

# FAMILY TIMES

A Home-school Newsletter for New Testament Christians  
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September-November, 2000

## A FAMILY PROFILE

by Eddie Pagan

We have two children: a daughter Sarah, who is now 9, and a son David, who is 6. We have always home schooled. My wife Rita and I moved to Sofia, Bulgaria, in April 1998, with a childless couple to begin work with a church that was already here. We have needed to make many adjustments to our lifestyle to accommodate the differences between life in the US and life in Eastern Europe. Perhaps the change that has been the easiest was home schooling. We began home schooling while we lived in Louisiana, when our daughter was about 4 or 5. Of course, the first couple of years were rather informal until she reached school age.

We chose to home school for a variety of reasons. I guess the primary reason was our concern over the influence that humanists have over the education system in the US. I think many teachers are unwittingly influenced by the views of secular humanists such as John Dewey. We were also concerned about the conditions that exist in many school systems of near anarchy. We normally live in suburban areas and the public schools in many of these areas are losing ground.

We have used a variety of materials and methods. We have used the E. D. Hirsch Core Knowledge series as the basic framework to guide our studies. In addition to this, we have used the Robinson Curriculum for reading and various workbooks that gave additional study materials. We just began using Saxon for math with our daughter. My wife teaches the children three days a week and I do two days a week. She emphasizes language, the various arts, and some biological science. I teach math, social studies, and the other sciences. But, we keep our schedule very flexible to accommodate the other commitments that we each have. Sometimes, we switch our school days. Sometimes, we take a week off of school entirely for travel or guests visiting.

Not everything goes as smoothly as we would like. Currently, our daughter is struggling with her attitude toward school. She would like it to be very easy, so that she could finish in one hour or less and play the rest of the day. Instead, she often daydreams and wastes her time, so that she is still doing school at bedtime or finishing one day's work the next morning. I had the same sort of problems when I was her age, so she comes by it naturally. We think home schooling will be good for her in that it forces her to deal with her own attitude herself.

## EDITORIAL NOTES

Once again our thanks to all who have contributed material for this issue of *Family Times*. We are glad to have Janet Metzger's "A Penny Saved and a Stitch in Time" column back. We also appreciate very much the family profile submitted by Eddie Pagan and the articles by Wayne Walker and Kelia Ballou.

We do hope that all of you enjoy and benefit from *Family Times*, and that you will continue to submit articles for our readers. We also urge you to tell your friends about us. And see our web site at [www.gospelway.com/familytimes/](http://www.gospelway.com/familytimes/).

## A PENNY SAVED AND A STITCH IN TIME

\$\$\$\$\$\$\*\*More money saving websites\*\*\$\$\$\$\$\$

by Janet Metzger

Some sites will send you free gift certificates for viewing your choice of websites. I have tried out a few of them, but my favorite is [www.freeride.com](http://www.freeride.com). If other members in your family have their own email address, they can participate also, for up to 4 family members. They must be 13 years or older. It takes about 10-15 minutes a day, and I usually accumulate 60-70 points or so per day. For 1100 points you can get a \$10 gift certificate to Barnes and Noble, Cracker Barrel, Red Lobster, the Olive Garden, certain hotels, etc. They also have certain groceries in most areas, so if you purchase certain products (Oscar Mayer bologna, certain cereals, Folgers coffee, Sunny Delight, etc.), you will automatically have points added to your account. If you access certain sites to buy online, such as Barnes and Noble or Half Price.com you also get points for your purchases. This is an incredible site, and I have received close to \$300 in gift certificates since starting it about a year ago. They are great to use on trips or as gifts.

Another site I've enjoyed is [www.2000freebies.com](http://www.2000freebies.com). To the left of the screen are different offers. When you click on 'Online Store Coupons,' it will take you to a list of coupon codes for various stores. The only one I've used is for Barnes and Noble. Before Christmas they had 2 different coupons for \$10 off for a \$10 or more purchase. You must order online, but the online prices are already cheaper and, with the coupon code added, you can rake in some great savings. I also had 2 codes for \$10 off a \$25 gift certificate from [www.giftcertificates.com](http://www.giftcertificates.com).

