

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
Edited by Bev & Dave Hewitt and Karen & Dave Pratte

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FAMILY TIMES HSLDA DISCOUNT GROUP

Family Times has determined to undertake another new project for the benefit of our readers. We have decided to begin a discount group for members of the Home School Legal Defense Association.

What is a discount group?

For people not in a discount group, the annual fee for HSLDA membership is \$100 per year. But discount groups can offer exactly the same membership for \$85 per year. Group members receive exactly the same services from HSLDA, but at the lower cost. However, to receive the discount, members must also be part of the group that offers the discount arrangement.

Family Times is qualified to form a discount group on the following two conditions: (1) All members of our discount group must be active subscribers to *Family Times*, and (2) we must have at least 25 (preferably 30) families that want to be in our discount group. Note that you do NOT have to join HSLDA to subscribe to *Family Times*, but you do have to subscribe to *Family Times* to receive our HSLDA discount.

How to enroll

In short, in order to form a discount group, we need to find at least 25 of our subscribing families who are willing to commit themselves to be part of our group. Enclosed with this newsletter is a discount group enrollment form. Here's how to join our group:

If you are already a member of HSLDA paying \$100 per year for your dues, simply fill out the form and mail it to us at *Family Times* (NOT to HSLDA). If enough other families also sign up, your next bill from HSLDA should ask you for only \$85, a savings of \$15 per year.

If you are already a member of another discount group (such as a local support group), you may want to consider switching to our discount group. This is perfectly legitimate (as the form shows) and will help us get our discount group going. You may also feel more comfortable encouraging a group consisting of Christians, rather than one formed by members of denominations. Again, to do this, simply fill out the enclosed discount form and send it to US.

What if you are not now a member of HSLDA? If you want to join HSLDA, please DO NOT fill out the enclosed enrollment form! Instead, simply send us a note and we will mail you an application form for HSLDA. You must fill out the application form, attach a check to HSLDA (not to us) for \$85, and return it to US (not to HSLDA). When we have enough people to form a discount group, we will forward all the forms to HSLDA. Again, send the forms and checks to US, but make the checks out to HSLDA.

When we have enough families so our discount group is "official," all member families will be billed annually directly from HSLDA. We will not handle the HSLDA billing, nor will you send any HSLDA renewal fees to us. That will all be handled directly with HSLDA. **BUT you must continue renewing your subscription to *Family Times*.** If you allow your *Family Times* subscription to lapse and do not renew, we must remove you from the discount group too, and your HSLDA dues will increase to \$100 per year.

In short, by joining our support group, you receive your HSLDA membership each year for \$85 and your *Family Times* subscription for \$4. But all renewal fees for HSLDA will be sent directly to them, and all *Family Times* renewal subs must be sent directly to us.

Why join HSLDA?

If you are not a member of HSLDA, why should you join? HSLDA is THE organization for legal protection of home schoolers. It exists entirely for the purpose of protecting member families from legal harassment. In return for the annual membership fee, HSLDA agrees to provide membership families with whatever legal advice they need, plus lawyer representation if needed, and all legal costs in the event of a court suit over home schooling.

HSLDA has been the driving force in the movement to guarantee the legality of home schooling in this country. While home schoolers should give thanks to God for the freedom we have in this country, HSLDA is, in our opinion, the primary tool God has used to protect this freedom. They have repeatedly won major legislative and judicial battles for the good of home schoolers. And not one of their families has ever had to quit home schooling for legal reasons.

For many years we have encouraged all home schoolers to join HSLDA for the protection and peace of mind it provides. In addition, even if you never face any legal challenge, your membership dues will help provide for the legal protection of other home schoolers who do face such challenges. And believe me, if you ever have a legal confrontation yourself, you will be GLAD for your HSLDA membership.

If you want more information about HSLDA, contact them at HSLDA, PO Box 3000, Purcellville, VA 20134; Phone (540)338-5600; <http://www.hlds.org>. But remember, if you decide to join and want to be part of our discount group, contact US, not them.

If you have any questions, please contact us.

FLORIDA COLLEGE SEMINAR: BIBLE TEACHING MATERIALS

The next Florida College lectureship is scheduled for February 2-5, 1998. *Family Times* has again arranged with the college to have a home-school seminar on campus during lecture week. The theme for our seminar will be ***Teaching the Bible to Children at Home***.

