

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

Featured Family

Michael & Margy Jellick

Veronica (20), Selena (21),
Jeremy (15), Reuben (18)

Feature Family
Colour Photo of a Home Schooling Family
Cover is Navy Blue background with
Silver Gray lettering

KEYSTONE

is the Journal of
Christian Home Schoolers of New Zealand.
It is published six times a year,
at the end of each odd-numbered month.
Subscription information can be found
on page four.

Keystone correspondence to:

Craig S. Smith, Editor
PO Box 9064
Palmerston North
New Zealand
Ph.: +64 6 357-4399
Fax: +64 6 357-4389
E-mail: keystone.teach@xtra.co.nz

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.

Committed to scholarship, the free exchange of ideas and the need to stimulate reasonable debate

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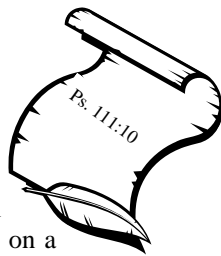
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It was Henry R. Van Til, in The Calvinistic Concept of Culture (1959) who stated that "culture" is religion externalised. Look at the expressions of our culture today: hatred, violence, murder, infanticide, anti-Christianity, immorality, drugs and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

Editorial



There are a couple of lengthy personal stories in this issue of *Keystone*, each giving a real insight into how people can *focus* on a goal and pursue it, even against many obstacles. Both stories are really tributes to the commitment of mothers, in this case, Margy Jellick and Raewyn Shand. Another mum we only know in the article on page 23 as Donna, gives a fascinating insight on *how* she remained focussed on her commitment to her children when almost everything around seemed to conspire against her.

Margy was always carefully observing what was going on with her children and also made sure she was on hand at the school they at first attended so she could continue to observe them...and the school. Then to ensure they had opportunities she and her husband Michael couldn't provide on their own, they got involved in outside groups. And they have managed what most of us only dream about by again being focussed: they fund-raised in order to afford their trips overseas! That's quite an accomplishment of single-minded goal-setting for a family of six!

Jesika Shand is apparently fearless in the things she takes on and the places she goes. She is like her Mum and Dad, Tim and Raewyn: isolated pioneer-types living a three hours' drive down a one-lane metal road where the farmland they struggle with is so steep they lose stock because the critters fall off the paddocks into the sea! They have had to make real efforts to seek out opportunities for Jesika and the others and have very effectively learned the art of networking. Look at the groups they got involved with: YWAM and WWOOF, both with extensive world-wide networks into which Jesika networked herself.

And having personally been at the receiving end of hospitality from both these families, I would surmise that that is another skill they have used to make many friends in many places where they have subsequently found a warm welcome for themselves.

Over all of these human activities which each of us can do is our Lord's unstinting Providence as He deals with us in our individual circumstances, plus His precious and very great promises to those who take delight in doing His will.

Our family is looking forward to meeting many of you as we travel north for a TEACH Forum at the Christ Church Anglican hall, 169 Ladies Mile, Ellerslie, on Saturday 28 April, then to an afternoon/evening meeting with home educators in Kaitaia on 1 May, an evening meeting with more HEs in Whangarei on 3 May, and another of those great North Shore Workshops on Saturday 5 May. See you there!

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It is no coincidence that limitations on the power of the state proceeded with the advance of Christian civilization in the West. It is also no coincidence that the decline of Christianity throughout that culture is accompanied by growing statism and a loss of liberty while license for immorality is offered in its stead. Sin blinds men even to the distinction between liberty and license.

Mark Rushdoony, "Their Minds Were Blinded",
Chalcedon Report, May 1994.

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

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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 hefnetz-subscribe@yahoogroups.com.

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Learning Disabilities



Teaching Disabilities

by Douglas Wilson

The entire subject of learning disabilities is a delicate one. Of course no one wants unnecessarily to distress parents who already are having a difficult time with the education of their children, but at the same time, the current and received wisdom on this topic is becoming more and more questionable. We are certainly confronted with a multitude of children who are not getting it, but we must also acknowledge that this multitude of struggling students has appeared at just the time when our education system is in crisis, and with some portions of that system already in ruins. Is this simply a coincidence, or is there a connection? We have always had schools; why have we suddenly been confronted now with a small army of the “learning disabled”? The answer is not necessarily to be found within the students.

If it is our schools which are “teaching disabled,” the symptoms of this lack would still be visible primarily in the students, and not necessarily in the schools or teachers. When a doctor is incompetent, it is still the patient who dies. If we think about this situation carefully, we should acknowledge that the location of the symptoms is not necessarily the location of the problem. The purpose of this small booklet is to consider our tidal wave of learning disabilities, and call us to reflect on the possibility that the real problem is one of teaching disabilities. Are our children failing, or are we failing our children? In the light of the monumental failures of our government educational system, the time has come to consider the latter as a real possibility. Indeed, when the evidence is carefully weighed, such a conclusion appears inescapable.

The words have certainly not been slow to enter our everyday vocabulary. Dyslexia, learning disabilities, hyperactivity, Attention-Deficit Disorder (ADD), Attention-Deficit-Hyperactivity Disorder (ADHD), and not a few more, have all become commonplace in discussions between parents of school age children. Some parents have their kids on Ritalin, others have their children in special tutoring programs, others have their children in special counseling programs, and many of the rest of the parents find themselves nodding sympathetically. And those who are not sympathetic are frequently afraid to say anything about it for fear of giving offense.

Classrooms with a large percentage of the students on Ritalin—a purported treatment for ADHD (Attention-Deficit-Hyperactivity Disorder)—are not uncommon. Out of America’s 38 million children between the ages of 5 and 14, about 1.3 million children take the drug regularly. Rare is the conversation between parents on the subject of education which does not end with a

discussion of the various forms of learning disabilities. What the entire subject cries out for is large infusion of Biblical thinking and common sense. Do we really believe that this epidemic of learning disabilities is the result of our superior ability to diagnose problems? Do we think that we are better at educating our children than previous generations—generations which were able to impart near universal literacy? If we really think so, then perhaps we have the learning disability.

