

# FAMILY TIMES

A Home-school Newsletter for New Testament Christians  
Edited by Bev & Dave Hewitt and Karen & Dave Pratte  
7846 St. Joe Rd., Ft. Wayne, IN 46835

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June-August, 2000

## HOME SCHOOLERS WIN FIRST, SECOND, AND THIRD AT NATIONAL SPELLING BEE

HSLDA News Release

WASHINGTON, D.C. — George Abraham Thampy, a 12-year-old home school student, is this year's Scripps Howard National Spelling Bee Champion. The final competition was held today in Washington, D.C.

Right behind Thampy were home schoolers Sean Conley in second place and Alison Miller in third.

"This is outstanding confirmation of the academic excellence of home schooling. I can't wait until home schoolers are winning Oscars and the presidency," said Michael Farris, president of the Home School Legal Defense Association.

Thampy's winning word in the fifteenth round was "demarche," a step or maneuver. Miller, 14, sponsored by the Albany, New York Times Union, continued until the twelfth round, in which she misspelled "venire." Conley, 12, sponsored by the San Francisco Examiner, was finally stumped in the fourteenth round by "apotropaic."

Thampy, sponsored by the St. Louis Post-Dispatch, missed becoming the national spelling champion in 1998, when he tied for fourth. In 1999, Thampy came closer to the championship when he tied for third. First prize this year is \$10,000, an encyclopedia set and a \$1,000 savings bond.

Thampy and other home schoolers have performed well in national academic competitions. Last week in Washington, D.C., Thampy won second place - a \$15,000 scholarship - in the National Geography Bee sponsored by National Geographic. Jonathan Janus, a home schooler from South Carolina, won third place in the Geography Bee.

Although home schoolers comprise perhaps two percent of the school age population, at the outset of this year's spelling bee, 27 out of 248 contestants were home schoolers, or 11 percent. This was an increase from almost 10 percent in 1999.

In 1999, David Beihl, a 13-year-old home school student from, South Carolina, was the National Geography Bee champion.

Rebecca Sealton, from Brooklyn, New York, the 1997 champion, was the first home schooler to win the Scripps Howard National Spelling Bee.

-- Home School Legal Defense Association, P.O. Box 3000 Purcellville, Virginia 20134, 540-338-5600 [www.hsllda.org](http://www.hsllda.org)

## MANAGERS OF THEIR HOMES

Written by Steve and Teri Maxwell

Reviewed by Lori Biesecker

Although it is relatively new, many of you have probably heard of this book; it has been a hot topic on numerous homeschool-oriented web sites and email discussion lists for the past few months. When I heard about this book last spring I was already beginning to dread the coming of July, August, and September. The reason? I was scheduled to teach a teenage girls Bible class during those months at the con-

gregation where my family worships. Don't get me wrong — I love teaching Bible class — my dread was caused by my inability to balance the demands of being a wife, homemaker, and mother with the demands of spending hours each week studying, writing lessons, planning and developing visual aids and learning activities, and teaching. I had taught this class the year before (different subject) and remembered only too well how often I had neglected my family's ongoing needs so I could devote my time to class preparation. My memories of haphazard meals, mountains of dirty laundry, and no time to talk with my husband or read to my children came rushing back. I knew I didn't want a repeat of all that but I had no idea how to change things. I began to hear reports about MOTH and was immediately interested, but I wondered, could it really help me, a homeschooling mom with so many responsibilities and demands on her time? The preface to *Managers of Their Homes* (MOTH) explains the book's conception and purpose:

There is a saying, "If Mama is happy, everybody's happy. If Mama ain't happy, nobody's happy." How often this is true! God has placed a desire in each mother's heart to have a smooth-running, peaceful household.

Through the years, I have observed many home-schooling mothers and families. The moms who seem the most content can manage their families and homes. On the other hand, some of the most unhappy mothers I have known are the ones who can never keep up with their workload. A mother who is unorganized with her time is often burdened and discouraged.