Again, I would remind you to check your receipts and make sure advertised discounts are taken off your bill. My oldest son needed his 2nd pair of glasses in less than a year. The optometrist said it was probably because of such a major growth spurt. I had a coupon for a free eye exam and we kept the same frames. We also had a discount insurance card, which has helped a lot in the past, so I was surprised when the assistant said we owed \$148. This was at Value Vision. I asked her to check again, but she held to the price. When I stopped at the main desk to pay, I mentioned it to the more experienced worker. She looked at my card, checked in the computer and brought the price down to \$54.

Happy saving!!!

## RAY'S ARITHMETICS

Reviewed by Wayne Walker

The seven volumes of the Ray's New Arithmetics were originally published in 1877-1883 by Van Antwerp, Bragg & Co. of Cincinnati, OH, as a revision of an earlier work. The author was Joseph Ray, who was born in 1807, a contemporary of Abraham Lincoln, and served as Professor of Mathematics for 25 years at a preparatory school in Ohio. These books were more popular than any other arithmetic books in America during the 1800's and early 1900's, seeing more than one thousand editions and selling over 120 million copies. Several generations of students learned to use numbers with these works, including Thomas Alva Edison, Alexander Graham Bell, and Henry Ford. In fact, my father has told me that both he and his father studied from the Ray's Arithmetics when they were in school. Thus, the technique used by Mr. Ray has shown to be a tried and true method that worked.

Today, the Ray's New Arithmetics are available for use again as reprinted in 1985 by Mott Media, Inc., 1000 E. Huron St., Milford, MI 48042. Organized in an orderly manner around the discipline of arithmetic itself, they present principles, progressing systematically from the simple to the complex, follow up each one with examples, and then include difficult problems to challenge the student so that he must rely on his arithmetic ability to answer the questions. The books are basically photographic reproductions of the originals in which Mott Media refrained from revising the problems and prices, changing only a few words as they felt necessary.

To some, the problems may seem quaint and even hopelessly out of date, but many of us appreciate the charm of a former era that lives on in this reprinting. Flour and salt are sold by the barrel, postage stamps cost 3 cents, and questions deal with buying cloth or selling fruit at the market. This gives ample opportunity to make application to history as well as to real-life situations. The fact is that the basic relationships of numbers do not change, and adding, subtracting, multiplying, dividing, fractions, and ratios are the same in any age, so that the student can also learn the social culture of the 1800's at the same time he is mastering his arithmetic skills.

While the books are not graded and each student can progress at his own pace, Mott Media does provide a suggested scope and sequence for the Ray's New Arithmetics. *Ray's New Primary Arithmetic* is intended for grades one and two. It begins with counting and other basic arithmetic skills and introduces addition, subtraction, multiplication, and division. *Ray's New Intellectual Arithmetic* is intended for grades three and four. It extends work in the four operations to higher numbers and introduces fractions, measurements, ratios, and percentages.

*Ray's New Practical Arithmetic* is intended for grades five and six. It reviews basic arithmetic skills and carries them to higher levels, along with factoring, decimals, proportions, powers, roots, and simple geometry. *Ray's New Higher Arithmetic* is intended for grades seven and eight. It includes philosophical understandings; principles and properties of numbers; advanced studies of common and decimal fractions, measurements, ratios, proportions, percentages, powers and roots, and series; business math; and geometry, with both basic work for the average student and challenging work for the advanced student.

The complete set also includes the *Key to Ray's New Arithmetics* which has answers to the questions in the Primary, Intellectual, and Practical Arithmetics, the *Key to Ray's New Higher Arithmetic* which has answers to the questions in that book, and *Test Examples in Arithmetic* which provides problems on topics in the Practical Arithmetic from which questions can be drawn for preparing tests. Mott Media has added a *Parent-Teacher Guide for Ray's New Arithmetics* written by Dr. Ruth Beechick, a name well-known among home schoolers. It includes a general scope and sequence of recommended mathematic skills for each grade, a planning guide with suggested daily plans, tests, a section on projects and games, and other teaching tips. The eight volumes can be purchased as a set or individually.

