nations” (Matt. 28:19). For anyone who is a parent, the discipleship mandate begins in the home. He must make disciples of his own children. Education ought not to be seen as an end in itself. Nor should it be viewed in terms of mere academic or social preparation for life. Knowledge, by itself, is nothing and leads only to pride (“Knowledge puffs up”, I Cor. 8: 1). We could give our children the very best academic preparation in the world, and only end up making them more effective instruments in the devil’s hands. No, God has something higher in mind.

God did not say: “train a child in what he should know, and when he is old he will not forget it.” He said, “Train a child in the way he should go, and when he is old he will not turn from it” (Prov. 22:6). Education is not just about what a child knows; it is primarily about how he lives.

Understood in its broadest terms, education is character training. God is in the business of transforming people; and He is creating a people who have a living relationship with Himself. The beginning of the process is simply to take God seriously in everything -- or, as Scripture has it: The fear of the Lord is the beginning of knowledge and wisdom (Prov. 1:7; 9:10). The end of the process is mature people who know God; and who, knowing Him, love Him; and who, loving Him, obey Him in all things.

Christian parents should desire for their children what Paul, imitating the Lord’s own yearnings, wanted for his children in the faith: “My dear children, for whom I am again in the pains of childbirth until Christ is formed in you...” (Gal. 4:19). The great object of education must be Christ-like men and women.

All the elements of the Bible’s plan for child-training combine to achieve this goal; and each ingredient of the plan is crucial to the outcome.

Replace the parents with strangers or even godly fellow-believers as teachers, and you disrupt the parent-child bond which is God's chosen channel of grace and influence.

If you choose a sterile classroom full of age peers instead of the rich home-based community environment with its natural variety of ages and conditions; if you choose mass teaching focused on the mind instead of face-to-face discipleship along the path of real life experiences -- then you bypass God's chosen means of reaching the heart of a child.

If you choose teaching which presents academic subject areas in isolation and without a Biblical reference point instead of the unity of all truth based on the God of truth and His Word, then you eliminate the means of providing a coherent Christian worldview from which the child can engage the false ideas of the day.

Tamper with any of the facets of God's revealed plan, and you decrease the prospects that your children will turn out to be godly men and women. Scripture gives us a promise in Proverbs 22:6: our children will not depart from God's way if we faithfully raise them according to it. Modern Christians have come to doubt the truth of this verse because they are seeing their children fall off the path in such great numbers. But the problem is not God's plan or His faithfulness. The problem is that we have abandoned His plan in so many ways.

We are back to our foundational premise: the Scripture is our wholly sufficient guide for how to live. Since, by precept and example, it presents a pattern for the process of raising our children, wisdom dictates that we follow that pattern.

The path of safety and blessing is always that which adheres most closely to the revealed will of God. Home education as we practice it today falls short of the perfect pattern set forth in the Scriptures, but it is certainly a big step in the right direction -- because home education is Biblical education.

(From *Patriarch* Issue #30, June 1999, PO box 50, Willis VA 24380, USA, with permission.)

As Christians we are to be examples of how to treat people. Other handicapped people and I are hurt most of all by the hesitation we sense in others. We need to see God's love and acceptance through you. When you see us, remember that we are persons who want to join in everything - in living, in worshiping, or in just plain having fun. Can you accept us as persons? Will you help us break down the barriers? Let's join together and live and love the way Christ wants us to.

When you see a blind person, imagine he is saying to you: "I AM YOUR FRIEND. CAN YOU BE MINE?"

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(From NATHHAN News, NATIONAL cHallenged Homeschoolers Associated Network, Vol. 7, No. 1, Fall 1998, which is a Christian non-profit organisation dedicated to providing encouragement to homeschooling 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, www.nathhan.com, has an annual subscription rate of US\$25. Published quarterly.)

Puzzle Answers

1) ~~We are told that the sum of four unknown numbers equals 45: $a+b+c+d=45$. We are also told of conditions when all four numbers are the same. These are:~~

$$a+2 = b-2 = 2c = d\div 2.$$

To solve for a, write the other unknowns in terms of a:

$$b-2 = a+2, \text{ so } b = a+4$$

$$2c = a+2, \text{ so } c = (a+2)\div 2$$

$$d\div 2 = a+2, \text{ so } d = 2a+4. \text{ Therefore:}$$

$$(a) + (a+4) + [(a+2)\div 2] + (2a+4) = 45.$$

$$4a + (a+2)\div 2 + 8 = 45$$

$$4a + (a+2)\div 2 = 37$$

$$8a + a+2 = 74$$

$$9a = 72$$

$$a = 8. \text{ And so:}$$

$$b = 8+4 = 12$$

$$c = (8+2)\div 2 = 5$$

$$d = 2(8)+4 = 20.$$

2A) 99 9/9

2B) SIX minus IX (or 9) leaves S

IX minus X leaves I

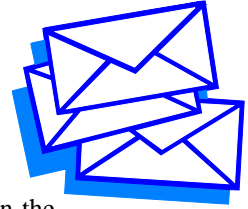
XL minus L leaves X and of course

SIX is half a dozen!

2C) $2+4+6+0.8 = 12.8$ and $1+3+7+9/5 = 12.8$

2D) One-third of TWELVE is LV which equals 55 in Roman numerals; one-fifth of SEVEN is V which equals 5; and $55 \div 5 = 11$. No sweat.