With the help of those of you who attend, we hope to describe many different materials and approaches Christians can use in teaching the Bible to their children. We will attempt to discuss a variety of age groups, a variety of materials, and a variety of methods.

We believe this material should be of interest to all godly parents, certainly to all who home school. Home schoolers have many good materials available for teaching most "secular" subjects, but the Bible teaching materials sold by most home-school publishers are denominational. Our hope is to help fill this void.

But we need your help. First, we hope you will plan to attend the seminar. Second, we would like your input at the seminar. Most of the meeting will consist of a class environment with audience participation. Come prepared for "show and tell"! Bring your favorite Bible teaching techniques or materials and come prepared to briefly describe them to the group.

Regardless of whether or not you plan to attend, please write or email us and send us your ideas. We would like to know ahead of time what techniques/materials we hope to discuss.

Our plan is for the seminar to be led by *Family Times* editors Dave Pratte and Dave Hewitt. Exact time and place have not been scheduled, but will be on campus during lecture week. Details should be forthcoming.

If you were planning to attend the lectures, please make a point to attend our meeting. If you have not made definite plans yet, please consider making the trip and meeting other home schoolers.

BEGINNING OUR 11TH YEAR

Family Times began publication with our first issue in September, 1987. With our current issue (September, 1997), we have completed ten years of publication and are beginning our eleventh year.

Family Times was begun by Bev and Dave Hewitt and Karen and Dave Pratte because we believed Christians who home school needed an avenue to communicate. We receive encouragement in home schooling from local support groups, but they do not share our spiritual views. We receive support in serving God from the local church, but often other members do not home school. We thought Christians could benefit from contact with other Christians who home school.

Over the years we have been able to begin other projects to benefit home schoolers. These include our list of State Contacts, our WWW site, an email list for home schoolers, as well as various publications. Other projects are still in the formative state, including a booklet containing reviews written by Christians reviewing major home-school curricula and materials.

We appreciate all of you who have subscribed over the years. We especially appreciate those who have contributed materials for publication. Without you, we simply could not continue the newsletter. Thanks again for your interest and support!

AMPLIFIED BIBLE CURRICULUM

Written by JoLinda Crump and Cathy Valdes; published by Florida College Bookstore, Temple Terrace, Florida 33617 (1-800-423-1648) \$17.95; Ages Preschool- Senior High

Reviewed by Susan Treat

The Amplified Bible Curriculum is billed as “A Set of Educational Bible Objectives Enriched with Activities & Resources.” It is really intended to be used in Church Bible class programs as the basic curriculum guide for all classes. The book is divided into twelve sections. The sections include: Genesis, The Exodus, Israel’s Wanderings, Joshua/Judges/Ruth, United Kingdom and It’s Kings, Wisdom Literature, The Kings and Prophets (Divided Kingdom), Captivity/Restoration, Life of Christ, Acts of the Apostles, New Testament Epistles, and Final Epistles and Revelation. The entire program takes you through the Bible in three years.

In each section there are thirteen lessons. Each lesson is then divided into suggested Objectives, Concepts and Teacher Activities for each grade level (Pre-School, Primary, Junior, Jr. High and Sr. High). Materials from well-known publishers such as L. A. Mott, Walking with God, Truth in Life and NLBL are suggested to be used as supplementary materials or lesson plans.

There is a Daily Bible Reading schedule which directs the students to read the materials associated with the lessons. This way the entire family can read the same material but study different aspects and have different requirements depending on grade level.

This is basically a good, thorough chronological study of the Bible. I have found nothing unscriptural in any of its lessons.

I see only two problems with this material. The first is the way they divide up the lessons. It spends too much time on some things and not enough on others. For example there are five lessons dealing with Joseph but only one lesson dealing with the Parables of Christ. To solve this problem one could take the basic premise of the book and re-figure some of the lessons to suit your own preferences.

Second, I feel that some of the lessons are inappropriate for pre-schoolers. Some of the more obscure Bible passages will be too difficult for the pre-schoolers to understand. Still, the basic point can be made and if the parent/teacher is patient to explain and discuss rather than just read the passages to the child, things will be fine. The activities suggested are generally very appropriate for each age. As long as the teacher/parent keeps in mind that different ages are supposed to get different points from the lesson, the material works well.

INFLUENCING THE PUBLIC SCHOOLS – EXCERPTS FROM HSLIST

Note: Hslist is an email list, which is co-owned by Mark Mayberry and David Pratte, one of the *Family Times* editors. Anyone who is interested in home schooling can be on the list if he/she is a member of a faithful church of Christ and has email access.