Thus, Ray's New Arithmetics provide a complete mathematics curriculum for grades one through eight (just like in the old one-room schools!). In addition, Mott Media has published a series of workbooks, four for each year from grades one through four, written by Dr. Rudy Moore, which are keyed to Ray's Primary and Intellectual Arithmetics. These provide additional information on and some extra problems for counting and writing numbers, addition, subtraction, multiplication, division, and fractions, as well as room to answer the questions from the textbooks. As children proceed through each workbook, they are referred to the appropriate lesson and exercises in the various texts. The Ray's New Arithmetics can be used alone, but some parents may prefer the extra guidance offered by the workbooks.

One of the benefits of Ray's New Arithmetics is that they emphasize mental arithmetic to precede written arithmetic as a means to assure understanding. Most early work is to be done with real objects such as fruit, counting blocks, and marbles, and later in the head with mental images of the objects. After children are ready to think symbolically, they gradually drop the use of objects and images and learn to compute with digits. Thus, children are led through the three growth stages in arithmetic: the manipulative stage, the mental image stage, and the abstract stage.

Another advantage is that Ray's New Arithmetics incorporate what has become a pariah to modern math students: story problems. Students must read simple sentences which pose real life problems; decide whether to add, subtract, multiply, or divide; and finally arrive at the answer, sometimes mentally and sometimes in writing. The student studies arithmetic, increases his reading comprehension skills, and learns how to think rather than just plod through page after page of arithmetic problems with a one-line direction at the top of each page. Such a student will never even know that he should be fearful of story problems, because from the very first pages the problems are posed in sentence format. For this reason, Ray's New Arithmetics can form an excellent foundation for the study of logic.

We have been using Ray's New Arithmetics now for two years with our older son (we did not use them in first grade, and I wish now that we had), and I can attest to the fact that they are definitely not easy (especially for someone with a basic disinclination for mathematics like myself), but they are good! They have forced me to sharpen my arithmetic skills while I try to shepherd my son through the textbooks, and we plan to continue using them with our second son. This is teaching arithmetic the old-fashioned way, with hard work, instead of having all the bells and whistles, sound and fury, or whatever, of modern math textbooks to take away from the actual development of math skills. The pages are simple without any bright illustrations to distract, and no manipulatives are provided; but then, how fancy does one really have to get to provide manipulatives for arithmetic? We keep a set of old blocks around for use whenever we need to illustrate things or have hands-on experiences. Ray's New Arithmetics have played, and still can play, a very important part in teaching children mathematics skills.

## MORE THOUGHTS FROM A “COMPLETED HOME SCHOOLER”

by Kelia Ballou

Folks often ask me what advice I can give them about home schooling. The following is some that I tell them:

\* Learn to first pray about **everything**. You will do it sooner or later anyway. You might as well do it sooner.

God promises to help us, and He is a Wonderful Deliverer!

\* Be sure the father is an integral part of your home schooling.

My husband Troxel was **always** supportive of our home schooling and even over the years taught some courses to our 2 kids. Especially in older years, he did a good job of being the principal to whom our children were sent when I was at wits' end.

But as a home school speaker pointed out to me almost too late to benefit our home school, if the husband is merely supportive, the wife is likely doomed to burn-out.

The Scriptures clearly state that the family is first the responsibility of the **father**, not the mother. We mothers are indeed important and uniquely irreplaceable, but our family authority is basically delegated to us through our husbands. Our society says everything **but** this to us and our families. As a result, Christian families often have trouble sorting out the godly way of doing things. I know our family did and still does sometimes.

Because home schooling demands so much of usually the mother, it is important for the father to be intimately involved. Each family has to determine how best to do this. It's no better for the father to try to control too much as too little of the home school. If the husband takes too little control, the wife will be over-burdened with things she was not made to deal with. She will likely feel inadequate. If the husband takes too much control, the wife will feel like a child rather than a helpmeet. She will likely feel discouraged. Burn-out is right around the corner.

