

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
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OUR SPIRITUAL HERITAGE: A HOME BIBLE STUDY PLAN

Reviewed by Mark Bingham

Are you looking for family Bible study materials for home use? Are you looking for a home-school Bible curriculum?

JCS Publications, the company that made the *Our Spiritual Heritage* chronology box and is working on the *Our Spiritual Heritage* Bible class curriculum has just published *Our Spiritual Heritage: A Home Bible Study Plan*. They have taken the first section of their Bible class curriculum and converted it into a family-friendly home Bible study.

This study comes in an affordable workbook form. It is a 26-week (5 days a week) thematic study. The theme is "God is Wise: He Makes Great Plans." Daily activities will take 15-30 minutes a day but can take much more, if you get too excited to stop.

The study includes activities for seeing God's wisdom in the created world, and praising God's wisdom using the Psalms, family prayer, and song. It provides Bible stories for the family to read together. These are stories of wise people who followed God's plan and succeeded (Noah, Abraham, Joshua, Naaman, Ezra, the Eunuch, etc.) and foolish people who rejected, ignored, or changed God's plan and failed (Achan, Uzzah, King Jeroboam, King Jehoiakim, etc.)

This Bible study also includes chronology cards that will help you tell the story of the whole Bible to your children, and story cards to help you review all the stories you study together and introduce the new lesson each week. Additionally, the study includes a people review activity and a geography activity each week. Finally, it has application activities for learning the lesson of the story and memory verse suggestions.

To use this study you will need one K-3 Workbook for each child in your family between Kindergarten and 3rd grade age (\$12.95) and one Parent Notebook to go with it (\$19.95). You will need one 4-6 Workbook for each child 4th to 6th grade age (\$12.95) and one Parent Notebook to go with it (\$19.95). The Parent Notebooks are essential, because this material is not designed for a child to do in a corner alone. It is for parents and children to do together, and many of the activities are oral and not included in the Student Workbook. If you have any little ones 2-6 years old, you will want to order a *Psalms Coloring and Tracing Workbook* (\$2.00) for each of them. Big kids (Junior High or High School) can pair up with little brothers and sisters to help them with their work.

There is one last component of this study that you'll need to order from JCS Publications. It is their Chronology Box (\$28.95). This will give you the materials for the fun and profitable activity you'll do together every week - drilling and learning Bible chronology. The box includes much more chronology information than you'll use with these workbooks this year. But you can use the box in years to come for additional chronological Bible study with your whole family, or to teach yourself, new converts, unbelievers, or children in Bible classes the story of the Bible in chronological order.

To find out more about this material, e-mail jcs_osh@yahoo.com, or call 281-537-5873 and ask for Nancy Tumlinson.

A PENNY SAVED AND A STITCH IN TIME

by Janet Metzger

*****For inexpensive photo processing, check out www.snapfish.com. I first heard about this at a home-school meeting from a mom who had used this company's services.

If you register with them, they will send you a postage paid envelope to send your film to them. The total cost for developing a roll of film will be \$1.99 for developing plus \$1.99 for shipping and handling, or \$3.98 total. They put your pictures online for you, so you and others can see them there. You can even send the disposable cameras in the envelope that they provide free of charge.

You can forward the pictures to relatives and friends, and they in turn can order directly from the company if they like. This is great if you have grandparents who live far away who can't see enough of their grandchildren or have enough pictures.

If you already have an envelope to mail the film in for the first time and don't want to wait to receive the envelope from Snapfish, you may print the postage label from your printer to use for mailing.

*****Pay your mortgage the first of the month, even if it is not due until the 15th. This is a money-saving tip that I read in another publication. As best as I understand, the principle behind this is that if you don't make your payment until the actual due date, you are still paying extra interest for every day until your payment actually arrives, even if it is not overdue.

This should work the same with any other bills you might owe for which you are paying interest on the balance.

*****Generic vs. Name Brand

Sometimes the store brand item is packaged by the same company as the name brand item, which is usually more expensive; so you are only paying more money for the exact same item. Other times the store brand is not packaged by the same company as the name brand and the quality is lacking. For this one you would have to do some experimenting, but I have found many store brand items that we like just as well as name brands for less money.

*****A great spot remover

This is another tip that I read elsewhere, and it has saved me lots of scrubbing time on soiled clothes. It works on perspiration stains, mildew, grass stains, etc. It does not work on knits.