The idea is that any member of the list can send emails to the email address of the list. These messages are then automatically forwarded to every member of the list. Other members can then respond, etc. In this way, all members of the list have a forum of rapid communication to ask their questions, discuss their concerns, etc.

We thought from time to time readers of *Family Times* might like to see some excerpts from Hslist discussions. We will print comments without names to protect anonymity.

If you have an email address and are not already on Hslist. Contact DEPratte@poboxes.com and we will inform you how to subscribe.

The following comments relate to the question of whether Christians should send their children to public schools so they can be a good influence in the schools.

When in Mark 16:15&16, Jesus said, ‘Go into all the world’ to whom was He speaking? The apostles, grown men who were to be mature enough to fulfill the job set before them or children? ...

I have no desire to send my children out as ‘lights into the world’ when their little wicks have not been lit yet but we are still shaping their containers to hold the fuel! You do not send an inexperienced person who simply wants to be a Dr. into the operating room to perform brain surgery - let alone send someone who is so young he doesn’t even know if he wants to be a Dr. or not!...

It is our belief that Christ's example clearly teaches that we should associate at some times with sinners and erring brethren to teach them (He ate with the publicans and Pharisees in order to bring them His Truth)...However, it is not necessary to form deep friendships with sinners and associate on a regular basis with them to accomplish our command to teach and bring men to the truth. Christ had a circle of friends (the apostles) whom He clearly spent most of his time with...

The Bible clearly teaches us to be holy (set apart) and not fellowship with sinners or erring brethren, lest we become a partaker of their sins (Rom 12:2, II John 9-11). If we spend a great deal of our time with sinners, we are not heeding the scriptures (Evil communications corrupt good morals).

When children are in government or private schools 8 hours a day, they are not there to teach the Gospel...they are there to learn. They can do much more teaching in their neighborhood, letting their lights shine as good obedient children, as they could do in school (where many are specifically forbidden to preach the Gospel anyway) ...

One who has not obeyed the Gospel (many of the children in question) can hardly be expected to go out and preach the gospel. They are still babes (in more ways than one) and need our guidance before they can guide others.

...children are not ready or able soldiers to do combat with the devil at such a young age.

Many use ps as a way to meet new prospects for Bible classes. This is fine, but the ps system is not the only place you can meet people to set up Bible studies. Believe it or not there is a world outside of public school, so you are not as cut off as some may think. For example, sports, clubs, music lessons, and hs activity groups all are full of lost people needing the truth. Isn't it nice to have workers in each group?

... I think you will be surprised how much easier it is to spread the Truth when you are not bogged down with ps activities.

Some people assume that, because we have left the public schools, we are doing nothing to improve them. I like to remind folks that one of the best ways to improve a bad system is to leave it and tell folks why! This concept fits both the Bible and our American free enterprise system.

When I get terrible service from a business, what do I do? Keep going there in hopes I can "influence them for good"? No, if I really object to what they are doing, I TAKE MY BUSINESS ELSEWHERE, and tell them why I am doing it. Often that is the very best thing I can do to influence them to change.

This is especially important where the well-being of my children is involved. I am telling the public schools, in the way they hear best that, until they clean up their act so they DESERVE my children, they cannot have them.

As long as I keep sending my kids to the public schools, people are much less likely to listen to my criticisms. When I get serious enough to leave the system, people know I mean what I say.

This is also a Biblical principle. We teach by what we DO, not just what we SAY. There are degrees of problems in almost every organization we are involved in: businesses, government, schools, charities, and churches. It is not easy to decide that we object so strongly to what is being done that we are going to leave. And we cannot always say, in all these situations, exactly when others must leave. But the point is that "voting with our feet" makes a statement like nothing else we can do.

So, do I feel "guilty" that my kids are not in the public schools and that I am no longer working to improve the public schools from "inside the system"? Absolutely not. I believe in many ways I am doing more to improve the public schools than people who are "in the system." I am working to improve the competition! And competition is what, in the long run, is the only thing that will save the public school system ... if in fact it is possible to save it.