The aforementioned home school speaker pointed out that the father should realize that, if the home school is not working in some area, the father should accept the final blame (not that he necessarily caused the problem) and know that it is **his** responsibility to lovingly direct changes to correct things, not his wife's. Again, the mother probably will be the one who actually **does** the changes. But it is no longer ultimately on her shoulders but on those of her husband's. God says that the 'buck stops' with the husband, not the wife.

This may seem like a subtle distinction, but when those words were spoken, there was a broad murmur of agreement — and relief! — from the mostly-female audience.

Troxel and I didn't understand this. I thought that since I was going to be doing most of the home schooling, most everything was pretty much up to me. As a result, I was really over-burdened with our home school much of the time. It is a burden to be sure, but we could have shared more of the burden than we did.

\* Know that there is no perfect curriculum. As soon as you buy yours, you will see one that surely must be better!

\* Know that within some limitations **any** curriculum you get for your child will be good for them.

\* Know that you will have to adjust and modify **any** curriculum you get.

\* Know that frequently the curriculum that worked for your friend or one child will not work for your other child.

\* Take advantage of the curriculum guides available and the experience of other home schoolers, make your curriculum choice, and see if it works for a reasonable length of time. If it doesn't, try something else. It won't be the end of the world. The only consolation I can give is that it's only money.

Choosing curriculum is one of the more frustrating things about home schooling. Even experienced teachers find this a challenge. I know few home schoolers who were able to get one curriculum that worked for all their kids for all times.

\* Seriously consider doing mostly unit studies in the elementary grades. (Note: Usually phonics and mathematics are addressed apart from unit studies.)

I was so afraid to let go of our textbooks when the kids were young that I attempted to do both unit studies (KONOS) and textbooks. I thought the kids would miss out on something important if I let the textbooks go and only did unit studies. The kids **always** learned more when we did unit studies than

when we used textbooks. And it was usually more fun to do the unit studies than textbooks. But trying to do both at the same time was an exercise in frustration.

I know now that the content of all regular education is a spiral: the same material will be visited over and over, always with more detail as the student becomes more proficient. Rarely is anything learned the first go-around. This means that it's OK to use more creative ways to meet material: it will come around again. And remember, a goal in home schooling is to teach our children **how** to learn. If they know the **how**, they will learn the **what** when they need it.

\* Be sure to regularly plan for opportunities to serve other people. Involve your children in cooking meals for the sick and grieving, visiting the elderly, etc.

For example, the kids and I each week volunteered at an Alzheimer's day care center. This helped us to be better in tune when my mother who was afflicted with the disease stayed with us. Also, our kids always accompanied us when we visited nursing homes. The experience helped them feel comfortable around people of all ages.

Home schooling through high school presents more challenges, but we believe it was worth every hassle! Consider the following:

\* When possible, before beginning high school courses, do your homework to find out admission requirements to the colleges or other institutions where your child may attend after high school. This will help you to be sure the high school courses your child takes will be adequate.

A friend's child found out too late that the college she wanted to attend required 3 science lab courses, 1 more than she had completed.

\* Be creative in seeking resources that home schoolers can use for high school courses. Even small communities may have junior colleges offering high school courses (some give dual credit), other parents having skills you lack who could tutor your student and/or trade with you for skills in which you can tutor their student, private schools who may allow a student to take only a course or 2, and classes exclusively for home schoolers. There are correspondence courses and even interactive Internet classes available.

In his high school senior year our son took a home school literature/composition class with about 15 other students once a week. This was his first and only academic class taken out of the home before college. (Our daughter took the same class for 3 years of her high school.) The experience helped him not only adjust to answering to another teacher but also to deal with a classroom situation (his first opportunity past Bible classes and occasional museum classes). As a result, he adjusted more easily to college. A benefit to me was that he had to answer to another teacher for his 4th year English!

Whenever I taught our kids their science labs, usually other kids whose moms felt less adequate about science joined us. This was a win-win situation for us: it was fun having other kids join us, and there was little additional preparation I needed to do.

\* Keep track of college entrance requirements and testing times plus scholarship requirements and deadlines.

Though many home schoolers do not use the same annual schedules as public schools, testing companies are geared for public school schedules. And there are many scholarships available. Check with your local high school or library for all this information.