Consider the fact that our “better classroom discipline through chemistry” approach has become necessary at just the point in history when parents and teachers en masse have abandoned the Biblical view of the nature and necessity of discipline. Consider the fact that the medical problems associated with reading problems have soared at just the point in our history when educators have abandoned the time-honored and time-tested method of teaching literacy through phonics. Consider the fact that we have adopted the medical model for just about everything that afflicts us at just the time when we as a culture have rejected the importance of personal responsibility and accountability for anything.

(Excerpted from a new booklet by Douglas Wilson on learning disabilities. With permission from archived articles of *Classis*, online bulletin of Assn of Classical and Christian Schools, PO Box 9741, Moscow, ID 83843, U.S.A., ph (208) 882-6101, email: accs@turbonet.com
<http://www.accsedu.org/images/teaching.html>)

Learning to Hide Learning Problems

by Catherine Masters

Many children learn to hide the fact they have problems with reading and writing - and by the time they are adults they have become masters at it, says psychologist Lynn Berresford. “They divert; they have all these super strategies to enhance their strengths and avoid their weaknesses.”

People become very crafty at hiding their disability, she says. “And children are the same. They don’t see any point in reading so they don’t read. If they have a good auditory memory, they’ll memorise stories so people think they can read and they cannot. Or they’ll be so enthusiastic about asking their parents wonderful questions and doing research and stuff - they’ll never get around to doing the real homework.” Parents are thrown off the trail by their bright children.

Famous dyslexics include Albert Einstein, Tom Cruise and Walt Disney.

(Excerpted from NZ Herald, 21 February 2001.)



The Duties of Parents Part 1

John Charles Ryle
of Liverpool, 1816-1900

Train up a child in the way he should go; and when he is old, he will not depart from it.—Proverbs 22:6

I suppose that most professing Christians are acquainted with the text at the head of this page. The sound of it is probably familiar to your ears, like an old tune. It is likely you have heard it, or read it, talked of it, or quoted it, many a time. Is it not so?

But, after all, how little is the substance of this text regarded! The doctrine it contains appears scarcely known, the duty it puts before us seems fearfully seldom practised. Reader, do I not speak the truth?

It cannot be said that the subject is a new one. The world is old, and we have the experience of nearly six thousand years to help us. We live in days when there is a mighty zeal for education in every quarter. We hear of new schools rising on all sides. We are told of new systems, and new books for the young, of every sort and description. And still for all this, the vast majority of children are manifestly not trained in the way they should go, for when they grow up to man's estate, they do not walk with God.

Now how shall we account for this state of things? The plain truth is, the Lord's commandment in our text is not regarded; and therefore the Lord's promise in our text is not fulfilled.

Reader, these things may well give rise to great searchings of heart. Suffer then a word of exhortation from a minister, about the right training of children. Believe me, the subject is one that should come home to every conscience, and make every one ask himself the question, "Am I in this matter doing what I can?"

It is a subject that concerns almost all. There is hardly a household that it does not touch. Parents, nurses, teachers, godfathers, godmothers, uncles, aunts, brothers, sisters, — all have an interest in it. Few can be found, I think, who might not influence some parent in the management of his family, or affect the training of some child by suggestion or advice. All of us, I suspect, can do something here, either directly or indirectly, and I wish to stir up all to bear this in remembrance.

It is a subject, too, on which all concerned are in great danger of coming short of their duty. This is preeminently a point in which men can see the faults of their neighbours more clearly than their own. They will often bring up their children in the very path which they

have denounced to their friends as unsafe. They will see motes in other men's families, and overlook beams in their own. They will be quick sighted as eagles in detecting mistakes abroad, and yet blind as bats to fatal errors which are daily going on at home. They will be wise about their brother's house, but foolish about their own flesh and blood. Here, if anywhere, we have need to suspect our own judgment. This, too, you will do well to bear in mind.

As a minister, I cannot help remarking that there is hardly any subject about which people seem so tenacious as they are about their children. I have sometimes been perfectly astonished at the slowness of sensible Christian parents to allow that their own children are in fault or deserve blame. There are not a few persons to whom I would far rather speak about their own sins, than tell them their children had done anything wrong.

Come now, and let me place before you a few hints about right training. God the Father, God the Son, God the Holy Ghost bless them, and make them words in season to you all. Reject them not because they are blunt and simple; despise them not because they contain nothing new. Be very sure, if you would train children for heaven, they are hints that ought not to be lightly set aside.

I. First, then, if you would train your children rightly, *train them in the way they should go, and not in the way that they would.*

Remember children are born with a decided bias towards evil, and therefore if you let them choose for themselves, they are certain to choose wrong.

The mother cannot tell what her tender infant may grow up to be, — tall or short, weak or strong, wise or foolish he may be any of these things or not, — it is all uncertain. But one thing the mother can say with certainty: he will have a corrupt and sinful heart. It is natural to us to do wrong. "Foolishness", says Solomon, "is bound in the heart of a child" (Proverbs 22:15). "A child left to himself bringeth his mother to shame" (Proverbs 29:15). Our hearts are like the earth on which we tread; let it alone, and it is sure to bear weeds.

If, then, you would deal wisely with your child, you must not leave him to the guidance of his own will. Think for him, judge for him, act for him, just as you would for one weak and blind; but for pity's sake, give him not up to his own wayward tastes and inclinations. It must not be his likings and wishes that are consulted. He knows not yet what is good for his mind and soul, any more than what is good for his body. You do not let him decide what he shall eat, and what he shall drink, and how he shall be clothed. Be consistent, and deal with his mind in like manner. Train him in the way that is Scriptural and right, and not in the way that he fancies.

If you cannot make up your mind to this first principle of Christian training, it is useless for you to read any further. Self-will is almost the first thing that appears in

a child's mind; and it must be your first step to resist it.

II. Train up your child with all tenderness, affection, and patience.

I do not mean that you are to spoil him, but I do mean that you should let him see that you love him.

Love should be the silver thread that runs through all your conduct. Kindness, gentleness, long-suffering, forbearance, patience, sympathy, a willingness to enter into childish troubles, a readiness to take part in childish joys,—these are the cords by which a child may be led most easily,—these are the clues you must follow if you would find the way to his heart.

Few are to be found, even among grown-up people, who are not more easy to draw than to drive. There is that in all our minds

which rises in arms against compulsion; we set up our backs and stiffen our necks at the very idea of a forced obedience. We are like young horses in the hand of a breaker: handle them kindly, and make much of them, and by and by you may guide them with thread; use them roughly and violently, and it will be many a month before you get the mastery of them at all.