Letters



Timelines

These timelines [as advertised on the back cover of *Keystone* -- Ed.] are amazing. The friend who wants this [one that I'm ordering] relieves at a local primary school and one of the other teachers is on his way to being saved through it -- he never realised before that the Bible stories were true!

Judith Middleton
Dargaville

A Real "Education"

I have been reading a little on the Hefnet about Benefits and homeschooling. Some have said that if you are Homeschooling and unemployed you may not have to be seeking employment. Are you able to clarify this? Is this only for the principle caregiver? (Even that term is suspect -- I asked once who that was, and they said that it was the one who was responsible for the child. Oh, that's me then I say, and they say, no your Partner is [there's another dreadful term I'm opposed to]. Then who gets into trouble if my child gets into trouble, like if he is left at home alone or he burns a school down? I do! Then aren't I responsible? Er...yes. Then aren't I the caregiver? Er...no.) One of the requirements as I understand it for receiving the unemployment benefit is to be actively seeking work, so how can homeschooling exempt you from this? If Homeschooling does affect unemployment situations, it would probably affect community service would it?

When both the contract I signed with the school and the contract I signed with Income Support were broken by the Department, I went to investigate. They said that community service was to, quote "keep you busy". I said we had five children and Homeschool. They said yes I suppose that in your situation you would be fairly busy already, but that is what we have been told to do. I have found it hard dealing with departments to find out what the real laws are governing these sorts of things. I have encountered situations where "Policy" overrides the law, and I have had department people confess that. There are lots of contradictions and catch 22 situations when dealing with the departments. And many times interpretation of the law is suspect.

Our latest ironic one is that being Unemployed, and homeschooling for 5-6 years (we have 5 children), we were sent by Income Support to do community work at the local primary school. This came about because I had taught English about 12 years ago, so the data matched and we were it. As wierd as it has been, God has had His purposes.

We were praying for some firewood towards the end of winter and some bark for the garden. So... God having a sense of humor, sent us to the school. We got the firewood from the trees blown down in the holidays and prunings, and I had to rebark all the school's gardens, so we got some of the old stuff which was just what we

needed. As well as that, we got all the old timbers from around the place to do stuff with and most of it will be going to help a family with 7 adopted children. We have learnt a lot about the school system throughout which has been good. I found out that instead of completing the contract I signed with the school and going home, I am there till the end of the school year. So I suggested I do video instead of gardening, and a TV program developed which will be broadcast regularly on the local channel. It's all about children, and what better place to get material than from the school. Isn't God amazing!! Now other schools are getting interested, and homeschooling outings we have filmed will feature on air. If you'd like to pray for us, pray that God inspires us to do the right program content.

We had never sent our children to school before (except 6 weeks in a small Christian school when we were studying one year). And so it has been a wonderful eye opener for me to see what the school system is like from the inside....from the staff room in fact. Praise God that we are able to Homeschool in this country. If you have no option, your child might learn — in spite of the system — if they went to school. But Homeschooling is by far the better option. It is something that I think about when people on the Hefnet get really anti-schools. Do they not realize that "schools" as we know them were started by Christians? They were always a second-best to home tuition, but it was better than nothing, which is what most had. Unfortunately it has become the main option, and it has been hijacked by non-Christians. Praise God for His faithfulness, so that we can be faithful to Him and teach His children as He would want them taught.

Just another little encouragement. We come up for ERO review for the first time in December. I am not too upset with this. What is interesting is that the school I got sent to is up for review again in November. It could be quite an encouragement for Homeschoolers to know that some of the teachers are freaking out over it as much, if not more than, the Homeschoolers. How many "staff meetings" have you attended dedicated to what the ERO said last time and what can we do about it? It will be interesting to see if anyone does schedule a "sick day" for when the review officer is there. It was an "education" for me, I can tell you .

G & P
New Zealand

[The Unemployment Benefit is now known as the Community Wage, for one may often have to work on a community project to receive it. Normally if your spouse is on the CW, you too need to seek paid work unless you home school. And if you home school, you (but not both you and your spouse) are exempt from the requirement to seek work. Your spouse, being on the CW, must continue to seek paid employment. — Ed.]

Bits of Books



The Homeschooling Father: The Key to Success & Sanity

by Michael P. Farris
PO Box 479, Hamilton, Virginia, 22068, U.S.A.

Chapter 5 Preparing Your Child for Marriage (Part II)

Courtship Principle No. 1 Courtship Should Wait Until One is Prepared for Marriage

(Preparing Your Sons for Marriage was covered in the September *Keystone*.)

Preparing Your Daughters For Marriage

Daughters and careers.

Let's briefly discuss career preparation for daughters. If it sounds a bit old-fashioned to emphasize a man's duty to provide for his family, then so be it. This book is intended to paint an idealistic picture and from a scriptural standpoint, there is no question that the ideal situation is where the mother is free to stay home with her children.

I recognize that not all women will get married. Nor will all married women be able to have babies. And some women will end up in divorce or will be widowed, so it is necessary for a woman to give some serious consideration about a career as well. Accordingly, Vickie and I plan to have each of our daughters do some planning and preparation for a career.

But my context here is preparation for marriage. Within this context I believe it is unnecessary to have a woman prepared for a career outside the home as a prerequisite to marriage.

Let's consider three areas of special concern for the practical preparation of our daughters for marriage: teaching, homemaking, and motherhood.