\* Take advantage of numerous SAT and ACT test-taking helps available.

I recommend the Princeton Review books. These resources give the reader test-taking hints geared for the particular test. Most public schoolers are used to taking numerous standardized tests; frequently, home schoolers are not.

\* Be diligent to keep good records as your student goes through high school, including not only grades but also textbook names along with all extra-curricular activities done.

It's difficult that last year to pull everything from 4 years together while also trying to finish senior courses and to arrange graduation, too. Add the emotions surrounding a child leaving your nest, and you have a recipe for disaster.

If standardized test scores are not too high, showing admissions officers proof of a variety of high school activities may make the difference. I regularly took pictures of the kids' activities, including labs. I included copies of many of these pictures with transcripts sent for college admission.

My closing thoughts:

\* Know that the choice to home school or not is for the parents to make, not the children nor anyone else. Counsel should be heard, especially that of the student to be home schooled, when appropriate. But it is the parents' responsibility to choose; they are the ones who will answer to God for the choices made.

If the parents decide after much prayer and soul-searching to *not* home school, then so be it. That is their business.

\* Keep remembering that the ultimate goal for Christians in parenting their children is to point them to the Lord Jesus Christ—whatever it takes. I believe God blesses our efforts to do that, as we trust Him. May He be glorified in all we do.

### PUBLIC - SCHOOL CURRICULUM PROMOTES HEATHEN WORSHIP

*Eagle Forum Education Reporter* — July, 1999

WHITE PLAINS, NY - A federal district judge ruled on May 21st in *Altman et al. v. Bedford Central School District, et al.*, that the School District violated the First Amendment rights of three Catholic families by requiring their children to create paper images of a Hindu god, make toothpick and yarn “worry dolls” to ward off anxiety, and take part in Earth Day worship services. The judge failed to find the card game “Magic: The Gathering,” which the plaintiffs contend “initiates children into satanism using the perversion of actual Bible verses,” in violation of the students’ religious rights.

Judge Charles Brieant upheld four of 12 claims by the plaintiffs, and ordered the school district to 1) “prevent school sponsorship of worship of the Earth” and North American Indian animism or nature worship; 2) “remove the worry dolls from the school system” and “refrain from suggesting that [such] tangibles have supernatural powers”; 3) prohibit “any direction to a student to make a likeness or graven image of a god or religious symbol”; and 4) “direct the adoption of a published policy containing clear instructions to teachers and others” for implementing the Supreme Court’s standards on the separation of church and state.

The case originated in 1995 when several Catholic parents became aware that the Bedford Central School District was promoting what they felt was satanic worship in the form of the “Magic” card game. Attorney Mary Ann DiBari, who originally represented the plaintiffs but later joined them in the suit on behalf of her two grandchildren, says the game is “totally religious,” steeped in satanic imagery, signs, and rituals such as human sacrifice and the casting of spells. “One of the cards depicts a woman about to be sacrificed, others allude to real satanists,” Mrs. DiBari explains. “The object of the game is to accumulate ‘mana,’ which is ‘power that comes from the earth.’”

“The cards represent a billion dollar industry,” she adds, “and our children are paying the price with indoctrination into the occult.”

The plaintiffs charged that the card game is part of a New Age curriculum in the school district which includes yoga lessons, cult worship, and religious activities. In learning about the elephant-headed Hindu god, Ganesha, for example, 3rd graders were required to make clay and construction paper cutouts of the god. Judge Brieant agreed in his ruling that this activity amounted to being forced to make “graven images” of religious gods, in violation of the students’ religious beliefs.

The school district was also charged with engaging in what the judge called “truly bizarre” Earth Day celebrations, which he said “take on [many] of the attributes of the ceremonies of worship by organized religions, including that of the plaintiffs.”

Mrs. DiBari describes a typical ceremony: “Students and senior citizens, who have also become part of earth worship services, sit in concentric circles around a giant inflated globe placed atop a bamboo tripod. The elderly people form the inside circle, symbolizing that they are closer to the earth and will return to it to nourish it. Teachers and school officials read speeches.