Now children's minds are cast in much the same mould as our own. Sternness and severity of manner chill them and throw them back. It shuts up their hearts, and you will weary yourself to find the door. But let them only see that you have an affectionate feeling towards them, — that you are really desirous to make them happy, and do them good, — that if you punish them, it is intended for their profit, and that, like the pelican, you would give your heart's blood to nourish their souls; let them see this, I say, and they will soon be all your own. But they must be wooed with kindness, if their attention is ever to be won.

And surely reason itself might teach us this lesson. Children are weak and tender creatures, and, as such, they need patient and considerate treatment. We must handle them delicately, like frail machines, lest by rough fingering we do more harm than good. They are like young plants, and need gentle watering, — often, but little at a time.

We must not expect all things at once. We must remember what children are, and teach them as they are able to bear. Their minds are like a lump of metal — not to be forged and made useful at once, but only by a succession of little blows. Their understandings are like narrow-necked vessels: we must pour in the wine of knowledge gradually, or much of it will be spilled and lost. "Line upon line,

and precept upon precept, here a little and there a little", must be our rule. The whetstone does its work slowly, but frequent rubbing will bring the scythe to a fine edge. Truly there is need of patience in training a child, but without it nothing can be done.

Nothing will compensate for the absence of this tenderness and love. A minister may speak the truth as it is in Jesus, clearly, forcibly, unanswerably; but if he does not speak it in love, few souls will be won. Just so you must set before your children their duty, — command, threaten, punish, reason, — but if affection be wanting in your treatment, your labour will be all in vain.

**We are made
what we are by
training.**

Love is one grand secret of successful training. Anger and harshness may frighten, but they will not persuade the child that you are right; and if he sees you often out of temper, you will soon cease to have his respect. A father who speaks to his son as

Saul did to Jonathan (1 Samuel 20:30), need not expect to retain his influence over that son's mind.

Try hard to keep up a hold on your child's affections. It is a dangerous thing to make your children afraid of you. Anything is almost better than reserve and constraint between your child and yourself; and this will come in with fear. Fear puts an end to openness of manner; fear leads to concealment; fear sows the seed of much hypocrisy, and leads to many a lie. There is a mine of truth in the Apostle's words to the Colossians: "Fathers, provoke not your children to anger, lest they be discouraged" (Colossians 3:21). Let not the advice it contains be overlooked.

III. Train your children with an abiding persuasion on your mind that much depends upon you.

Grace is the strongest of all principles. See what a revolution grace effects when it comes into the heart of an old sinner, how it overturns the strongholds of Satan, how it casts down mountains, fills up valleys, makes crooked things straight, and new creates the whole man. Truly nothing is impossible to grace.

Nature, too, is very strong. See how it struggles against the things of the kingdom of God, — how it fights against every attempt to be more holy, — how it keeps up an unceasing warfare within us to the last hour of life. Nature indeed is strong.

But after nature and grace, undoubtedly, there is nothing more powerful than education. Early habits (if I may so speak) are everything with us, under God. We are made what we are by training. Our character takes the form of that mould into which our first years are cast.

"He has seen but little of life who does not discern

everywhere the effect of education on men's opinions and habits of thinking. The children bring out of the nursery that which displays itself throughout their lives." — Cecil.

We depend, in a vast measure, on those who bring us up. We get from them a colour, a taste, a bias which cling to us more or less all our lives. We catch the language of our nurses and mothers, and learn to speak it almost insensibly, and unquestionably we catch something of their manners, ways, and mind at the same time. Time only will show, I suspect, how much we all owe to early impressions, and how many things in us may be traced up to seeds sown in the days of our very infancy by those who were about us. A very learned Englishman, Mr. Locke, has gone so far as to say: "That of all the men we meet with, nine parts out of ten are what they are, good or bad, useful or not, according to their education."

And all this is one of God's merciful arrangements. He gives your children a mind that will receive impressions like moist clay. He gives them a disposition at the starting-point of life to believe what you tell them, and to take for granted what you advise them, and to trust your word rather than a stranger's. He gives you, in short, a golden opportunity of doing them good. See that the opportunity be not neglected, and thrown away. Once let slip, it is gone for ever.

Beware of that miserable delusion into which some have fallen, — that parents can do nothing for their children, that you must leave them alone, wait for grace, and sit still. These persons have wishes for their children in Balaam's fashion, — they would like them to die the death of the righteous man, but they do nothing to make them live his life. They desire much, and have nothing. And the devil rejoices to see such reasoning, just as he always does over anything which seems to excuse indolence, or to encourage neglect of means.

I know that you cannot convert your child. I know well that they who are born again are born, not of the will of man, but of God. But I know also that God says expressly, "Train up a child in the way he should go", and that He never laid a command on man which He would not give man grace to perform. And I know, too, that our duty is not to stand still and dispute, but to go forward and obey. It is just in the going forward that God will meet us. The path of obedience is the way in which He gives the blessing. We have only to do as the servants were commanded at the marriage feast in Cana, to fill the water-pots with water, and we may safely leave it to the Lord to turn that water into wine.

Home Educators Did It



Jesika's Story

by Jesika Shand
Port Ligar
Marlborough Sounds

My earliest memories of being schooled at home aren't all that great. To begin with, I hated writing - I'm still not that fond of writing pages as it seems to take so much effort unlike the ease with which my sister writes. While on Correspondence I had to write stories every day - I hated it. Then we changed to homeschooling on ACE for 2 years. For me it was a race to get the day's allocation done as fast as possible, then I was free to go. I remembered all I had to, to do the test. After that, well who cares, I passed! My main objective was to finish as many paces as I could to get the certificate at the end of the year. I found some of it very repetitive and boring. I don't ever remember enjoying learning. It was something I did so I could then go and do more interesting and exciting stuff outside.

We progressed through several curriculums over the following years - each a bit better than the other. As Mum branched out and started seeing more ideas, learning became more interesting; we learnt more together as a family rather than individuals. We did projects that were fun, colourful and more interesting for people to look at rather than reading an essay or a report. I was able to learn more by helping the younger children. I still had to do lots of writings and still didn't enjoy it. I remember being upset many times over it. It was something Mum and I never really agreed on at the time. I will always wish that she did then with me what she does now with the younger children. I guess I was a bit like a guinea pig - I had to learn by trial and error on Mum's behalf. She has become much more laid back in her approach to learning and has found out heaps about learning styles and now enjoys more of a casual unschooling approach with my eight younger siblings.