There are things that discourage me. And, I occasionally feel overwhelmed by what I have to do. But, in general, I am able to keep up with the priorities and tasks I believe God has given to me. This is due to the fact that as my family began to grow, I saw the necessity of scheduling our time.

It began with baby naps. They had to be at the right time and length so the baby would go back to sleep at night. Next, we moved into scheduling schooltime. Why did three children choose to use the computer at the same time? Who wanted to have to deal with conflicts over the computer's usage each day? The solution was simple: schedule who could be on the computer at what time! This eventually led to the whole school day being scheduled. Mom no longer had to run through a checklist when one of the children said, "I'm finished with school," to make sure they had completed each assignment. They had scheduled times for every school subject, and when the school day was over, they were free—providing they had done their work during that assigned time.

With more years and more children, it became evident that we needed schedules to help us get up at a consistent time and to have dinner ready when Daddy was available to eat. Not only did Mom need the schedule for herself, but the children needed theirs too. They did not come to me and say, "Mom, I'm ready to do my chores now." It had to be a part of their routine, a habit which would not require constant prodding.

Several times over the past few years I have been asked how my day runs. Instead of trying to explain, I found it easier to give a copy of my schedule to these friends. They are not asking this question just because they are interested in what happens at my house. They want to see if there is anything in how I set up my day which will help them with theirs. The truth is that each family will function differently. We do not all have to fit into the same mold concerning how our time is spent. It is also true that seeing how another arranges her day can help us with ideas on how to plan ours. Even seeing a written schedule can be beneficial if scheduling is new to us.

I have seen many books on organization and time management. But, I have never seen one that addresses the unique needs of scheduling that a home-school family generates or one that guides you through simple steps and worksheets to help you actually set up your own personalized schedule.

When we were nearly finished with the rough draft of this book, Steve and I discussed how beneficial it would be to have a family read *Managers of Their Homes* and "test" it. Through "Mothers of Many Young Siblings" (MOMYS), an e-mail list of which I was a member, I briefly explained *Managers of Their Homes and Scheduling Kit*, putting out our request for a volunteer test family. Within the next few days, we had not one volunteer family but twenty-four!

Seeking the Lord, as to whether we should try to select one family or take all who had volunteered, we decided the book could only benefit by a larger test group. Before accepting a family, we asked them to commit to reading the book, making a schedule, and implementing it. We asked that their husbands read our information and agree to their wife's participation. We still had twenty-four test families.

From this group have come almost all the comments you will find in the sidebars throughout the book. The biographical sketches, with personal scheduling testimonials, at the beginning of each chapter, are from these test families. The questions and answers chapter developed out of questions individual moms would write me and my responses to them. We shared these questions and answers with the whole test group in those early weeks. The group appreciated this so much that it was decided to turn them into a chapter of the book.

Each of these twenty-four families also agreed to let us include a copy of their schedule in *Managers of Their Homes*. All these real life sample schedules are found in the Appendix. Most of them are large families; some have only young children. I think when you see what these women have been able to accomplish with their schedules, you too, will feel that it is possible for you. You will gain valuable ideas by looking over their schedules.

We believe you will be encouraged, as we have been, when you see how *Managers of Their Homes* has been used and implemented by real mothers in real homes. We are very grateful to each of these families for their participation in our test.

*Managers of Their Homes* is a joint effort of the Steven Maxwell family, who began home schooling in 1985. Our family is comprised of Dad (Steve), Mom (Teri) and eight children: Nathan (1976), Christopher (1979), Sarah (1982), Joseph (1989), John (1991), Anna (1992), Jesse (1994), and Mary (1996). Nathan helped with initial style layout; Christopher designed the cover, did the layout and design, along with copy editing; and Sarah was proofreader.

The Maxwell family delights in serving Jesus Christ. We love to help others toward this same goal. Therefore, our desire in writing this book has been to help free mothers from any burden of discouragement they carry when they cannot keep up with the demands on their time and to help them be better managers of their homes, for the glory of God.