[TELL YOUR FRIENDS ABOUT FAMILY TIMES](#)

LEARNING LANGUAGE ARTS THROUGH LITERATURE

Published by Family Learning Services, PO Box 9596, Birmingham, AL 35220; Phone 205-854-6870

Reviewed by Donna Craig

Learning Language Arts Through Literature is an integrated approach to learning language arts, based on the teaching methods expounded in Ruth Beechick's books *A Strong Start in Language* and *You Can Teach Your Child Successfully*. There are seven books in the series, each one identified by a color: the Red Book (second grade skills), the Yellow Book (third grade skills), the Orange Book (fourth grade skills), the Purple Book (fifth grade skills), the Tan Book (sixth grade skills), the Green Book (seventh-eighth grade skills), and the Gray Book (eighth-ninth grade skills). Also available is the Blue Book, which covers phonics and introductory language arts, and the Gold Book, which covers literature. These last two books are so different from the others that they will not be reviewed here.

In each lesson (with some exceptions), the student is given a passage from a work of good literature to either copy or take from dictation (depending on the student's level of ability). This passage is then used to apply the language arts skills of grammar, vocabulary, penmanship, phonics (in the Red Book), reading, spelling, and critical thinking. Using this method, the different areas of language are studied in relation to each other rather than in separate pieces.

The Orange Book and the Green Book are slightly different from the other books, because they are designed in units rather than lessons. These units discuss such topics as poetry, journal writing, writing a research paper, literature, grammar, etc.

This curriculum is useful to home schoolers because of the price (no book is over \$20) and because they are non-consumable. Even though the books are described as "non-doctrinal," there are a few assignments in each book that you will want to change or delete altogether.

Each book tells how to use the book and how to incorporate the various language arts skills into the lessons. There is a skills index, larger print student editing models for the students to copy from and to correct from, answers to some of the lessons, and reproducible activity pages where needed. If you wish, you can purchase consumable student "books" for the students to do their daily activities for the Red, Yellow, Orange, Purple, and Tan books. These "books" are actually 3-hole punched pages, so you will need a file or notebook (not a folder) in which to keep them.

In addition, you will also need a grammar handbook. They suggest *Learning Grammar Through Writing*. For the Green Book you will also need *Star of Light* and *Adam and His Kin*. If your children enjoy the brief passages they copy or take from dictation you might also wish to purchase some of the other books for further study.

Personally, I like the idea behind LLATL. However, I find that we never finish a book. One of the things I don't like is that they do not use whole works of literature, just a sentence or two (in the younger grades) or a paragraph or two (in the older grades). I think that reading and copying a whole work of literature would prove much more educational, because then the student would get more of a sense of writing style, which is why Dr. Beechick promotes this method. It would also allow more time for the study of literature which I don't think should wait until the high school years, as this curriculum does.

I also am not satisfied with their approach to teaching writing. Some lessons seem too tedious and others lack enough instruction for the student to understand what he is expected to do. Because of this, I suggest that you buy a writing reference book such as *Writer's Express*, *Write Source 2000*, or *Writer's Inc.* if you plan to use this curriculum.

Finally, I believe there needs to be more grammar coverage. Most other people I know agree with this, so they supplement with *Easy Grammar* or *Jensen's Grammar*. I also recommend that you buy Rod and Staff's *English Handbook* when you get to the Green Book.

You will need to thoroughly examine each book to see what you may need to change or study further for each study. If you like a flexible curriculum that you can "play around" with, then this may be exactly what you need. If, however, you want all of your lessons fully planned so that you can just open the book, do a lesson, and go on to the next subject, you might want to consider something else.

APPRECIATION

Once again we send our sincere thanks to the many people who contributed material to this issue of *Family Times*. We especially thank Susan Treat and Donna Craig for their reviews and those folks on Hslist whose comments we quoted. We thank Karen Pratte for her material on college scholarships.

APPLYING FOR COLLEGE SCHOLARSHIPS

by Karen Pratte

It is frequently stated that financial aid for college is so widely available that many scholarships go unawarded for lack of applicants. While this may be true, what is not stated is that obtaining financial aid often requires mounds of work and red tape.

To obtain any scholarship, of course, a student must apply and must meet certain requirements. Different scholarships are awarded on the basis of different criteria. Some are based on academic achievement. Others are based primarily on financial need. Still others are given only to students who attend a certain college or to students who are affiliated with a certain business or other organization.

Following are some suggestions to consider as children approach the high school years and are considering attending college.

1. Begin in ninth grade

In order to enter any college, students must take the high school courses needed to fulfill admission requirements. Research the requirements of the colleges you are considering (listed in their catalogs), and arrange your courses accordingly.