We had a quilt that my husband had put outside during our extra cold December this winter in a box to help keep our cats warm. When I brought it inside in January it had mildewed. I first tried washing it in Wisk, which takes out most stains for me, but the quilt looked no different, so I put 1 cup of Cascade dishwashing detergent, 1/2 cup Ammonia, and about 1/2 cup of Wisk. I let the washer fill, added the quilt and let it soak overnight. The next morning I finished the wash cycle and, when I pulled the quilt out, it looked as good as new!! I've also had success with shirts with very noticeable perspiration stains and jeans or other clothes with grass stains.

Also, as a side note, if you turn off the washer after it fills and let your clothes soak for 30 minutes to an hour before you finish running the load, they should be cleaner. Even a short presoak will help to loosen the dirt.

We sold our '87 Honda Accord when we needed to advance to a minivan. With it went many stains collected over the years from transporting 3 young children and many inevitable spills. The lady who had bought the car for her daughter called back to let me know that a man who regularly cleans cars advised her to use Wisk in a spray bottle. She said it took out every single stain! I've read that you can also mix 1/3 water, 1/3 vinegar and 1/3 Wisk.

OPINION ABOUT THE HOSPITALITY LIST

The following was sent from Joye Sautter:

The Dec-Feb *Family Times* requested our opinion about issuing a state contact and hospitality list each year. I like having this list ... Our family has been on the list for years and we have had the opportunity to shelter only two families, but we have enjoyed having them very much. I really hope the list is not eliminated. If it is a burden to print it, perhaps you could have it available on the computer or printed by request.

[Editorial suggestion: Would someone like to volunteer to keep these lists up-to-date and make them available by email to those who are interested in them?]

REVIEW OF PRACTICAL HOMESCHOOLING

Reviewed by Wayne S. Walker

When we attended our first home-schooling convention in 1997, we received copies of two home-schooling magazines, "The Teaching Home" and "Practical Homeschooling." We immediately subscribed to "The Teaching Home" because it was recommended by our state home-schooling organization. Then in 1999, when we decided to begin our own support group, we thought it would be good to have additional sources of information, so we also subscribed to "Practical Home schooling" because it was recommended to us. About the same time, we also happened to see a copy of "Homeschooling Today" in a religious bookstore and subscribed to it also. There are other home-schooling magazines available, but these three are the ones which we take. We have found excellent, helpful material in all three, and in a sense they seem to complement each other, but I have been asked to review "Practical Homeschooling."

"Practical Homeschooling" is published bi-monthly (every other month) by Home Life, Inc., P. O. Box 1190, Fenton, MO 53206-1190, at \$19.95 for a year's subscription (six issues). The publisher is Mary Pride, the author of the three-volume "Big Book of Home Learning," and it follows the same inimitable style that makes "The Big Book of Home Learning" so interesting and informative. Usually, there is an opening editorial by Mrs. Pride. One of my favorite sections is the "Letters to the Editor." Rather than just running the letters, Mrs. Pride will respond if there is anything that needs answering, and this give and take can make for some very lively reading at times.

There is usually a "Cover (or Issue) Feature" story. Some of the features for the year 2000 have included new college options for home schoolers, Regents College (an online university), home-school vacations and adventures, the national spelling bee, and an interview with John Taylor Gatto. When we first began subscribing, there were several columns devoted to the different home schooling styles and methods, such as Joyce Swann on accelerated education; Harvie and Laurie Bluedorn on classical education; Clay and Sally Clarkson on whole-hearted education; Karen Andreola on the Charlotte Mason Method; Jessica Hulcy on Unit Studies; and Laurie Harris on the Principle Approach; along with periodic columns by Howard and Susan Richman on things "You Need To Know;" Sam Blumenfeld on "Behind the Scenes" in home schooling; Russ Beck on college; Michael Platt on great books; Bob Hazen on mathematics; Greg Harris on worldviews; Lisa Yoder on finances; Chris Klicka of HSLDA on legal issues; Kathy Von Duyke on tips and tricks; Ken Ham on creation science.

However, beginning in 2000, PHS decided to take "a new direction" and dropped most of the columns devoted to styles and methods (the Clarksons continue to have a different column, "The Final Word"), while keeping several of the others and adding some new features, such as "Body Power" with information on how to get your whole family into great shape. Of course, there are a lot of ads, including classifieds and a section known as "Homeschool Mall," but the ads do help readers to find products that meet their needs and, as Mrs. Pride noted, keep the price of the magazine down for subscribers!