A. A Daughter Should Be Prepared To Teach Her Children.

I believe in home schooling. I will not consider my home schooling a success until I see my daughters and sons home schooling their own children. Accordingly, I have a special concern that my daughters be prepared to teach their own children when the time comes.

I am not suggesting that we are going to send our girls into specialized training in educational psychology or classroom methodology. Much of this type of training

home-educated people, found that all who had attempted higher education were successful and that their socialization was often better than that of their schooled peers.

More Research is Needed

At this point, more research on home schooling is necessary--what we have is inconclusive about many of its aspects. Although more and deeper studies are certainly called for, the population to be studied is not readily accessible to researchers. And the types of research that can be done are still limited to case studies of families or to surveys of self-reports by participants.

Notably, the success or failure of the home schooling experience depends inevitably on the success or failure of the family's interpersonal relationships. Home schooling is a complex issue and represents a tremendous commitment on the part of the parents--in most cases, the father must function as the sole breadwinner, and the mother must spend most of her time instructing her children.

For now, we will let Preiss (1989) have the last word. She says: "Because home schooling contains so many diverse and changing factors, each family situation is unique. Yet there exists within the home-schooling community a sense of unity which transcends ideological, political, and religious concerns. That unity lies in the parents' commitment to the education of their children, whose welfare is their primary concern."

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Exploring God's Creation



Big Bang?

by Dr Walt Brown

Three observations led to the general acceptance of the big bang theory: 1) the cosmic background radiation (CBR); 2) the amount of helium in the universe; and 3) the redshift of distant starlight. All three have been poorly understood.

1) Cosmic Background Radiation

All matter radiates heat, regardless of its temperature. Everywhere astronomers look, they can detect an extremely uniform radiation, called the CBR. It appears to come from perfectly radiating matter whose temperature is 2.73 K (Kelvin) -- nearly absolute zero (that is, so cold that all molecular movement ceases...it is not known if such a temperature or molecular state is even possible — Ed.). The CBR was initially thought to be left over from the big bang. Many incorrectly believe that the big bang theory predicted this radiation.

For many years, big bang theorists searched in vain with increasingly precise instruments for temperature concentrations in the practically uniform CBR. Without concentrations, matter could never gravitationally contract to form galaxies and galaxy clusters. Finally, in 1992, with great fanfare, an announcement was made in the popular media that slight concentrations were discovered. Two major shortcomings were not mentioned:

- 1) The concentrations were less than one part in 10,000 — not much more than the errors in the instruments. Such slight concentrations could not be expected to initiate much clustering.
- 2) Typical variations in the CBR spanned areas of the sky that were too broad by factors of 100 or 1000. Whatever caused these slight temperature variations (.00003°C) probably had nothing to do with a big bang.

Since the CBR is so uniform, the matter from which it originated must have been spread uniformly throughout the universe. But if matter was uniformly distributed, it would hardly gravitate in any direction (to form galaxies, stars, etc.); even after tens of billions of years, galaxies would not evolve. Since the matter in the universe is highly concentrated into galaxies, galaxy clusters, and superclusters, the CBR does not appear to be a remnant of a big bang.

2. Helium

The amount of helium in the universe is not explained by the big bang theory; the theory was adjusted to fit the amount of helium. Ironically, the lack of helium in certain types of stars (B type stars) and the presence of

beryllium in other stars contradicts the theory.

3. Redshift

The redshift of distant starlight is usually interpreted as a Doppler effect; namely, stars and galaxies are moving away from the earth, stretching out (or reddening) the wave lengths of light we see. While this may be true, other possible explanations do not involve an expanding universe. Besides, many objects with high redshifts seem connected, or associated, with other objects of low redshifts. They could not be travelling at such different velocities and be connected for long. For example, many quasars have very high redshifts, and yet they statistically cluster with galaxies having low redshifts. Sometimes, quasars appear to be connected to galaxies by threads of gas.

Finally, redshifted light from galaxies has some strange features that are inconsistent with the Doppler effect. If redshifts are from objects moving away from the earth, one would expect the amount of redshifting to take on continuous values. Instead, redshifts tend to cluster at specific, evenly-spaced values. Much remains to be learned about redshifts.

More Questions

A big bang should neither produce highly concentrated nor rotating bodies. Galaxies are examples of both. A large volume of the universe should not be -- but apparently is -- moving sideways, almost perpendicular to the direction of expansion.

A big bang would, for all practical purposes, only produce hydrogen and helium. Therefore, the first generation of stars to somehow form after a big bang should consist of only hydrogen and helium. Some of these stars should still exist, but none can be found. These observations make it doubtful that a big bang occurred.

If a big bang occurred, what caused the bang? Stars with enough mass become black holes, so not even light can escape their enormous gravity. How then could anything escape the trillions upon trillions of times greater gravity caused by concentrating all the mass in the universe in a "cosmic egg" that existed before a big bang?

One might also ask where the "cosmic egg" came from if there was a big bang. Of course, the question is unanswerable. Pushing any origin's explanation back far enough raises similar questions—all scientifically undemonstratable. Thus, the question of ultimate origins is not a purely scientific matter. What science can do is test possible explanations once the starting assumptions are well defined. For example, if a tiny "cosmic egg" existed, consisting of all the mass in the universe, it should not explode, based on present understanding. Saying that some strange, new phenomenon caused an explosion (or inflation) is philosophical speculation. While such speculation may or may not be correct, it is not science.

If the big bang theory is correct, one can calculate the age of the universe. This age turns out to be younger

than objects in the universe whose ages were based on other evolutionary theories. Since this is logically impossible, one or both sets of theories must be incorrect.