I ordered my copy of MOTH about four months ago. I read the book quickly and began working on a custom-designed summer schedule. Since the book included the schedules followed by all 24 test families, I had plenty of fodder for ideas for my own family. We took a couple of weeks to gradually implement the schedule, which kept anyone from feeling overwhelmed by the changes. The kids memorized their schedules much faster than me and have been thriving on this way of living. We got “off” the schedule for a few days once and the kids said several times, “When are we going to do the schedule again?!”

It isn't an exaggeration to say that our whole household has been transformed since I started applying what I learned from MOTH. I think most people who have known me for awhile would say that I'm a fairly “together” person, but now I'm finding it so much easier to get all of my work done and still have plenty of time to do the fun things with my family that are often so hard to get around to. We are having a consistent daily Bible study (at the same time each day!), taking walks, reading aloud, playing games together, working on projects, etc., — plus, I'm keeping up with the housework and even dejunking/organizing the whole house, 1/2 hour at a time! I've been telling my friends that I totally relate to the comment made by one of the mothers who tested the prototype of this book: “We're finally doing all the fun things I've been promising my kids we'd do 'next week' for the past year!”

As the Summer Bible Class quarter drew to a close, I designed an Autumn/School schedule. It took only about 1/4 of the time as the first schedule to finish. We have been following it for a few weeks now and are happily settling into our school year routine. I'm amazed all over again — we are accomplishing much more school work than we have in past years!

A few miscellaneous details about MOTH:

\* It includes a scheduling kit which contains everything you need to custom-design a schedule to fit the needs of your family. (No trips to the copy store to sidetrack you from getting started!)

\* The book teaches you how to design this wonderful schedule, how to fix it if it isn't so wonderful, and what to do about those inevitable interruptions.

\* The book teaches Mom to develop a schedule for herself and her children — not her husband! MOTH also stresses the importance of consulting one's husband throughout the scheduling process, of putting the husband's needs first, and of the wife's submission to the husband's desires for his family. I found this refreshing emphasis helpful both as a reminder of my responsibilities as a wife and as a “two are better than one” way to design a realistic, workable schedule.

\* It contains a registration form for the purchaser to fill out and send back to the Maxwells. By doing so, you receive their permission to copy all of the forms in the scheduling kit for your own personal use. I

took advantage of this because I plan to change our schedule seasonally. Another option is to purchase additional Scheduling Kits.

\* It will **not** teach you how to clean and organize your home — it assumes you already know how to do those things but need help with how to find the time to do it. (If you don't know how to do these things, I recommend you read *Confessions of an Organized Homemaker*, by Denice Schofield, *Is There Life After Housework?*, by Don Aslett, and *Clutter's Last Stand*, also by Don Aslett.) MOTH teaches you to determine exactly what activities you, your husband, and God want you to be doing each day and then helps you figure out how to fit them all in to 24 hours.

Ordering information: *Managers of Their Homes* (MOTH) \$25.00, Additional Scheduling Kits (One scheduling kit, which accommodates 8 family members, is included with \$5.00 the MOTH book above.) Shipping and Handling for MOTH (Order 3 or more books and the \$5.00 each shipping is free!) Shipping and Handling for additional Scheduling Kits \$3.00 each Sales Tax — Kansas residents add 6.9% on sub-total of all of the above Mail to: Managers of Their Homes 2416 S. 15th St. Leavenworth, KS 66048-4110 Phone: (913) 772-0392 (No credit card orders accepted at this time)

MOTH is also available from other homeschool curricula sources, but I recommend ordering directly from the Maxwells. They ship the book very quickly (via Priority Mail) and I've even heard of some people calling them to order and having the Maxwells offer to ship the book immediately while they sent the check simultaneously!

In closing, although the price seemed high to me before I decided to purchase it, the knowledge I have gained from reading and using MOTH is worth many times its cost. My household is running smoothly, I have time for personal activities I enjoy, my children are enjoying their days learning, working, and playing, and my husband is pleased. Moms, if you get this book and use what you learn from reading it, I think it will be the best gift you've given yourself in a long time.