"Practical Homeschooling" prides itself on being on "the cutting edge" of home schooling. Nearly every issue features articles introducing new "Hot Products" for home schoolers and reviews (ala "Consumer Digest") of home-schooling products already available. There are the annual reader awards, where subscribers vote for their favorite home-schooling materials in different categories, and a similar awards for educational computer software, along with periodic curriculum reviews and comparisons. A lot of emphasis seems to be placed on the use of the computer in home schooling, so if that is your "cup of tea" you will find a lot of help and information in PHS. Also, every issue contains contests, "A Day At Our House" with accounts of daily activities from home schoolers from different places, and a "Show 'n' Tell" page, as well as other bits of news and information of interest to home schoolers.

As I said before, we enjoy and benefit from all three home schooling magazines that we take. Each one has its strengths and weaknesses. I am reminded of what the great conductor Arturo Toscanini is reported to have replied when asked which Brahms symphony he liked best. He said, "Whichever one I am working on at the moment." Which of the three magazines do I like the most? Probably the one that I am currently reading! But "Practical Homeschooling" truly does have a lot of very useful, practical material for home schoolers.

Please tell your friends about *Family Times*!

CALVERT FAMILY HOME - SCHOOL PROFILE

by Tim and Conny Calvert

This is our 11th year of home schooling. We are Tim and Conny and have four children. We took our older two out of public school after Sarah finished 3rd grade and after Paul finished 1st grade. Joseph (Joe) was 5 and Elizabeth was 3, and in our minds at that time having all of them past the toddler stage made home schooling seem possible. To help us get started we had some invaluable mentoring from John and Jean McPherson, in addition to books, materials, and issues of *The Teaching Home* magazine, providing answers to our questions about home schooling.

We home schooled for 2 years, put all four children in public school for one year, and then came back to home schooling and have continued for 8 years until now. The reasons we started and restarted home schooling were to regain our influence on our children, control of our schedule, and increase our time together as a family - all for the purpose of molding their characters and saving their souls! The reasons we went back to the public school for one year were because we felt that we weren't getting in enough academics and having difficulty improving the reading of one of our children. Tim had been gone from home during Desert Storm for 3 months the year before. Our children fit back into the public school fairly easily, but the help we got in academic areas during that year was almost cancelled out by the problems caused by that year. The negative effect on them morally and spiritually was the most important problem, but there were academic hindrances, too. The biggest one was the teaching of sight reading along with phonics in kindergarten. Our children who were introduced to reading in this way had much more difficulty learning to read than those who were taught just phonics in the beginning. They are all good readers, now, but we wondered if we ever would get a couple of them to "take off" with their reading.

Two of the unique components of our family's home school have been our homesteading activities and our love of books and reading. We bring home piles of good books from used book sales, such as a library sale or a home-schooling used book exchange. We try to keep the books that we can use at any time out where we can get to them. All of our children are avid readers and have a taste for good books - biographies, historical novels, classics, old books and various others according to each one's interests. Tim periodically assigns them biographies of restoration preachers, books on church history, and articles from journals by Christians, *Quit You Like Men* (a magazine for fathers), and farming publications.

Tim leads us in Bible reading and discussion in the evenings, varying in frequency. Our children each read. It seems like yesterday that Elizabeth, 14, could only read a few of the easier words and now just needs help with the hardest words.

All of our children enjoy singing even though they have never had any formal instruction. Conny knows a little music and has informally taught them when they have questions. When music instruction has been presented by song leaders in the local churches, they have picked up enough from that and by listening to other Christians, so that some of them are learning to sing parts.

We have enjoyed using various curricula for short times, such as Konos, the Christian Liberty Academy Program, *Far Above Rubies*, but did not stay with them very long. At the present we study from Saxon math and A Beka language and various other study guides. Keeping in mind that we have tried to coordinate our service and worship of God and Christ, encouraging others in the local church and reaching out and sharing our farm with others, studying the Scriptures, working on our homestead, and home schooling, our approach has been to take advantage of offerings of the local church, the home-school support group and our families, build on these experiences, and then fill in the gaps with what else we believe is needed. We believe that our children have learned from watching and being involved in our day-to-day lives. It has been an advantage to be free to be able to concentrate on the spiritual, integrated with our other activities, on our own timetable.