Missing Mass

Imagine seeing several rocks in outer space, moving radially away from the earth. If the rocks were simultaneously blasted away from the earth, their masses, changing velocities, and distances from the earth would have a very precise relationship with each other. When a similar relationship is checked for billions of observable galaxies, an obvious conclusion is that these galaxies did not explode from a common point in a huge "big bang." It is even more obvious that if such an explosion occurred, it must have been much, much less than billions of years ago.

Evolutionists try to fix this problem in two ways.

1) They think the universe is filled with at least ten times as much matter as can be seen. This is maintained even though two decades of searching for this hidden mass has turned up nothing other than the conclusion that the needed "missing mass" does not exist.

This missing mass is usually called "dark matter," since it cannot be seen. Candidates for this "missing mass" include neutrinos, black holes, dead stars, low-mass stars, and various subatomic particles and objects dreamed up by cosmologists simply to solve this problem. Each candidate has many scientific problems. One study of two adjacent galaxies shows that they have relatively little dark matter. (See Ron Cowen "Ringing In a New Estimate for Dark Matter," *Science News*, Vol. 136, 5 August 1989, p. 84.) Another study found no missing mass within 150 million light years from the earth. (See Eric J. Lerner, "COBE Confounds the Cosmologists," *Aerospace America*, March 1990, pp. 40-41.) A third study found no dark matter in a large elliptical galaxy, M105. (See "Dark Matter Isn't Everywhere," *Astronomy*, September 1993, pp. 19-20.)

The "missing mass problem" can be stated more directly. If the big bang occurred, the total mass of the expanding universe should have a very precise relationship with the outward velocities and distances of all galaxies and other matter. This mass must not deviate from this amount by even one part in 10^{55} (ten thousand million billion trillion trillion trillion).

If the mass were slightly **greater** than this critical value (the closed condition), the scenario would be as follows:

- i. gravitational forces would have caused all the matter in the universe to collapse suddenly, perhaps within seconds;
- ii. all the universe's mass would be crunched into a big ball; and
- iii. we would not be here to wonder how everything began.

If the mass were slightly **less** than this critical value (the open condition), the scenario would be as follows:

- i. particles would have expanded indefinitely;
- ii. stars and galaxies would not have formed; and
- iii. we would not be here to think about it.

The estimated mass of the visible universe is less than 1/10th of this critical value. Stars and galaxies exist. Therefore, the big bang probably did not occur. Only by believing that a vast amount of invisible, unmeasurable mass is hidden somewhere, can one maintain a faith in the big bang theory.

This problem can be viewed in another way. If the universe were billions of years old, it should have done one of the following:

- i. have collapsed on itself (closed), or
- ii. have expanded so much that stars and galaxies could never have formed (open), or
- iii. have had its initial kinetic energy balance the gravitational energy within one part in 10^{55} for most particles we see in the universe!

Two decades of persistent measurements have repeatedly not supported "iii." Therefore, it seems most likely that the universe is not billions of years old.

2) A second "fix attempt" assumes that the rocks (or in the real problem, all the particles in the universe) were briefly, almost magically, accelerated away from some point. Supposedly, this matter reached speeds trillions of billions of times faster than the speed of light by an unknown, untestable phenomenon -- not by a blast. Then this matter became controlled by gravity after it reached just the right speed to give it an apparent age of about 10 billion years.

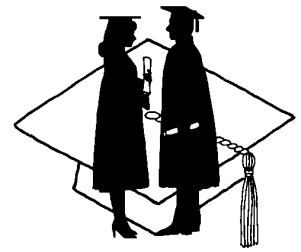
Such flights of imagination and speculation are common in the field of cosmology.

We shall give the last word to the eminent mathematician, Fred Hoyle, in an article titled "The Big Bang Under Attack" which appeared in *Science Digest*, May 1984, p. 84:

"I have little hesitation in saying that a sickly pall now hangs over the big-bang theory. When a pattern of facts becomes set against a theory, experience shows that the theory rarely recovers."

(From Centre for Scientific Creation, Dr. Walt Brown, 5612 North 20th Place, Phoenix, AZ 85016, USA. <<http://www.creationscience.com/>> With permission.)

Home Schoolers Did It



A Simple Request Brings a Huge Response

by Jill Mortimer of Moerewa, Northland

Whenever our children show a special interest in something, it is a great opportunity to say, "Great! You investigate it and put together a project." On one occasion, Joshua, who was 10 at that time, expressed interest in becoming an airline pilot, so was given an assignment to "go ahead; find out about it."

He started off by looking in the yellow pages for any organisation which might be able to offer information, and came up with two addresses and a phone number. After being drilled in polite telephone procedure, he rang the number and competently talked his way through a series of people and instructions, eventually being assured that he would be sent information.

Josh then sat down and compiled letters of request for information and posted them off. He wasn't idle while awaiting replies. He searched our local library and called at travel agents, gleaning any data and pictures that could be used for his project.

Eventually two replies arrived. One contained a leaflet and a brochure. The other was a veritable gold mine of information and a personal reply that really encouraged Josh. It was from a Mr G. who had previously been a pilot but was now working in Air Traffic Control. He sent lots of information about that, including course applications and pre-requisites! He had also sent a copy of a book with all the information Joshua needed on becoming a pilot. Josh was gratified to receive a compliment on his handwriting too.