[Editor's note: I understand that several home-schooling mothers, who are members of faithful churches and who are using MOTH, have begun an online email discussion group. For more information, I suggest you email Lori Biesecker at [kbieseck@cvn.net](mailto:kbieseck@cvn.net) -- Dave Pratte.]

### PERZ FAMILY PROFILE

by Sally Perz

We are the Perz Family: Jonathan, Sally, Jonathan II (7/3/92), Hannah (3/16/94), Sarah (6/28/95), Leah (5/27/97) and Julia (1/17/00). Jonathan preaches for the Lord's church in Green Bay, Wisconsin. Sally is a homemaker and does the majority of the teaching. Jonathan II is just about ready to go on to 3rd grade work and Hannah to 1st grade work. Allowing Sarah and Leah to participate in projects and giving them their own "school work" helps them to feel included and keeps them busy! We school year round, enabling us to take breaks whenever we like, thereby shortening the amount of structure we need each day for the older children (keeping us in accordance with Wisconsin laws).

We were introduced to Home Education about seven years ago, when our oldest was an infant. Several families where we worshipped schooled at home, spurring Sally to research the idea. After borrowing every book she could find at the local library, she requested several more from various areas and sent off for every catalog available. Initially, Sally had been given the advice to look at home education as a year-to-year commitment. It did not take long for her to disagree wholeheartedly. She was sold on home schooling as a lifetime commitment ... a lifestyle. Jonathan listened to her research conclusions and agreed. From that day forth, we were in it for the long haul and were anxious for the kids to get "old enough" to teach! In the meanwhile, we had fun going to home school conferences and gathering materials, not to mention doing lots of fun readiness activities with eager toddlers.

While our reasons for educating at home are manifold, our fundamental reason is to offer our children a more wholesome education. A wholesome education must be interwoven with morality and righteousness. We feel public education fails in this regard, making it counterproductive to our goal of raising up faithful Christians. Raising a godly family in an ungodly society is difficult enough without subjecting our children's impressionable consciences and minds to the ways of the world on a daily basis. One might liken it to a faithful Israelite parent sending their children off for the Philistines to teach. Shall we send our children off for the infidels to teach? Having both been raised "in the world," we have first hand experience with all of the evils we are up against and we will not give an inch to Satan.

After looking over much of the available materials, we began with unit studies (KONOS) and really had lots of fun! We basically spent the first two years with fun activities, a few colorful workbooks (Us-

borne), and lots of hands-on learning. We also spent a lot of time reading-something we've done since birth with all of our children! We believe instilling a love for reading in our children is essential to a good education. Therefore, we made lots of trips to the library and added to our home library regularly.

After two years of this, Sally felt confident enough to make her own scope and sequence for first and second grade. She used several resources to aid her: Kay Milow's *Home-schooler's Complete Reference Guide*, Konos' *Compass*, Cathy Duffy's *Curriculum Manual: Elementary Grades*, and the E.D. Hirsch's *What Your Grader Needs To Know* books. We began purchasing reference books and supplies in place of prepackaged materials-items that can be used at all ages. We use Blumenfield's *Alphaphonics* (just the book) and *Teach Your Child To Read in 100 Easy Lessons* for phonics. After using these and reading various other books aloud daily, both Jonathan II and Hannah have become excellent readers. We also use the *Italic Handwriting Series*, *Math-U-See*, and *Visual Manna Art Basics*. We balance our learning with "non-structured" reading, discussion, and activities, using "structure" for math, early reading, and writing. We prefer learning with "real" books rather than textbooks, and for older kids: essay and discussion rather than workbooks. Sally's background in English enables her to teach language arts with just a few reference books and choice literary selections. With the exception of math, we choose not to test, occasionally using workbooks to evaluate their progress. We prefer to fill our days with teachable moments!