“A chorus of tom-tom drums plays throughout the proceedings. The earth is deified and students are urged to ‘do something to make Mother Earth smile.’”

Evidence submitted in the case included “Exhibit 62,” an audiotape entitled “Listening to Nature,” which “intersperses prayers and invocations sonorously uttered along with background sounds of forest and ocean.” The plaintiffs objected to the fact that the tape, which they characterized as “nature worship and guided imagery,” was played in the school district’s science classes.

A book of the same name contains a creed stating: “This is what we believe. The Mother of us all is the Earth. The Father is the Sun. The Grandfather is the Creator who bathed us with his mind and gave life to all things. The Brother is the beasts and trees. The Sister is that with wings. We are children of the earth and do it no harm in any way, nor do we offend the Sun by not greeting it at dawn ...”

Page 65 of the book advises children that “[W]hen you need to cut down a tree or remove a plant from your garden, reflect on this prayer: ‘We know that we all are children of the same Mother Earth, of

our Father Sun. But, we also know that one life must sometimes give way to another, so that the one great life of all may continue unbroken. So we ask your permission, we obtain your consent for this killing.”

Another Earth Day activity involved marking tombstones with the names of extinct birds and animals.

During at least one Earth Day ceremony, a school official told the assembly that there were “too many people on the earth and we need to do something about it.” The court agreed that this statement was directly against the teaching of the Book of Genesis and in violation of the students’ religious beliefs.

Mrs. DiBari says that she and the other plaintiffs are “very pleased” with Judge Briant’s decision, despite their disappointment with his ruling on *Magic: The Gathering*, which the school district sponsors as math classes.

“The court established four things that we hoped it would,” she explains. “In declaring ‘Thou shalt not make graven images,’ the judge actually quoted scripture. We are relieved that schools will not be allowed to promote superstition or compel children to worship religious gods, and that the court labeled these activities violations of the First Amendment. We also welcome the court’s acknowledgment that earth worship compels students to practice a world religion.”

Mrs. DiBari is convinced that these dangerous activities and curricula are “coming from the United Nations and filtering down through the U.S. Department of Education.” She says her conviction is based on the “volumes of documentation” she has received from researchers of U.N. speeches and documents, as well as from researchers of Goals 2000 documents. “We see the concept of Gaia being promoted in their own words, both written and spoken,” she asserts, “and they are promoting satanism through blasphemous activities such as ‘*Magic: the Gathering*.’”

Though spokesmen for the Bedford Central School District downplayed the outcome of the case, the attorney representing the district told the Associated Press that “the judge went further than any court in the country in directing the behavior of an individual school district.”

The district is expected to appeal the decision.

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

### Key #6: Motivation – Punishments and Rewards

Parents would like to be able to simply express their will and have their children respond by obeying. But all of us know that, in practice, this does not always happen. Often the child’s will conflicts with that of the parent. Then, if we are to do what we are convinced is best for the child, and if the child is to learn respect for authority, we must still get them to obey us. How is this done? What methods should be used to produce obedience when the child really does not want to obey?

The answer is that **parents must motivate the child to obey**. Whatever reasons they have for not obeying, we must give them stronger reasons to obey! This is done by rewards and punishments. When the child obeys, we make him glad by giving him a pleasant experience. When he disobeys, we make him sorry by giving an unpleasant experience. He eventually learns it is to his advantage to obey.

Psychologists call this “reinforcement.” It is used in training animals. When the animal obeys, he may be fed a treat. When he disobeys, he may go hungry or is given some mild discomfort. He soon learns that doing a certain act is associated with a beneficial result; but refusing to do the act leads to an unpleasant result. He becomes more likely to repeat the act that is rewarded.

Remember, however, that we are dealing with children, not animals. Children have intelligence and emotional needs. Above all they are spiritual beings in the image of God, who will receive eternal destinies in accordance with their conduct before God. This is why our earlier “keys” emphasized the need for love and instruction. Nevertheless, the principles of rewards and punishments are useful and Scriptural. Consider how these principles can be used in training children.