Inspired, Josh began his project and wrote a letter of thanks back to his new friend, also inquiring about whether a visit to a control tower was possible. Within days he received an invitation to see Auckland Air Traffic Control tower.

After a couple of phone calls between Josh and Mr G., who treated Josh to the courtesy of dealing directly with him (not his nose-y Mum!) the arrangements were made for Josh and Craig (his Dad) to be shown over the control tower.

On the appointed day Mr G. could not be there personally, and when our guys arrived at the gate, they were dismayed to be told that children were not allowed into the tower. However, Josh gave their

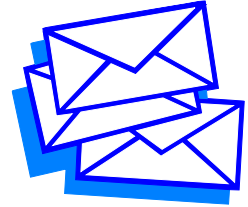
names and details to security, who very soon discovered it was all pre-arranged, and they were given security clearances and IDs and permitted entry. Immediately dismay gave way to a certain growth in stature!

After an incredible guided tour, culminating in an out of the ordinary experience (standing on the outside of the tower several floors up watching planes land!), it was even arranged for them to board a Whispa jet for a quick look while it was refuelling. They would have five minutes before the passengers began boarding. Intrigued in conversation with the pilots though, time "flew" and passengers began to board. So Josh and Craig along with their guide had to stay on the jet for 30 minutes -- most unreluctantly, I might add!

Needless to say, Joshua worked on his project with a zeal and received a good mark for it. And in the course of this experience he learned to present himself verbally and in writing, in such a way that showed competence, courtesy and confidence.

We were all encouraged to know that there are people out there who, given the opportunity, are only too pleased to encourage and help our home schoolers along. We were very grateful to Mr G. as Joshua aptly expressed in his final letter of thanks to him.

Letter



Wyoming Home Schooler

Hello,

I am a home schooler from Wyoming, USA. I found your e-mail address in the publication *Teaching Home*. I am interested in corresponding, either through regular mail or e-mail, with a homeschooling mother/family in New Zealand. I am hoping you can help me hook up with someone in your area.

For a bit of background: I am 39, married, and have four children (girls ages 17.7, 16, and 10; and a boy aged 5 years), and we are in our 7th year of home schooling. We use an "eclectic" curriculum. We are members of a Lutheran Church -- Missouri Synod. My hobbies include sewing, smocking, traveling, cooking, and e-mail and chatting with friends on the computer.

I look forward to hearing from you in the near future.

Thank You,

Cheryl Hubenthal
603 South Sixth
Laramie, WY 82070
USA
wyomite@juno.com

Teaching Tips

Child Discipline and the Home Schooler

by Jenny Jenkins of Tauranga

Homeschooling is demanding. I find it a bit like driving through rush hour traffic some mornings — all senses are alert, concentrating. There's always something going on around me, often two or three things needing my attention. The pressure is on. But it can quickly go from demanding to exhausting if the morning has a stream of child discipline issues woven into it. Issues you don't really feel you are making any headway with. Rebellious attitudes, arguing, whining, sulking, silliness, mucking around, lying, cheating, not concentrating, sibling rivalry. Yep, I've seen 'em all.

The Foundations

If there are discipline problems with your children, first check these foundations are strong:

1. Is love being expressed in your marriage? Do the children see you spending time together each day?
2. Are your children aware that they are welcome members of a team or do you treat them like the centre of the universe? e.g... are they allowed to freely interrupt your time with your spouse? Do you interrupt phone conversations for them? If they really want something, can they consistently talk (nag) you into it?
3. Are there areas of woundedness from your past that may be causing you to react to your children more harshly than you mean to, or discipline them less than they require? I have found great freedom to parent well as I have brought past hurts to the Lord and forgiven the offender.
4. Do you top up their love buckets each day by: cuddles, eye contact, loving words, encouragement, focused attention, being available, praying for them.
5. Do you help heal hurts by: being quick to say sorry, showing sympathy, insisting on restoration of broken relationships in the family?
6. Do you help them feel needed by involving them in helping around the home, and letting them know how much you need their help?
7. Do you take the time to explain the *Why?* behind the rules and standards in your home?
8. Do you trust them, expect the best from them, make them feel that you respect them? Watch yourself today for put-downs, monitor your tone of voice and body language. You can have blind spots in these areas.
9. Are you setting firm standards of behaviour and consistently enforcing them?

All of the above form an indispensable foundation from which to discipline your child. Please mark any areas you need to build on and prayerfully plan how to make them part of your life. Make this a priority. You may need to confess to your children any areas God has

quickened to you, and pray together that God will help you change.

The Standard

It is good to ask your children, "What is obedience?" Write down their definition. Put it up somewhere. Then hold them to their own standard. But use "But what if a child..., would that be obedience?" to make sure they include all these aspects:

Doing what you are told.
Straight away.
With a good attitude.
Without complaining or arguing.
Doing it well.
Without playing around, wasting time or being silly.
Not stopping until you are finished.

Memorise this list together. Then ask "Why is it important to learn to obey properly?"

Why Train to this Standard?

It is the standard God expects of us.
It is the standard employers expect of employees.
It teaches self discipline.
It is foundational to the process of developing your child's character.
It teaches the child that there are consequences for sin, that one day God will punish them for their sin, as you do (or do they think He'll let them off, or perhaps tell them off, as you do!) Only with this understanding can they see their need of a Saviour.

Disobedience falls into two categories: childishness and rebellion.