It was great growing up at home on the farm because we always had extra people staying - all nationalities. It's a great way to learn Geography. Also, having a Granny that was always gad-abouting around the world was like living with a walking encyclopaedia. We often had her to stay so we could do a project on something she'd seen or some place she'd been - we also did a big study on our family history with her. She has since published a book about one branch of our family.

I spent a term at a public school in Renwick while I was learning to play the piano (Mum and Dad were getting tired of hearing chopsticks). It was my worst experience at a school ever. The kids were snobby, and I never knew who my friends were from one day to the next. I

was very glad to go home and decided that was the last time I'd go to a school.

When I was sixteen, some friends asked me to go to South America with them. They were going in two weeks for about six months!! I grabbed the opportunity! The plan was to work in an orphanage in Venezuela, and after that well, who knows! We spent a month in the orphanage at San Sebastian, a very poor village. We were there in December, so everyone was building up to Christmas, and every night there would be firecrackers going off and lots of parties on the streets. As it was so hot, in the evenings all the houses would be open and people would sit out on the streets and socialise in the cool. This was a popular occurrence in the tropical areas of South America. It was very challenging for me as I was going through culture shock and everything was *so* different, and I was having to learn a whole new way of living. For instance, no hot water, huge spiders, cockroaches and all the other insects, ants in all sizes, new language, a very poor village, flea ridden stray dogs, a diet consisting mainly of beans and rice and beans and rice and for a change we would have beans and rice. Everything was coated in salt and mayonnaise like the coleslaw for instance. I did enjoy the tropical fruit though. The other thing they ate 3 x daily was *arepas*. These are 1cm+ thick, flat, round, stodgy cornmeal pancakes that I found tasteless and disgusting.

At the orphanage most of the children were disabled, which was another new thing for me to cope with. I did get very attached to them and wanted to pack them all into my bag and take them home. After our time there we went back to the YWAM (Youth with a Mission) base in Merida and stayed for two months to cook and generally look after the base while a team from Switzerland was there doing their outreach. I had a great time in Merida. We had a month of Spanish tuition and had to do all the shopping at the markets. As everyone bartered it was great for learning the language. I was also rooming with a lovely Venezuelan girl who didn't speak English. I made some wonderful friends, and it was heartbreaking having to leave them all. After our time finished there, we went on to Costa Rica where we stayed with an American Pastor and his family in San Jose. We helped a bit in the church with maintenance etc., and saw what he was doing with rehabilitating drug addicts.

A lot more travel and experiences followed including Bogota, Columbia; Lima, Peru; Cusco, a city set at an altitude of 3400m, so we had to drink lots of coca (Cocaine tea) to adjust to the altitude; Machu Picchu, where I was astounded at how many tourists were there just to get a New Age spiritual buzz; "The Valley of the Condors"; Santiago, Chile; Buenos Aires in Argentina; and finally over to Montevideo, Uruguay, where we stayed at the YWAM base for three months. It was the middle of winter and was so freezing cold. I don't think they have introduced central heating over there just yet, or at least not many people know about it! We would sit around the table eating our meals wrapped up in hats, scarves and warm jackets etc.! We were introduced to Mate which is a hot drink made with a herb and tastes

really awful and bitter, but after awhile you get used to it and you become addicted along with the rest of the Uruguayans. They put the dried herbs in a special cup made from some type of wood which has a metal straw with a strainer at the bottom. They keep topping the mate cup up with hot water and, if you prefer, sugar also. They pass it around whoever is there at the time. It is very much a social drink, but all done with the same cup and straw. It is such a hygienic practice I don't know how I managed to become addicted! The people I went with were looking at farms, thinking of buying one, so we spent many days going all over the countryside. I think I have seen more of Uruguay than NZ! One thing I discovered quite quickly is that the country is very flat. I think the highest point is 500m! We had some very amusing experiences as the farming lifestyle is quite basic to say the least. The diet was mainly meat, sausages, steak, chops, bread and spuds. Vegetables didn't seem to exist much even though they were not expensive to buy. My favourite meal at breakfast was Dulce de Leche (Caramel Milk) on hot, fresh crispy rolls from the local bakery. Needless to say, when I came home, I had to have several teeth dealt to. After making some very good and extremely close friends during those three months, I sadly had to leave for home. I was very upset as I was really loving it there. Anyway I arrived home quite a different person than when I left. I felt like I had been picked up out of my very comfortable nest, tossed up and around and then left to free fall to the ground with a painful landing. I don't think I have been "comfortable" since!

I spent 1997 at home advancing my education further in a number of areas. I studied English and Calligraphy through the NZ Correspondence School, Grade 5 Music Theory, piano and flute lessons, as well as participating in my major love of boating. I spent 10 days on the *Spirit of NZ*. The aspects covered were Leadership, Independence, Motivation, Confidence, Community Spirit, Self Esteem and Public Speaking. It really was a great experience, and we all had a lot of fun.

After much deliberation I decided to go to Wellington to the Nanny College. It was a 15 week course, and I was to live-in with a family and go to class one day a week. It was a very challenging time for me spiritually as I was very much alone and in a totally worldly environment. I came home and felt like I had really failed in that area. Looking back it was still a growing time, and I had done well at the course. I got back in time to look after my three brothers and three sisters and take charge of everything here at home and on the farm while Mum and Dad went over to Canada and the U.K for five weeks. I enjoyed being in charge although I'm not too sure about the rest of the children! Grandma said I would make a good sergeant major!!