#### I. SPANKING

Many child-rearing “authorities” oppose the use of spanking. Consider this quotation from the high-school parenting text *Child Growth and Development*. Page 315 lists “unsatisfactory” forms of discipline for children. The first two “unsatisfactory” forms are:

“Spanking because it puts too much stress on the child as a ‘bad child’ and too little on the wrong act ... Other Physical Punishments ... All physical punishment has the danger of turning into child abuse or causing injury when the adult is really angry. For this reason alone, it should be avoided.”

## A. SPANKING IS TAUGHT IN THE BIBLE.

### **God's word commands parents to use spanking when needed.**

Proverbs 22:15 — Foolishness is bound in a child's heart, but the rod drives it from him. Children naturally tend to do things, at times, that are bad. Many Scriptures have shown us that parents must exercise their authority and give rules and guidelines to their children. But all children, at times, will test those limits, so punishment is needed to restrain them.

Proverbs 19:18 — Chasten the son while there is still hope. This is for his good. Children must be taught obedience while they are young, even before they are able to understand all the parents' reasons. If you wait till they can reason things out for themselves, it may be too late. They may be past hope. [See also Prov. 29:15; 23:13.]

Proverbs 13:24 — One who does not spank his son, when it is needed, hates his son. One who loves his son will chasten him. It is just that simple. Spanking is not an act of hatred. On the contrary, **properly done, spanking is an act of love, and those who deny the value of spanking are the ones who God says hate children.**

The issue of spanking boils down to an issue of the authority of God and the inspiration of the Bible. If a psychologist wants to question my intelligence, let him have at it. But when he challenges spanking, he is not disagreeing with me, but with God. And God is smarter than all the psychologists put together!

### **Spanking is compared to God's punishment of his people — Hebrews 12:5-11.**

God chastens men, and this is here compared to earthly fathers who chasten their sons. This comparison is made by God Himself. God says that all fathers will chasten their children, and if a father does not chasten his son this would indicate that it is not really his son (v6-8).

Further, this chastening is an act of love, not hatred (v6), because it results in good for the child (v10,11). Some claim that punishing children causes them to hate the parents and lose confidence in them — it produces resentment and misunderstandings. God denies all this and says instead that such discipline leads the child to respect the father (v9).

Further, this illustration shows that, if parents should not punish children, then God should not punish evil men. But He does punish evil men, and no one is wiser than He is. He is our perfect example of a good Father.

And also note that this is a New Testament Scripture. Some people question our use of passages from Proverbs because they are Old Testament Scriptures. But here is a New Testament Scripture teaching the same thing at the Old Testament. In fact, vv 5,6 quote the book of Proverbs (3:11f) to show that God's teaching on this matter is the same today as it was in the Old Testament!

People who deny the value of spanking, therefore, are denying the wisdom and authority of God Himself. Many people who argue against spanking do not realize they are arguing against the word of God, but many of them do know this. Many are admitted Humanists and skeptics, who openly deny the inspiration of the Bible or even the existence of God.

In any case, the don't-spank philosophy is a direct attack on the inspiration of the Bible and the infallibility of God. That is why statements, such as we quoted earlier from the high-school text, must not be allowed to go unchallenged. Parents must understand and appreciate the value of spanking, regardless of what any human "authority" may claim.

[Cf. Rev. 3:19; Deut. 8:5; 28:15; Ex. 7-12; 2 Thess. 1:8-10; etc.]

by David Pratte

### **WANTED: REVIEWS OF MAGAZINES AND WEB SITES**

Rhonda Bosworth suggested that a good topic for future issues of *Family Times* would be reviews of magazines of interest to home schoolers. This could include magazines about home schooling or magazines that contain material useful for study or reading by the students themselves.

Also, you may consider sending brief reviews of web sites that you have found especially useful. Many home schoolers are now able to surf the web, and many web sites are highly educational.

So, we would love to receive reviews any of you would like to submit. Please send to us at *Family Times*. Preferably, you can email them to me at [dave@gospelway.com](mailto:dave@gospelway.com).

Thanks for all you do to help make *Family Times* a useful resource for home schoolers.

### **PLEASE TELL YOUR FRIENDS ABOUT FAMILY TIMES!**