As a family we have been raising animals (goats, chickens, cattle, pigs, horses, bees), grass, and gardening on a small scale for over 10 years. As the children grew we gave them more responsibilities, so that by now they do quite a bit of the farming activities. We consider this to be long-term animal science and horticulture courses. We have built fences, painted and remodeled houses, and put up a big metal building among many other things. While doing these things we spent extra time with grandparents, uncles and other adults who have been a much better influence on our children than the children in the schools would be, and the interaction occurred with us there to monitor the situation.

Tim is now working as a registered nurse only two days (16 hr. each) per week, so he is home most of the time to work with us on the farm and our other projects, and is available when unexpected situations

arise. We think our children are learning some valuable lessons from this additional time with him. He enjoys working with his hands, putting up buildings, and working on the farm, so our boys have gone on with these interests rather than being college bound. We have hoped to have our own business someday, so our working toward this goal has included our children, and they have learned along with us how to aim toward debt-free living, living on less, and being able to control our own schedules by having our own business.

Our local home-school support group has been a big help to our children's learning. Teachers have been hired to present short classes on various topics, such as general science, biology, ancient history, "English from the Roots Up," sign language, Arkansas history, photography, and others. We have taken our children to more comprehensive small group tutoring situations in biology, writing composition, and coming up, a speech course. We have also participated in other support group activities such as field trips, plays and musicals, team basketball, fun activities, and many other things. There are many spiritually minded and morally conservative families in our group, whom we have enjoyed knowing and learning with, and believe we have all benefited from helping each other in educating our children. Our children have enjoyed friendships with children from these families.

Since two of our children have finished their high school studies, we are beginning to see how our home schooling philosophy has prepared them for life. Sarah (20) was very self-disciplined with academics, teaching herself through much of her studies, especially in high school. Although she was offered scholarships at our local college and university, she decided not to go to college. Her learning continues, however, using home as her base. She helps with our homestead projects and with housework (especially with her good cooking), extra Bible study with friends and Christians, volunteers at a crisis pregnancy center, visits neighbors, Christians, and at a nursing home, baby sits, reads, spends time learning from older women, including her grandmothers, aunt, and Christian women, getting to know young men and women her age, participating in a prayer list on e-mail, emailing friends, teaching children's Bible classes, and taking an Internet Spanish course.

Paul, 19, started a window washing business in May of this year. He has put to use his welding, sewing and other hands-on skills to build equipment to wash windows on a five-story building by hanging from the top! This is his biggest job so far and he does smaller jobs, too, but his business is actually already profitable. He has had to use skills to purchase the equipment that he doesn't make, to market his business, to purchase insurance, and many other things to get a business going. We believe that our homestead was the laboratory where he was able to acquire these skills, with the natural ability God seems to have given him in this area, and his own interest as he grew up to know how things work and to understand the physical and chemical properties of the materials he worked with. His learning style has been to ask people questions, read supply catalogs and instructions for equipment, find out how things work, build, make and sew many things, but he did not read much from science textbooks in his later school years. He tested high in the science area when he took standardized tests, so we could see that he was learning. We only got him through the first half of Algebra 1/2, but he uses the math he knows well, and was able to pass the GED with that amount of math. We are glad that Paul can control his own schedule by working for himself.

Joe, 16, wants to raise and train horses, he likes to grow grasses for pastures, and also likes to study history. He and Tim are working more closely on farm projects now that Tim is home more. He is excited about farming, training horses, and also takes care of our bees. He has read many books about horses, many biographies (when he was younger he especially enjoyed books from the "Childhood of Great Americans" series), and now books about farming, too. He also helps Paul with his window washing.

Elizabeth, 14, likes to read, do math, play with her cats, care for farm animals, especially the baby animals, do cross stitch and crocheting, play with young children, and has many pen pals. She and Joe accompany Sarah during some of her visiting and Bible studies, and babysitting.

We have had a personal computer for 9 years. Our children are using the "Deluxe Typing Instructor" and use the computer for many other varied projects. They teach Mom and Dad how to use it!

One of our goals has been to teach our children how to learn and where to go for information. We have tried to give them the basic skills they will need to continue learning throughout their lives. We are purposely preparing our girls to be wives, mothers, homemakers, and servants of Christ, and our boys to labor with skills and knowledge gained outside of the college setting to support their families and to serve others and Christ. Our older two children seem to be on the path to fulfilling these goals, and we hope that our younger two will follow. They are all different!