During 1999 I went over to Australia for seven months and worked on a sugar cane farm just out of Mareeba, inland from Cairns. The farm belonged to the couple I went to South America with. It was great as I was able to learn so much. I was driving big tractors and bulldozers and learning all about growing cane right from breaking in the land. I went over to help break in 40 acres, and I didn't realise just how much work there

is in doing that. I spent many days driving up and down the paddock in the scorching heat with dust swirling around. Our bedroom was a caravan, and everything else such as cooking and ablutions was done outside with all the mozzies and other creepy crawlies. I quickly found out that most things over there are deadly, and they all bite. I consider myself very blessed not to have had any trouble, as I had many close meetings with things like scorpions, huge poisonous spiders and all the deadly types of snakes. Cane toads came by the hundreds, and I was attacked many times by ants. The joys of living in Oz! I actually had a superb time. I loved the heat and wasn't looking forward to coming back to cold NZ. I loved the basic way of living and coming back at the end of each day so tired and covered from head to toe in dust and dirt and sweat. It's a great feeling. I loved being able to do really hard physical work and not be pushed aside because I was a girl. I then spent a year at home and worked around the neighbourhood. I worked across the Sounds scrub cutting for several weeks in the middle of winter alongside a few university students which was a little bit challenging at times!

I managed to fit my 21st birthday weekend in before spending 22 days on the *RV Kaharoa* research vessel. I did this as part of my Duke of Edinburgh Gold Award residential section. I went on as part of the crew and was helping with an educational programme which was to encourage 6th & 7th form students to pursue scientific studies and give them a hands-on experience. We travelled from Picton to Lyttleton, Timaru, Napier, Tauranga, Whangarei and finished in Auckland. I was encouraged to take an active role in the teaching of the students and participation in all aspects of ship life. My high-light was being taught to plot our course by the captain and then being told to navigate the ship out of Auckland Harbour and also up the coast. I had an amazing time and didn't want to leave the ship.

Over the last couple of years I have been working away at my Duke of Edinburgh Gold Award. I have been doing Advanced Food design for the skills section and was really loving having an excuse to cook up some great concoctions. Also I could spend time creating exotic cakes and decorating them, which is one of my first loves. I am at present planning a four day trek into the Nelson Lakes area as the final part of the expedition section. It is going to be a lot of fun as I have a good variety of people coming. I took up playing squash for the physical recreation section. I have never played a sport seriously before, but after a couple of games I was really hooked! For the service section I have been working for Craig Smith and the Home Education Foundation of NZ. It's quite exciting seeing the end in sight. I will have it all finished before leaving in May, and I hope to be presented with my award by Prince Edward or Philip while in England.

Somewhere along the way my sister Catriona and I started planning a trip to Japan to climb Mt Fuji, and then the plans turned into a round the world trip which

was going to take a couple of years. So then I had to start seriously looking for some fulltime work over all the summer months so I could afford to go. I started working at a motel, living in, and also got a job waitressing three nights a week at a restaurant. After going through a very low time in my life and sinking deeper and deeper into a pit of despair, I pulled out of the motel job but carried on at the restaurant as I had committed myself for Christmas time. I ended up getting another job at a Mexican/Mediterranean restaurant nearby, so I was then working seven nights a week and sleeping most of the days away. I can't say I was really loving it as I was having to serve a lot of alcohol and sometimes deal with drunks and had my fair share of snotty customers, etc. I spent many days and

It's very easy to say you trust God, but to actually have to do it is

nights worrying about not having enough work and didn't know what to do.

Finally a job came along with the help of a friend that sounded exactly like what I wanted. Long hours, six days a week, Christian bosses, outside "dirty" work. Great! I got the job and moved over to Riwaka to start my, hopefully, final job before going overseas on a market garden. I had a cute little cottage to myself. It didn't take long to get into the job, and I was really loving it. The people I worked for were great. It was a very relaxed atmosphere and stress free - a big relief from my previous jobs. I came back from Nelson ready to start my fourth week and got sick with what I thought was a 24 hour stomach bug, but this carried on for several days along with really bad stomach pains. I went to the doctor after the fourth day and was sent home with pain killers and anti nausea pills and was told it was just an infection from a virus and I'll be right in a day or two. Well, I got worse instead. Dad and Anson came over to pay me a surprise visit and hopefully cheer me up. I was beyond cheering up. Dad took me to another doctor, and I was sent straight to the hospital with suspected appendicitis. I went straight into theatre and woke up a couple of hours later to hear that it had been a very major operation. So much for the viral infection!

The next eight days were the worst and most challenging days of my life. At one point I really wanted to die, and couldn't see any light at the end of the tunnel. I couldn't understand why God would allow this to happen to me when I so badly needed to work and save every cent. I remember lying in bed saying over and over in my mind, "Why God, Why?" In the middle of all my confusion was a quiet voice saying, "Just trust Me." Those words never left me, and every time I would start an argument with myself, those words eventually came to surface and quietened it all. It's very easy to say you trust God, but to actually have to do it is another thing. That was just one thing I had to learn. I had a very difficult time coming to grips with everything in the hospital. Nothing could have prepared me for it, and I didn't completely believe the surgeon when he told me before the operation how long it would take me to recover. Mum came out and stayed the whole time which was great as I doubt very much I

Exploring God's Creation



Eye Witness Accounts of Noah's Ark

Dr. Walt Brown

Ancient historians, such as Josephus, the Jewish-Roman historian, and Berosus of the Chaldeans mentioned in their writings that the Ark existed. Marco Polo also wrote that the Ark was reported to be on a mountain in greater Armenia. Over a dozen other Christian and Jewish leaders during the period 200-1700 A.D. wrote that the Ark was still preserved.

In this area of modern Turkey, near the Russian and Iranian borders, there is a large mountain named Mount Ararat. It is made entirely of volcanic rock and is an extinct volcano that rose during Noah's flood. The highest point is almost 17,000 feet above sea level, and the mountain consists of two peaks, Great Ararat and Little Ararat. The higher peak is perpetually covered in snow. The mountain is called Kuh-i-nuh, i.e., "Noah's mountain", by the Persians.¹

In about 1856, three skeptical British scientists and two Armenian guides climbed Mount Ararat to show that the Ark did not exist. The Ark was supposedly found, but the British scientists threatened to kill the guides if they reported it. Years later, one of the Armenians, then living in the United States, and one of the British scientists independently reported that they had found the Ark.

Sir James Bryce, a noted British scholar and traveler of the mid-nineteenth century, conducted extensive library research concerning the Ark. He became convinced that the Ark was preserved on Mount Ararat. Finally, in 1876, he ascended to the summit of the mountain and found, at the 13,000 foot level (2,000 feet above the timberline), a piece of hand-tooled wood, four feet long, that he believed was from the Ark.