Grades are obviously one of the major consideration in granting scholarships. Work hard and made good grades. Keep good records of your courses and grades. Remember, however, that students with less than top grades are still eligible for many scholarships.

2. Participate in community groups.

Scholarship applications ask about community activities, and often these weigh significantly in determining recipients. Be involved in community services, athletics, clubs, or 4-H. Visit elderly neighbors or nursing homes. Part-time work is also an important factor. And, of course, be actively involved in the local church.

Keep records of all these activities, so you can list them on applications.

3. Take the SAT and ACT.

Some students take these in their junior year. You may be able to wait till your senior year, but check very carefully with the colleges you are interested in. Some require these results earlier than others.

Forms for these tests ask if you want information about you to be sent to various scholarships or colleges. Use these opportunities.

4. Apply to colleges and apply for their financial aid.

Many scholarships are offered only to students who attend certain colleges. Different colleges have different scholarships with different requirements. Students who get little or no scholarships at one college may receive much better offers from other colleges.

Also remember that many colleges have local booster clubs or alumni associations that offer scholarships. Find out what these require.

Of course, choosing a college requires evaluating much more than just finances. Consider also the academic requirements, location, and especially the moral and spiritual atmosphere. Is there a faithful local church you can attend? For Christians these latter issues are of prime importance.

Some colleges require applications to be sent during a student's junior year. Start early!

5. Do plenty of research.

Consult you local library, high school, and other organizations to learn about scholarships. Most high schools have an office devoted largely to helping students investigate and apply to colleges. Many will be quite helpful to home schoolers. Libraries also have many useful books and resources. Some businesses offer aid for students entering specific fields of study.

Be sure to check with any business or club that your parents are members of. Some scholarships are offered only to children or relatives of employees of certain businesses or only to children of veterans. Some clubs or civic organizations offer scholarships to local students.

Consult federal and state sources. Most states have a central office that will send information about grants at state colleges and universities. Check with your state department of education. Information about federal aid can be obtained from the Federal Student Aid Information Center (1-800-333-INFO).

Also write NACAC, 1800 Diagonal Road, Suite 430, Alexandria, VA 22314 and ask for information about college financial aid.

6. Fill out many applications.

Unfortunately, this is a numbers game. The more applications you file, the better your chances. Focus, however, on scholarships for which your qualifications give you an advantage.

Follow up on any reasonable lead. Be willing to fill out tons of forms and write lots of essays. Keep copies of your essays on computer so you can adapt them for other applications. Have adults write letters of recommendation for you.

Finally, consider whether or not applying for some scholarships is worth the effort. Filling in applications and forms can take hours. It makes little sense to apply for scholarships that offer only a few hundred dollars if you have little chance of winning them. You may be able to earn as much or more working the same amount of time on a job.

Seven Keys to Raising Godly Children (a series continued...)

KEY #3: LOVE (PART 1)

The relation of parents to children must be characterized by love. Note some important Scriptures:

Titus 2:4 — Young women should learn to love their husbands and children.

Colossians 3:21 — Fathers should not provoke their children to discouragement (cf. Eph. 6:4).

1 John 3:18; 4:9 — We must love, not in word and tongue, but in deed and truth. We know God loves us because He sent Jesus to die for us.

Romans 13:10 — Love works no harm to its neighbor. (Cf. I Cor. 13:4-8.)

Not only do children need to be loved, they need to be raised in an atmosphere of love and good will. This means that, to have the proper loving family for their children, husband and wife need to start by loving one another (Eph. 5:25,28,29,33; Tit. 2:4). Children who are raised in an environment of conflict between parents, will be insecure and will imitate that disruptive attitude in their own conduct.

Note some specific applications of love for children in the home. If you lack love in your home between husband and wife, you should apply the following principles between parents as well as toward kids.

I. SHOW AFFECTION FOR THE CHILDREN

A. APPRECIATE OUR CHILDREN AS BLESSINGS FROM GOD.

Genesis 33:5 — Jacob stated that God had graciously given him his children. Is this how we feel? Some people obviously don't appreciate their children. They abuse them, desert them, leave them to die, give them away, or murder them before they are even born.

Psalms 127:3-5 — Children are a heritage from the Lord. A man who has his quiver full is a happy man. Yet some act like caring for children is unbearable drudgery. We grumble and complain every time we have to do something for them.