We've always had a routine, even when the older kids were toddlers. It helps our days go smoothly, enables us to enjoy our time, helps us to keep an orderly home, and provides us with extra time to do for others and to be hospitable. What works best for us is to work in flexible time periods, doing much of the same thing each day. We all wake up, get dressed, eat breakfast and do some morning chores (bed making, etc). When this is done, the kids usually play or read until it is time for the "structured" part of our day. The younger girls play on and off throughout the day and "do school" while the older kids are busy. Of course, we tend to baby Julia's needs throughout the day, taking opportunities to play games and read while Julia nurses or snuggles. The kids all have their own art supplies (markers, crayons, paper, activity books, etc), which they get out and put away by themselves. The two oldest children begin with a bit of deskwork: handwriting activities (usually done with Bible lessons or comprehension activities), and math. After Hannah is done, she reads to me and then is free to play or do activities on her own. Throughout the day, we do science activities, geography, history, art and other subjects. We do most of these by reading, discussing and doing projects on various days. Jonathan II and I study one country each month with *Highlights: Top Secret Adventures*. We just finished studying one state each day, going through quite a bit of American geography! Jonathan and Jonathan II take Tae Kwon Do three times a week. This has been really good for Jonathan II as he is not overly "athletic" by nature ... he's kind of a mix between an engineer and a bookworm!

The kids spend the rest of their free time with building toys (Legos, etc.), imaginary toys (Playmobile, dolls, dress-up), and reading (the younger girls enjoy looking at picture books and listening to stories). We use the Legos and Playmobile to talk about "the way things were" (history) and choose books to go along with our interests. The older kids also spend lots of time reading quietly. They may play on the computer for 30 minutes a few times each week, or watch a movie once each week. Other than that, we do not watch TV or play any video games. We spend time each evening reading aloud as a family. Presently, we are reading *The American Adventure* (a realistic historical fiction series). We follow this with a family devotional: Bible reading, songs or hymns, and prayer.

As for "socialization," there is only one other Christian home schooling family locally and only a few other children in our congregation. Yet, even with the lack of other "kids their own age," our children are very talkative, outgoing, and friendly - they love to visit with folks of all ages. We do not want to commit to any home school groups at this point, as they can become very time-consuming. Besides, we enjoy our family time very much. After all, a key element to home schooling is the home.

If we could sum up our teaching principle in one statement, it would be, "education is not the filling of a bucket, but a lighting of a fire." Our hope is to light two fires - the desire to learn and the "hunger and thirst for righteousness." We are seeking to provide a godly home for our children and to do all that we can to train them to choose good over evil. We want them to know Satan exists and uses many ploys to catch his prey, but we also want to teach them these lessons without subjecting them to wickedness. If we could ask one thing of our children, it would be for them to "do justly, to love mercy, and to walk humbly with [their] God" (Micah 6:8b).

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

### Key #5: Authority (continued)

#### II. HOW SHOULD CHILDREN SHOW RESPECT FOR AUTHORITY?

How do parents know when their children are being respectful? Some parents don't seem to know that they have disrespectful children. So what is included in the respect we seek to develop?

##### A. CHILDREN MUST ACT OBEDIENTLY.

This is the essence of respect for authority, and this is what is required by many of the passages previously listed.

Ephesians 6:1 — Children obey your parents. [Cf. Col. 3:20.]

Romans 1:30,32 — Those who disobey parents are worthy of death. [Cf. Deut. 21:18-21; 2 Tim. 3:2; etc.]

In all areas of life that we have studied, respect for authority requires obedience. So a child who persistently disobeys in the home is a child who simply has not learned respect for authority. Yet in home after home, even where parents are members of the church, children repeatedly refuse to obey their parents, but parents apologize for it or laugh it off and go on like it's an everyday occurrence.

Parents, we are trying to raise **godly** children. The ultimate goal of your authority is to teach your children respect for **God's** authority. You should expect your children to obey you like God will expect them to obey Him. Do they? If not, then your children have not yet learned proper respect for authority, and God says it your job to teach it to them!

##### B. CHILDREN MUST SPEAK RESPECTFULLY.

Our permissive age allows children to say anything in any tone of voice and with any attitude. This ranges from pre-schoolers to teens. One high school parenting text says parents should allow "children the right to have all kinds of feelings and wishes and to express them freely" (*Caring for Children*, Draper and Draper, p281). Whatever your child feels or wishes is OK, and he has the right to say it.