In 1883, a series of newspaper articles reported that a team of Turkish commissioners, while investigating avalanche conditions on Mount Ararat, unexpectedly came upon the Ark projecting out of the melting ice at the end of an unusually warm summer. They claimed that they entered and examined part of the Ark.

In the unusually warm summer of 1902, an Armenian boy, George Hagopian, and his uncle climbed Mount Ararat and reached the Ark that was reportedly sticking out of an ice pack. The boy climbed over the Ark and examined it in great detail. In 1904 Hagopian visited the Ark for a second time. Shortly before his death in 1972, a tape recording was made of his detailed testimony. This recording has undergone voice analyzer

tests which indicate that his account is quite credible.

A Russian pilot, flying over Ararat in World War I (1915), thought he saw the Ark. The news of his discovery reached the Czar, who dispatched a large expedition to the site. The soldiers found and explored the boat, but before they could report to the Czar, the Russian Revolution of 1917 had begun. Their report disappeared, and the soldiers were scattered. Some of them eventually reached the United States. Various relatives and friends have confirmed this report.

In 1916, five Turkish soldiers, crossing Mount Ararat, claimed to have seen the Ark; however, they did not report their story until 30 years later when they offered to guide an American expedition to the site. The expedition did not materialize, and their services were not sought until after their deaths.

Ed Davis

In July 1943, Ed Davis, a sergeant in the U.S. Army, was stationed in Iran. There he developed a close friendship with some Lourd tribesmen who told him that Noah's Ark was on Mount Ararat, which could be seen in the distance. When Davis asked to see the Ark, they first took him to their village. There Davis claims he saw items from the Ark: a cage door, latches, a metal hammer, dried beans, shepherd staffs, oil lamps, bowls, and pottery jars still containing honey. This Muslim tribe considered it a religious duty to prevent outsiders from seeing the Ark, even if it required murder. However, their unusually close friendship with Davis made him an exception.

The tribal leader, Abas-Abas, and his seven sons took Davis on a three-day climb up the northeast side of Mount Ararat. The steep, slick rocks, made worse by the cold rain, prevented them from getting closer than a half-mile to the Ark. Two broken portions of the Ark, lying half a mile apart on their sides, were visible during the moments when the fog and clouds lifted. Wooden beams, three decks, and rooms were seen. Abas-Abas told Davis other details about the Ark: its wood was extremely hard; wooden pegs were used in its construction instead of nails; its large side door opened from the bottom outward like a garage door; and the human quarters consisted of 48 compartments in the middle of the top deck. During 1985 and 1986, Davis successfully underwent several sessions of extensive face-to-face questioning by several dozen Ark researchers, and in 1989 he passed a lie detector test.

Artist Alfred Lee drew a picture based on the claimed eyewitness account of Ed Davis. In 1970, Lee also drew a picture of the Ark in the presence of another claimed eyewitness, George Hagopian. Since both Hagopian and Davis were present as each drawing was made, they requested many on-the-spot changes. As Lee was completing Davis' drawing, he suddenly realized that each man was describing the same object. Lee said that this realization made the hair on the back of his neck stand up.

George Greene, an oil geologist, took several photo-

graphs of the Ark in 1953 from a helicopter. After returning to the United States, Greene showed his photographs to many people but was unable to raise financial backing for a ground-based expedition. Finally, he went to South America where he was killed. Although his pictures have not been found, more than 30 people have given sworn, written testimony that they saw these photographs that clearly showed the Ark protruding from the melting ice field at the edge of a precipice.

Gregor Schwinghammer claims he saw the Ark from an F-100 aircraft in the late 1950s, while attached to the 428th Tactical Flight Squadron based in Adana, Turkey. Schwinghammer said it looked like an enormous boxcar lying in a gully high up on Mount Ararat. He said that U-2 pilots had taken pictures of it.

Many others claim to have seen the Ark. Some stories are of questionable validity, and others are inconsistent with many known details. Only the most credible are summarized above.

The 1980s & 1990s

In the 1980s, “ark-eology” was given an air of respectability with the active participation of former NASA astronaut James Irwin in expeditions up the mountain. In addition, Ark investigation was also given a boost with the breakup of the former Soviet Union, because the mountain was right on the Turkey-Soviet border. Expeditions up the mountain had been considered a security threat by the Soviet government.

Unfortunately, return visits to proposed sites have produced no further evidence, the whereabouts of all photographs are presently unknown, and different sightings do not suggest the same location on the mountain. Furthermore, Astronaut James Irwin has since died, a purported eyewitness has recently recanted publicly, and there have been few new expeditions up the mountain in the 1990s.²

Notes:

1. Matthew G. Easton and Paul S. Taylor. “Ararat”, Bible Dictionary, ChristianAnswers.Net, <http://www.christiananswers.net/dictionary/ararat.html>

2. Gary Byers, of Associates for Biblical Research, “Has Anyone Discovered Noah's Ark?” as downloaded on 16 March 2001 from ChristianAnswers.Net <http://www.christiananswers.net/q-abr/abr-a001.html>

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

Keystone



Computers and Childhood

by Alliance for Childhood

Computers are reshaping children’s lives, at home and at school, in profound and unexpected ways. Common sense suggests that we consider the potential harm, as well as the promised benefits, of this change.

Computers pose serious health hazards to children. The risks include repetitive stress injuries, eyestrain, obesity, social isolation, and for some, long-term physical, emotional or intellectual developmental damage. Our children, the Surgeon General warns, are the most sedentary generation ever. Will they thrive spending even more time staring at screens?

Children need stronger personal bonds with caring adults. Yet powerful technologies are distracting children and adults from each other.

Children also need time for active, physical play; hands-on lessons of all kinds, especially in the arts; and direct experience of the natural world. Research shows these are not frills but are essential for healthy child development. Yet many schools have cut already minimal offerings in these areas to shift time and money to

expensive, unproven technology. The emphasis on technology is diverting us from the urgent social and educational needs of low-income children. M.I.T. Professor Sherry Turkle has asked: “Are we using computer technology not because it teaches best but because we have lost the political will to fund education adequately?”

Let’s examine the claims about computers and children more closely: Do computers really motivate children to learn faster and better?