Psalms 128:3,4 — Children around our table are a blessing from God. We need to improve our attitude toward children. Let there be no "unwanted children," not because we have murdered them as pro-abortion advocates suggest, but because we have learned to love and appreciate them.

How often do you really thank God for the fact He gave you your children? Do we consider our children a blessing or just a burden? And do we act like we appreciate them?

B. TELL OUR CHILDREN WE LOVE & APPRECIATE THEM.

The main way we show love is by our actions. But children also need to hear us say that we love them. All of us need the security of knowing we are loved and wanted. Deep emotional needs are met when we hear people say they love us, provided their manner of speech and conduct shows they really mean it.

Fathers especially need to learn to express love.

We tend to think it is effeminate to show love. But our Heavenly Father is our example of a good father, and He frequently assures us, both by deed and by word, that He loves us.

In his epistles, Paul regularly told other Christians that he felt deep love for them. We need to be "men of steel and velvet" — firm in standing for what is good, but loving and kind like faithful Bible men. Fathers, when was the last time you told you children you love them?

Reassurances of love are also especially important after we have punished a child.

It is important for the child to understand that we are not rejecting him, but we object to his conduct. This becomes clear if, after punishing the child, we take time to hold him on our lap, talk to him, then in-

clude him in other activities. Don't make him feel an outcast, but assure him of forgiveness (provided he is truly penitent).

We only have our children for such a short time.

Won't it be a shame if, in our old age, we must look back with regret because our children have grown and left before we took the time to show them that we care? Let us live now so that we won't have that regret later.

Consider this verse from "Home" by Edgar Guest:

Home ain't a place that gold can buy or get up in a minute;
Afore it's home there's got t' be a heap o' livin' in it;
Within the walls there's got t' be some babies born, and then
Right there ye've got t' bring 'em up t' women good, an' men;
And gradjerly, as time goes on, ye find ye wouldn't part
With anything they ever used — they've grown into yer heart:
The old high chair, the playthings, too, the little shoes they wore
Ye hoard; an' if ye could ye'd keep the thumbmarks on the door.

II. BUILD UP THE CHILD'S SELF IMAGE

Colossians 3:21 warns us not to provoke our children to discouragement. There is a danger that we might raise lazy, indifferent children because we do not require obedience. But there is also a danger that we may continually belittle the child till we make him feel worthless. Consider some specific concerns.

A. AVOID HUMOR THAT FRUSTRATES, DISCOURAGES, OR ANGERS.

Humor is good, and can be valuable in dealing with children. But humor is only good if everyone enjoys it and no one gets hurt by it. Humor that hurts other people's feelings is poor humor and violates the principle of love. And remember that children are more sensitive at certain ages than at other ages. Things that may not bother us or other children at all, may yet really hurt a particular child at certain stages.

B. AVOID BELITTLING THE CHILD FOR CHILDISH MISTAKES.

This especially hurts the child when done in the presence of others and most especially in front of his friends. If a mistake needs correcting, do it in a way that shows sensitivity for the child's self-dignity.

And don't bring up a child's mistakes of the past and tell others about them, embarrassing the child in the presence of others. If the child can genuinely join in the humor, fine. But if you discourage him and make him feel inferior, what good have you accomplished?

C. SET YOUR EXPECTATIONS WITHIN THE REACH OF THE CHILD'S ABILITY.

Too many parents expect perfection or achievements which are simply beyond the child, even if he does his very best. We may do this by demanding things he can't accomplish till he is older, or by comparing him to other children who may simply possess abilities this child lacks. ("Susie got straight 'A's,' why can't you?")

D. ENCOURAGE THE CHILD AND APPRECIATE HIS ACCOMPLISHMENTS.

Some parents are constantly criticizing and complaining, with never any praise. We need to challenge kids to do their best. But many abilities just develop later in life than many parents expect. The child may be making a sincere effort to do his best, but instead of receiving praise, he receives criticism. He may become discouraged and quit trying ("What's the use? I'll never please them anyway.") Read Col. 3:21 again.

Love for children will teach parents to be sensitive to the child's self image and self esteem. We do not wish to make them egotistical and conceited by building our lives around them or by granting their every whim. But neither should we destroy their sense of self-worth by insensitivity and indifference to their feelings.

Do you treat your children in a way that makes them feel like valuable, worthwhile people? Do they feel loved and appreciated? (To be continued...)