Childishness

They should have known better, but they got a bit excited...
They were supposed to get it finished, but then they got distracted...
She wouldn't normally speak that way, but she had a late night...
He's usually very reliable but I guess he just forgot...

This kind of disobedience can normally be dealt with by a reminder, a warning, time out, an extra job, or by giving the child the responsibility of making things right (cleanup and/or restitution of property damaged.) However, if this kind of behaviour is the norm, rather than the exception, then stop making those kind of excuses, because you are dealing with...

Rebellion

Rebellion shows itself in many forms: some hard to recognise, some impossible to miss. Rebellion is an attitude of resistance to obedience. In some children it manifests itself in direct confrontation of wills: easy to recognise, swiftly dealt with. I call this macro rebellion! But there is another breed of child. On the surface he seemed to be not rebellious at all. He'd never throw a tantrum. He'd never say "No!" to my face. In some ways you'd call these easy children. Don't be deceived! You are going to have to work a lot harder with a child

who is in...

Micro Rebellion

It took me a long time to cotton on to micro rebellion. This seemingly compliant five year old son of mine seemed to know exactly how far to push the boundaries. He knew how long he could get away with not obeying, and when to beat a (slow) retreat in the face of mounting hostility. He knew exactly what noises and lack of manners irritated me, but weren't quite bad enough to deserve a smack. He played around with his schoolwork because I (mistakenly) believed that if I chastised him for it, he might start to hate homeschool. Jobs were done poorly, or weren't done at all because "I forgot," or "I didn't hear you." Rules and instructions were scrutinised for possible loopholes. And it's always worth trying "But *I* did it last time!" Pushing the boundaries was an enjoyable pastime for him.

So what was my fundamental error in dealing with this child? *I thought that I should only smack my child when his actions seemed bad enough to deserve it.* The trouble is, he made sure that he never did anything quite bad enough to deserve a smack, and a telling off made absolutely no difference to his behaviour. (I suspect he might even have enjoyed getting me annoyed. It made the game more exciting!)

But I was wrong. My job is not to punish his behaviour. My job is to correct and train his attitudes. And his attitude was just as clearly rebellious as if he had stamped his foot and yelled "No!"

How do we deal with micro rebellion? Exactly the same as we deal with his macro rebellious sister. Swiftly! God says "He who spares his rod hates his son, but he who loves him disciplines him promptly." Prov 13:24.

To this child these little acts of rebellion are, in his eyes, just as important as the tantrums thrown by his sister. And only the rod will correct them.

Chastisement

Why does the Bible consistently teach us to use the rod to correct rebellion? Because the child knows that justice has been done. Their sin is paid for. They have a clean conscience and can get on with life happily again.

Have you ever noticed that if you let your child off or ignore them when they do something wrong, they'll often do something else worse until you finally get frustrated and give them the chastisement they've been begging for? Then they are secure and happy again. Here's a clue: if you're starting to feel angry or frustrated, they're probably in micro rebellion. Don't keep them waiting. Discipline them promptly. And *don't* let them talk you out of it either. If that works once they'll try it every time. It'll just become a new variation of the same old game. (But much more risky

and exciting for them!)

Prepare a whole new list of punishable offences. Go over it with the child. Then be totally committed to enforcing it. Add to it daily as other attitudes come to your attention.

After a while you will sense that the child has accepted these new standards of obedience, and you can begin to substitute other methods of correction - the older the child, the earlier the change.

As a general guideline, make the punishment fit the crime, and make sure it is *never* worth their while repeating the offence or continuing the attitude. Use isolation, add another job to one not finished, make them practise responding more quickly if they are too slow, make them say three positive comments to make up for one negative one (a good one for the meal table), tell them they're so frisky that they need to run around the house three times, send a bad mood to the bedroom until it is happy. Use your imagination and keep your sense of humour. But whenever you sense that the child's attitude is one of rebellion, remember Prov 22:15: "Foolishness is bound up in the heart of a child, but the rod of correction will drive it far from him." And a very happy homeschool to you!

Two excellent books on child discipline are: *To Train up a Child* and *No Greater Joy* by Michael and Debi Pearl, \$10 each from Keepers at Home, P.O. Box 225,

Tokoroa. I also highly recommend doing a Growing Kids God's Way course if you get the chance.

[Colin and Jenny live on a kiwifruit orchard near Mount Maunganui. Their children are Jaime (7) Chris (11) Rachel (5) Andrew (2) and Kathryn (9). Jenny takes workshops on Child Discipline at Above Rubies Camps and delights in finding punishments to fit the crimes of her now 11 year old's micro rebellions. After all, two can play that game!]

A Poem for Learning the Parts of Speech

A **NOUN**'s the name of anything . .
as **SCHOOL** or **GARDEN**, **HOOP** or **SWING**

ADJECTIVES describe the kind of noun,
~~as **GREAT**, **SMALL**, **PRETTY**, **WHITE** or **BROWN**~~

Instead of nouns the **PRONOUNS** fit,
as **HE**, **THEY**, **YOU** and **IT**!

VERBS tell of something being done
to **READ**, **WRITE**, **COUNT**, **SING**, **JUMP** or **RUN**

How, when and where the **ADVERBS** tell,
as **SLOWLY**, **NEAR**, **NOW** or **WELL**.

CONJUNCTIONS join the words together
as men **AND** women, wind **OR** weather.

The **PREPOSITION** stands before
a noun as **IN** or **THROUGH** a door.

The **INTERJECTION** shows surprise,
as "OH how pretty" -- "AH how wise".