Children must start learning on computers as early as possible, we are told, to get a jump-start on success. But 30 years of research on educational technology has produced just one clear link between computers and children’s learning. Drill-and-practice programs appear to improve scores modestly (though not as much or as cheaply as one-on-one tutoring) on some standardized tests in narrow skill areas, notes Larry Cuban of Stanford University. “Other than that”, says Cuban, former president of the American Educational Research Association, “there is no clear, commanding body of evidence that students’ sustained use of multimedia machines, the Internet, word processing, spreadsheets, and other popular applications has any impact on academic achievement.”

What is good for adults and older students is often inappropriate for youngsters. The sheer power of

Theologically Speaking

Christ or Caesar? The Christian Teacher's Dilemma

(Author and Source Unknown)



In 1872 C H Spurgeon, commenting on the imminent exclusion of the Bible from state schools in England, predicted that “No true Christian would accept appointment” as a teacher in a state school! How sadly wrong he was.

His comments were made in his magazine *The Sword and the Trowel* of that year:

“Will not Christian men refuse to teach under such restraint [the requirement to exclude the Bible from state schools] regarding it as an unjust infringement of personal liberty, and an unwarrantable interference with the conscientious discharge of Christian obligation? No true Christian would accept an appointment under which he is commanded to ignore his rights as a man, or prove false to his duty as a believer in the Lord Jesus Christ.....Let the Government yield to the clamour of persistent partisans, and banish the Bible from State schools, and they will practically eject every godly teacher to whom a clear conscience is of more importance than the emoluments of office. Let them assign the education of the young to irreligious men, and the next generation will become infidel.”

Spurgeon was right on the second point he makes: an irreligious education has produced an infidel generation. But how sadly wrong he was when he predicted the Christians would refuse to teach in schools where they were not at liberty to pray and include the Bible in their lessons. He thought believers would not be willing to have their allegiance to Christ silenced. After all, for centuries true believers have been willing to stand out in society, even to suffer death, rather than be prohibited from speaking from the Bible. When, as expected, the Bible was excluded from the curriculum of English state schools, Christian teachers did not leave – they silently acquiesced to Caesar’s demand that they keep silent about God and the Bible in their teaching.

It is no better today – thousands of Christians in the western world teach in secular schools, where they accept as a condition of employment that they will not speak of Christ, they will not use the Bible, they will not pray with pupils. Amazingly, the most frequent excuse offered is that Christian teachers in state schools can be witnesses to Christ!

Whatever it is that motivates Christians to teach in a state school, one thing is clear: they are willing to be

silenced to achieve that aim. To accept employment in a state school is to accept the exclusion of the Bible, the exclusion of prayer, the exclusion of testimony about God: in short, it is to accept the exclusion of Christ.

Spurgeon also saw the inseparable relationship of true religion and school education. In a footnote to the article in *The Sword and the Trowel* he comments, “Education cannot be severed from religion, and therefore does not come under the province of government.” Teaching is religious, and strip it of the Bible, prayer and any mention of God, and you teach children a religion devoid of the Bible, prayer or God.

What would happen if Christians stopped teaching in state schools? Who knows what the impact would be if the hundreds of Christians in New Zealand state schools declared loyalty to Christ was more important to them than their employment. They could be seen as witnesses to the supremacy of Christ. But even if no-one noticed, is not loyalty to Christ of greater importance than our impact on the world? Is it not more important for Christians to refuse to silence the Bible than to be “silent witnesses”? And is it not possible that the need for teachers for Christian schools could be met? If Christian teachers would only insist that the Bible, prayer and open confession of Christ was fundamental to their faith, their lives and their teaching, believers might begin to have a real impact on the society in which our pathetic muted testimony is so evidently powerless.

“I am much afraid that schools will prove to be the great gates of hell unless they diligently labor in explaining the Holy Scriptures, engraving them in the hearts of youth. I advise no one to place his child where the Scriptures do not reign paramount. Every institution in which men are not increasingly occupied with the Word of God must become corrupt.”

— Martin Luther (1485-1546). Quoted from Nancy Leigh DeMoss, ed., *The Rebirth of America*, Philadelphia: Arthur S. DeMoss Foundation, 1986, page 127.

“I am as sure as I am of Christ’s reign that a comprehensive and centralized system of national education, separated from religion, as is now commonly proposed, will prove the most appalling engine for the propagation of anti-Christian and atheistic unbelief, and of anti-social nihilistic ethics, individual, social and political, which this sin-rent world has ever seen.”

— A. A. Hodge (1823-1886), Presbyterian theologian, Princeton. Quoted from “Popular Lectures on Theological Themes,” Philadelphia: Presbyterian Board of Publications, 1887, page 283f.

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(With permission.
Education Policy
Analysis Archives,
Volume 7 Number
27; September 6,
1999. <http://epaa.asu.edu>)

Teaching Tips



The Art of Buying Used Books

by Barbara Smith

It is 11:30am and I am surrounded by a lot of people, some are home educators others just love reading. The sale doesn't begin until 12 noon. We are discussing where the best place to start will be. Yes, it is our annual Red Cross Book Fair. There will be 60,000 books for sale - some very good books too. We go every year and come home with boxes full of books.

I like to begin at the Classics table. I might be able to pick up some Henty books for \$2.00. Last year we were looking for Wilkie Collin's books, a new author Genevieve (21) is interested in. I pick up all the books with RTS (Religious Tract Society of London) on the spine. I then go to the children's section and pick out books according to the publisher. If I already have the book at home, well, there are lots of home educators or families in our Church who would like the book. The publishers I am interested in are:

Victory Press	R.T.S. (Religious Tract Society)
Pickering and Inglis	Epworth Press
Lutterworth Press	

for they have some good biographies and history books.

My impulse is to buy every biography or auto biography I come across in the whole place. These bring history alive like virtually no other kind of book. They are really "living books", for you get to see into

the lives of real people. Even the lives of unbelievers can be incredibly challenging when you read about their exploits and accomplishments as well as the conditions under which they lived and worked.

If I am not sure if a book I'm looking at is a good one, I put it through this check list:

1. Does it have a page inside the front cover showing it to have been given as a Sunday School prize?
2. Glance over the dust cover to get an idea about the book.
3. Read the dedication and notes about the author to learn something of his worldview.
4. Scan the last couple of pages of the book to see if they mention God and how He is mentioned.