That's why we hear little children say to their parents, "No, I won't! You can't make me! You leave me alone! You shut up!" They yell and scream at parents, mock them, and backtalk ("sass"). We are told this "gets it out of their system." But what it really does is develop and ingrain the habit of disrespect for authority. It makes rebellion a fundamental part of their "system"!

##### *Consider the Teaching of Scripture.*

Ephesians 6:2,3 — Children should **honor** their parents. This includes many things, such as supporting the parents in their hold age. But one thing included is speaking respectfully. [Cf. Ex. 20:12; Lev. 19:3; Deut. 27:16; Ezek. 22:7.]

Matthew 15:4 — "Honoring" parents is connected by Jesus to not "speaking evil." He who speaks evil of his parents should "die the death." Whoever cursed a parent was worthy of death under the Old Law (cf. Ex. 21:17). To curse means to express a desire for harm to befall someone. Cursing does not necessarily involve using profanity — though we sometimes hear children do that toward parents too!. When modern parents refuse to allow children to have their way, children may say, "Oh, drop dead." "Go jump off a bridge." If that isn't cursing, what is it?

Proverbs 30:11,17 — Destruction will come to a son who curses, mocks, or disobeys his parents. Yet parents often tolerate children who rebelliously make fun of them and disobey them.

1 Timothy 5:1 — Do not rebuke an elder, but exhort him as a father. This clearly implies that all people should understand that there are respectful ways to speak to a father, and there are disrespectful ways. [Cf. Ezek. 2:3-7.]

##### *Can a Child Ever Express Disagreement with a Parent's Decision?*

Some parents refuse a child the right to ever express any disagreement with the parent's decisions. This builds rebellion because the child is being treated unfairly. Such an approach assumes parents are always infallible, which is simply not true.

1 Timothy 5:1 said Timothy could speak to an elder as to a father — including when he was wrong. But the manner he did it must be respectful. If a child speaks calmly, but simply thinks he has a better idea or just does not understand the parents' decision, it is right to discuss with him. It may be he does have a better idea, or the discussion may help him understand the parents' views. Let the parent consider

the child's view, then make a decision with the understanding that the child must live with the decision whether or not he likes it.

But if a child speaks with a rebellious, defiant, disrespectful attitude or tone of voice (parents can tell the difference, and so can children), parents must punish the child for his defiance, regardless of the worth of his ideas. We must teach children that we are willing to discuss if they have a humble, respectful attitude, but rebellion will not be tolerated. [Cf. Matt. 19:19; Mk. 7:10; 10:19; Lk. 18:20.]

**C. CHILDREN MUST NEVER STRIKE OR HIT THEIR PARENTS.**

Often a child becomes angry or frustrated with his parents when the parents don't let the child have his way. He may strike them in anger. Often murders are committed in this way by larger children.

Exodus 21:15 — He who strikes a parent would be put to death under the Old Law. ("Smite" does not necessarily mean to kill — cf. v18,19).

Proverbs 19:26 — He who does violence to ("assaults" — NASB) his parents is a shame and reproach. [Cf. 1 Tim. 1:9.]

Parents must begin early to teach children such conduct will not be tolerated. If your little child hits you in defiance and rejection of your wishes, you must punish that child severely and teach him he never has the right to strike you.

**Conclusion**

Luke 6:46 — But why do you call Me 'Lord, Lord,' and do not do the things which I say? The issue of authority is a critical issue facing our society. The most basic authority is that of God. If Jesus is Lord, we must do what He says.

But the proper attitude toward authority will generally be learned — if it is ever learned — by children in their homes as they relate to the authority of their parents. The way we exercise authority toward our children will very likely determine their eternal destiny. We have earlier emphasized that this must be done out of love, not for selfish purposes. But we must be firm as God is firm.

Are the children in your home learning proper authority relationships?