Three little words you often see
are **ARTICLES**: **A**, **AN** and **THE**.

The whole are called the **PARTS OF SPEECH**,
Which reading, writing, speaking teach.

Real Life: Do One Activity and Learn Multiple Lessons

by Jenny Waldron of Raetihi

I taught Bible in Schools with my children for 5 years and most of the time thoroughly enjoyed it. It is very rewarding and a great way of building up relationships between home-educators and schools. As I got to know some of the teachers, they became less defensive of state education. One class I took had 50 five-year-olds. ~~Sometimes the teacher would sit in the class and they were definitely better behaved then.~~ In every class there were always between 3-5 students who were louder and more easily distracted. I tried to get to know the teacher and work with her discipline systems; this really helped. When the children knew that the teacher was behind me, they were a lot better behaved. The few children were very good at ruining it for the rest of the class.

My children (I used to take 4) would sit in class and enjoy being part of sharing the gospel with others. They saw what it was really like in a classroom and we would talk about the pros and cons of home-education. Let me say that home-education won every time, and it was my children who thought so, not just me telling them. The children in the classes also thought that our children were real "lucky" to be taught at home by their mum. Having your mum as a teacher was real cool! All the classes I took thought that. I never heard one child attending school say he'd rather be at school.

Our family prayed for "our class", especially before we went in each week. As we got to know them better, we would pray for different ones by name.

Remember to pray is my advice! Get someone else to pray too. I gave some older classes (8-9 years and 10-11 years) their own New Testaments at the end of the year, and they were amazed and appreciative to be getting their own Bible.

Things My Mother Taught Me

My Mother taught me **LOGIC**...

"If you fall off that swing and break your neck, you can't go to the store with me."

My Mother taught me **MEDICINE**...

"If you don't stop crossing your eyes, they're going to freeze that way."

My Mother taught me **TO THINK AHEAD**...

"If you don't pass your spelling test, you'll never get a good job!"

~~My Mother taught me **TO MEET A CHALLENGE**...~~

"What were you thinking? Answer me when I talk to you... Don't talk back to me!"

My Mother taught me how to **BECOME AN ADULT**...

"If you don't eat your vegetables, you'll never grow up."

My mother taught me about **GENETICS**...

"You are just like your father!"

My mother taught me about my **ROOTS**...

"Do you think you were born in a barn?"

My mother taught me about the **WISDOM** of **AGE**...

"When you get to be my age, you will understand."

My mother taught me about **ANTICIPATION**...

"Just wait until your father gets home."

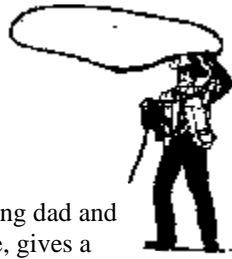
My mother taught me about **RECEIVING**...

"You are going to get it when we get home."

And my all time favorite thing- **JUSTICE**...

"One day you will have kids, and some will turn out just like YOU..then you'll see what it's like."

CHomeS Roundup



(Renton Maclachlan, home schooling dad and CHP candidate for Mana electorate, gives a Christian perspective on the issues.)

Moral Deficits & Current Approaches to Marriage and Justice

The Christian Heritage analysis of the problems we face is crystal clear.

The main issue is not roading, housing or hospitals. The main issue is not economic or technical. The main issue is the moral deficit we have.

As a nation we have denied our National Anthem and the prayer that opens Parliament, that we are the product of a wise, loving and just Creator to whom we are responsible.

As a consequence we have lost the basis for fixed and meaningful values. Right and wrong are up for grabs because we no longer have a fixed standard to measure them by. We can't teach them to the kids any more because we no longer know what they are - or no longer believe they exist.

This has translated over the past thirty or so years into a raft of social effects which make very grim reading indeed. Just a few.

15,000 plus abortions / year
184 divorces / week
180 youth suicides / year
17,000 victims helped by Women's Refuge in '98
Illegitimacy rate: 42% European, 70% Maori - which feeds the burgeoning solo parent scene
80,000 homes burgled / year
7,000 school suspensions in '98

New Zealand society was never perfect, but graphs which plot social indicators of the health of the community over a period of 60 or 70 years show that in the 60's something happened that changed things for the worse - and the trends have not changed since, whether we've had governments of the left or right.

We have problem solving skills that can be brought to bear on the technical issues. But we say that to focus on these while the root problem is left untreated is to fiddle while Rome burns. Christian Heritage policies are firstly about restoring valuable things that have been or are being lost.

Two primary targets of our policy since Christain Heritage began ten years ago are :

- the health and welfare of the marriages and families of our nation,
- and the focus of New Zealand's justice system.

Legislation over the last few decades has undercut the uniqueness of the family unit which comprises a husband and wife and their children. This was the basic building block of society as designed by our Creator and provided the social glue that gave our nation strength in the past.

But it has been treated with casual indifference over the passed few decades such that the bonds of commitment tying husbands and wives together have been loosened, leading to an increasing number of broken families resulting in broken adults and broken kids.

The very idea of marriage has been devalued so that many people don't bother to get married at all, and so make no formal public vows of commitment to form a stable, life-long union. Christian Heritage is not passing judgement when it notes these things. It's just facing reality and wants to stop the proliferation of brokenness, which is not only incredibly damaging for the individuals involved, but for the community as a whole. The emotional and economic costs of family breakdown are enormous.