Sometimes you do end up bringing a dud book home, but at 25cents to a dollar you can afford to chuck out a couple of books.

I also look for books by the Author:

Elsie Loche - NZ author
G A Henty - Historical novels
E S Ellis - Usually about the Ameriacn Indians and the early settlers
Captain Marryat
R M Ballantyne
James Fenimore Cooper
Louise Andrews Kent
Georgette Heyer
Taylor Caldwell
Alistair MacLean
Wilkie Collins
Louisa May Alcott
Jane Austen

There are lots of other good authors. These are just the ones that I am on the look out for at the moment or have just finished collecting. (We have to our knowledge every book published by Ballantyne, MacLean, Alcott and Austen.) We would love to hear about your favourite Authors and Publishsers.

Gladys Hunt's book *Honey for a Child's Heart* lists good books for your younger children to read. She also wrote with Barbara Hampton *Read for Your Life - Turning Teens into Readers*. The first part of this second book contains:

A Warning to parents

Introduction

1. Three Cheers for a Good Book
2. Is Imagination Going Down the Tube
3. How to Read a Good Book
4. What Makes a Good Book
5. What is Happening to Books
6. Fantasy in a Real World
7. Read for Your Life
8. Feed Your Heart
9. A Word For the College Bound

The second part is divided into the following

categories: Adventure, Animals, Contemporary, Fantasy, Historical, Mystery, Non-fiction, Science Fiction, and Tried and True, Glossary and Index. Each title has a description plus a recommendation, followed by age-group indicators: books for early teens, mid teens, late teens and good family read-aloud books.

The back cover of *Read for Your Life* says:

"Gladys Hunt discusses how to read a book, what makes a good book, what questions to ask, and how to discern between good, better and best. She has a way of making you want to read, while helping you to make the most of the opportunity.

"To help you choose what to read, Barbara Hampton has reviewed more than 300 books. Recommendations run the gamut from classics like *A Tale of Two Cities* to contemporary fiction like a *Ring of Endless Light*; from literary greats like Sir Arthur Conan Doyle and Alan Paton to moderns like Katherine Paterson and Chaim Potok."

The book contains:

- Pointers on becoming a more perceptive reader
- Tips on how to enjoy poetry, fantasy and fiction
- An annotated list of over 300 book recommendations
- Hundreds of plot synopses
- A complete index to authors and titles

(This book is available from Geneva Books, 199B Richardsons Line, R D 8, Palmerston North, Phone (06) 357-8826, email gedibo@voyager.co.nz)

These books by Gladys Hunt and others like them plus several internet book lists also give you ideas of what books to buy. My favourite email book lists are:
1000 Good Books - for all levels:
<http://www.classicalhomeschoolers.org/celoop/1000.html>
100 Great Books - for secondary level:
<http://www.classicalhomeschooling.org/celoop/100.html>
Also the Diana Waring - History Alive books have lists of books in each chapter with recommendations on each book.

These books and lists will keep you hunting for good second hand books for many hours at whatever Book Fair you may have locally. I will often go back several times to these big book sales as it is easy to miss a good book. The price often goes down as the sale progresses, and they've often got a lot of free books as well. It is an activity even home educating dads enjoy, if only because it gives them an opportunity to build another bookshelf for you!

Thanks to Wietske de Vries for her notes on *Read For Your Life - Turning Teens Into Readers*.

Over a Cuppa



Dial - a - Book

by Catherine Sandbrook

“Mum, did slaves ever escape from the cotton plantations? Where did they hide? Where did they go? Did any fight in the Civil War?”

You look from your son, who has been studying the American Civil War, to the washing pile and decide to “grab the moment”. Together you skim encyclopedias and reference books which set you on the track of Harriet Tubman and Levi Coffin and the Underground Railroad. It’s beginning to get exciting, but your local library has only tidbits in reference books.

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To ring and receive books is free if you’re unable to visit. You pay the return postage, which, by negotiation between NZ Post and the National Library, is a maximum of \$3 up to 25kg per parcel. Give them detailed information on your subject or author/title and when you need it, your child’s age and reading age. Your request will be processed within a week, if the schools aren’t making heavy demands, as they might at the beginning of a term.

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could have survived as well as I did without her. I am now home recovering, and although some days I wondered if I was ever going to get any further, I can now see the light shining brightly and will be back at work very soon. So now I have that behind me, I am having to concentrate on this big overseas trip with my sister. The plan is to keep the ticket and our plans flexible so that we can change if something else comes up.

God willing our plans are to visit friends in Australia and the Philippines before heading for Thailand to stay with my Uruguayan friend who is working as a missionary in Chiang Mai. Then on to Japan for two months to climb Mt Fuji and hopefully get a bit of work. From there we look forward to exploring the real wide open spaces of the Yukon before cruising down the continent and visiting more friends in South Dakota (Bill & Diana Waring) and Las Vegas. We hope to see all the familiar places in South America plus a few new ones. Then we’ll fly out to Greece where we plan to work for the summer and then decide what to do from there. Maybe travel round Europe and work in the U.K and travel there and..... well, who knows what will happen. We are planning to do as much WWOOFing (Willing Workers on Organic Farms) as possible as we want to experience the grass roots and not just see the tourist trail.

I may be leaving home, but my education never finishes. My Mum reckons that I will be learning more Geography, Budgeting, etc., than she ever managed to teach me herself, so I guess that’s got to be good.

To summarise, the times I spent tied to a desk I hated because I am not an academic person, and I didn’t retain much text book learning because it really didn’t mean anything to me. I have learnt far more from my hands-on life experiences which my parents have encouraged me to pursue. For example, while in South America I was learning Geography, Spanish, Cultural Understanding & Appreciation, International Cuisine, PR Skills, History, Major Spiritual Growth. When in Mareeba I gained a full understanding of every aspect of sugar cane farming from clearing the land, through to harvesting and then the process it goes through to get to the shop shelves. I learnt all about Australian wild life and how to respect the many dangerous creatures that we don’t need to worry about here in NZ. Plus I got to learn how to live with only the basic necessities of life and still be content.

When you study something in a book it really doesn’t mean much to you but when you have experienced it, education becomes real.

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