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**PLEASE CHECK YOUR RENEWAL DATE**

This issue completes the current school year. This means that some of you will need to renew for next year. Please look at the address label on your envelope (or if you receive *Family Times* by email, check the name to which your *Family Times* was emailed). If it shows the number "00" (for 2000), but **not** "01" (for 2001), then you need to renew. By sending your renewal promptly, you should continue to receive *Family Times*, and you save us the trouble of sending out notices.

Those of you who are in our HSLDA discount group should especially remember that you must continue your *Family Times* subscription in order to continue to save money on your HSLDA renewal.

Thanks to everyone for your cooperation and your interest in *Family Times*.

**Renewal Form and Survey for Home-Schoolers**

***Family Times*, 7846 St. Joe Road, Ft. Wayne, IN 46835**

To renew, please cut off or copy the following form (front and back), indicate which of the options below you choose, complete this form, and send it with your check to the above address.

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**(Please see reverse side.)**

## “HOW DOES GOD DO THAT?”

Written by Paul and Danielle Harris.

Reviewed by Gerry Wright

HDGDT is called, on the front cover, “Complete Earth Science with an introduction to Life Sciences,” for ages 8-12. I am liking it very much. It is not deep science, but it is easily supplemented, and is perfect for the younger ones just as is. It does not have color illustrations, and the pages are not overloaded with text. The instructions are directed to the student, with clear, easy-to-follow directions. Parent involvement can be increased by supplementing for older children, and by asking the review questions listed at the end of each chapter. It has goals written out which may be checked off by the student. There are lots of activities, most of them for the younger children, and I supplement those with other things for my older student. There are charts and graphs in the books for the student to complete.

Unit One covers the solar system, stars, galaxies, and space exploration. Unit Two studies Earth, interior crust, land masses, oceans, atmosphere and moon. Unit Three focuses on matter, rocks, minerals, and then finishes up with life science: cells, plants, animals and human body.

It costs \$23.95 undiscounted, and could be consumable or not, depending on your use of it.

### EDITORIAL NOTES

This issue of *Family Times* contains a few articles that are longer than some we have printed in the past, because they deal with especially important topics. We hope you give them careful consideration. We give special thanks to Lori Biesecker, Sally Perz, and Gerry Wright for taking time to write for us.

We want to send our special condolences to Mark Mayberry regarding the passing away of his mother. We hope that all of you share in his grief. And we look forward to hearing from him again in future issues of *Family Times*. Also, if you have suggestions to contribute for Janet Metzger’s “A Penny Saved and a Stitch inTime” column, please send them to her at [metzger@kih.net](mailto:metzger@kih.net).

We continue to encourage all of you to send us articles for future issues. Thanks again!

### PLEASE TELL A FRIEND ABOUT *FAMILY TIMES!*

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#### **Please indicate each of the following which applies to you:**

- Please send us information about Homeschoolers List, the e-mail list for Christians interested in home schooling. Our e-mail address is listed above.
- We are members of a “non-institutional” church as described below\* and are willing to have our name and address publicly circulated as a “State Contact” family so Christians can contact us with inquiries about home schooling in our state.
- Please send us information about discounts for membership in the Home School Legal Defense Association.
- We would like to have our names added to your mailing list to be informed about reviews of home-schooling materials, about home-schooling materials produced by faithful Christians, or about meetings of Christians about home schooling. (Please be sure to include your email address above.)
- We are willing to consider submitting brief reviews of textbooks, curricula, or other materials we have used, with the understanding that these reviews may eventually be published for the benefit of other Christians. (Please include below a list of materials you have used and may be willing to review.)

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- We are willing to submit names of other Christians we know who home school so they can be invited to participate in the above projects. (Please send us the names and addresses, or you are free to copy this form and distribute it directly to other home schoolers in the church.)

\*Note: By “non-institutional churches of Christ” we mean faithful local congregations of God’s people which are opposed to instrumental music in worship and opposed to church support of centralized arrangements including sponsoring churches and benevolent institutions such as “orphan homes,” among other things. Other people may benefit from our services, but this is the group of people we are trying to serve. We ask that all our “State Contact” people be of this belief.