We want marriage and family to be restored to the place of prominence and permanence they once had. Values that build strong, safe and permanent families are what we desparately need as a nation. To this end we propose:

- a Covenant Marriage option which aims to make marriages more permanent and gives incentives for people to work out any problems rather than walk out on them.
- to give economic incentives for people to marry and place the raising of families as a top proiority; that is, tax advantages for married couples and a home maker's allowance for such couples who have dependent children.

We will change the abortion laws so as to shut the abortion industry down. It is scandalous that 30,000 parents a year destroy their own young, tearing them out of the safety and security of the womb, and do so with the encouragement of the New Zealand Parliament and past governments of both left and right.

It is not sufficient to simply reduce the numbers. This abomination must cease. Should the Holocaust have been stopped gradually? Could we have tolerated the human rights violations in East Timor if the militias had agreed to kill 10 people less a week until they got their killing figure down to a reasonable level?

Secondly, Christian Heritage is the only party that says 'Victim Restoration' must become the focus of all sentencing. We must establish the concrete restoration of the victims of crime at the expense of the offender, even if the debt takes them a life time to pay off.

When you vote on election day for the reform of the justice sytem referendum initiated by Norm Withers, you will be voting for Christian Heritage policy. Christian Heritage advised Norm, wrote the referendum question, and were the only party that supported his petition. But don't just vote for the referendum, vote

Christian Heritage as the party that made the referendum possible.

Vote for Families and for Justice. Vote Christian Heritage. We need your party vote so we can make these initiatives a reality.

Art

(Speech given to the Porirua Community Arts Council 8/11/99.)

The Christian heritage in the arts is absolutely immense, reaching back thousands of years before Christ himself to the Old Testament symbols which spoke of the coming Messiah. But the Christian heritage in the arts is far from what goes for art today, which is often elitist, debased and ugly, driven by philosophies which lack any universal truth, are meaningless and amoral.

The arts until quite recently were everyday things and seldom simply art for arts sake. The immensely talented craftsman Bezaliel, who oversaw the making of the tabernacle as described in the Bible, did not do his incredibly varied art for art's sake, but to the glory of his Maker.

More recently the musical genius Bach wrote on his musical scores words such as "to the glory of God". The arts at the small level were the crafts. On the large level the work of the architects designing cathedrals, of the builders building them and the stained glass window makers depicting great Biblical themes and drawing the community to worship their Creator and Saviour were deemed to be artists.

The reformation saw the rediscovery of a Biblical insight reminiscent of Bezaliel, that all of life is sacred and lived before God. The ordinary things of life could be portrayed and could draw those who viewed them into a whole of life worship of their Maker. The Dutch masters excelled in conveying this viewpoint. But the every day tasks of setting a table, or the arranging of flowers, or the planting of a garden were understood as the hidden art of life.

Unfortunately much of this great Christian heritage in the arts has been lost, largely due to the secularisation of western culture over the past two hundred years. And the Christian community itself has largely lost its heritage - perhaps in reaction to the surrounding secular ethos - in some cases reducing art to bumper stickers or other kitsch. But the kitsch is not the true representation of the Christian heritage in the arts. The true is the acknowledgment that all the mediums we work in, and all the colours and textures we work with, were crafted by the Master Artist who simply soaked his creation in art, filling every nook and cranny with it - art for the eyes, ears, taste and mind.

To look and enjoy the beauty of the created order is to perceive something of the utter genius and beauty of the Creator's character. He made it all and said it was very good, and we can echo that as we stand in awe of a

stunning sunset or a morning chorus or some exquisite chemical process at a molecular level.

I am an artist and make my living through my art in the true spirit of our Christian heritage. My life is saturated full of art. I worship the Creator of the universe and I take my philosophy of art from His example. When He makes something, He makes it beautiful and He makes it work. So if I build a kitchen, I want it to look beautiful and function well so that the owners can gain daily pleasure from both the aesthetic and functional aspects of it. When I put up my election signs, I make sure they are plumb and level and have the excess on the pegs cut off so those who look at it with insight see something of note - even in a mundane thing such as an election sign.

The Christian Heritage Party of recent days has received notoriety for strongly opposing some elitist, ideological art statements. Graphic art is not morally neutral any more than written art or spoken art or in fact any other human endeavour.

Art speaks, it has content.

And the content may be good and wholesome or be ugly and depraved. Now I am not naively saying the art should never depict the ugly and depraved - if that were the case I would have to oppose the Bible as it contains many descriptions of the ugly, depraved and evil. But what the Bible never does is endorse or promote these things but rather judges them, and contra, promotes the good, the wholesome, and that which is excellent. And that is why the Christian Heritage party opposed the Mapplethorpe exhibition and certain items in Pictura Britannica and more recently the Keith Herring display.

Laying aside the question of whether or not these works were technically works of excellence, the content they promoted worked against the good and wholesome development of our community as defined by our Christian heritage. Some of these were nothing but pornography blessed as art so as to be able to be shoved in people faces - in the case of the Keith Herring display, to be deceptively shoved in the faces of children. A man standing at a school gate displaying such pictures to school children would be taken away, but the elite art establishment, hiding behind the supposedly unquestionable protection of the word "art", promoted to schools these abominations.

While the Christian Heritage party does not have an arts policy in place as such, it does have a view about art and it is not a narrow, sanitised American Sunday School picture book view. It wants to promote that which is good and wholesome and is thoroughly in line with the very best of our great and enduring Christian heritage.

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