We hope this will give other families ideas to use in their home schools. So many good people have helped us so much. We have some weaknesses in our school, such as in writing and spelling, but we still are striving to improve in these areas. Home schooling cannot be separated from character training and spiritual growth, which are the most important areas of learning, but the hardest to impart. We hope to grow in these areas ourselves so we can help our children to mature. We pray that God will give us the love, wisdom, courage, and diligence to finish what we have begun in our children.

WEB SITE REVIEWS

by Martha Hollingsworth

I have only recently gotten online, but I have gotten so much free printables and such that I wanted to share them.

www.webflare.com/kids/color.htm This site has a lot of great items for printing , plus lots of terrific ideas for preschool and kindergarten. I especially like the first link, which takes you into an “educational” site that has lots of ideas for teaching each of the letters of the alphabet. These ideas include everything from crafts, activities, and snacks for each letter. I hit on this site at least 2-3 times per week! (Note: it does contain unscriptural references to things such as “Christian Christmas.”)

www.atlapedia.com This is a great up-to-date site for an online atlas. Great for geography!

www.americaslibrary.gov This has a lot of social studies and history information.

www.familyeducation.com This one has things for kindergarten through 12th grade! Plus they have numerous newsletters that you may subscribe to.

www.hepn.com/library/content “Freshwater Fred” is an on-line lending library. There is absolutely no cost! It is open to teachers and home schoolers in Indiana, Illinois, Kentucky and Ohio. The library consists of materials focusing on science and some mathematics. Materials include curriculum, videos and software! You may “check out” up to 10 items for up to 30 days. They send the items to you through the mail, and they even include a postage paid envelope to return the items. It is great! They have the Eyewitness videos and CD ROMs. They are great, especially for kids who are not really interested in science like my sons. They do have evolution in them as most secular science resources do. But I do not think this is a problem, if your child is fairly grounded in the scriptures. They have some excellent materials on aeronautics also.

I hope these sites will help others as they have helped us!

MAKING MATH MEANINGFUL

Reviewed by Sherry Shockley

Making Math Meaningful is a program stressing understanding math concepts rather than rote memorization. Concepts are taught by first starting with manipulatives and hands-on activities. For example, when learning multiplication, the child may be told to make as many stacks of 5 as possible from a stack of books. He then counts the number of stacks and the leftover books. He is learning about factors in multiplication and remainders. The student then moves to working with pictures of objects on worksheets. He may have a picture of several objects and be told to draw circles around the objects, putting them in groups of three. The third stage is when the student is solving problems using simply numbers.

MMM walks the teacher through each lesson with the teacher’s instructions. The materials needed to teach each lesson are listed, so they can be gathered by Mom ahead of time. Then the instructional part of the lesson is divided into a script of “you (the teacher) say” and “the student should say.” This makes the lessons very easy to use. The math program has much interaction between the teacher and student with the advantage of monitoring the student’s level of understanding.

One major strength of this program is that MMM uses many word problems early. (This program would not work as well for late readers unless Mom reads each problem.) Students learn to not be intimidated by word problems and also learn the skill of locating necessary information to solve the math problem.

We used MMM volumes 1-3 for the first three grades. I loved the program. My only complaint was that one lesson on subtraction was somewhat confusing, so I either skipped it or just taught it differently.

We also used the Calculadder program to help our children memorize their facts and increase their speed. MMM does not teach students to memorize facts, and this skill is important. With some standardized tests, there are sections with timed tests on math computation.

After using this program for grades 1-3, my children moved to Saxon 54 with no problems at all. However, MMM does have a programs through Level 6, followed by Principles from Patterns — Algebra and Geometry programs.

MMM is an excellent math program for a beginning home schooler because it tells you what to do each step of the way. If the mom and the child enjoy interactive programs, MMM could be a wonderful choice for math. A manipulatives set is available for purchase (for grades K-3) for \$15. This set is not a necessity if you have objects like colored links, Lego pieces, beans, etc.

This program is sold from Cornerstone Curriculum Project, 2006 Flat Creek Place, Richardson, Texas 75080. Their web site is www.CornerstoneCurriculum.com and their phone number is (972)235-5149. The prices for the program are the following (effective July 1, 2000): Parent and Student Book: Level K = \$30.00, Levels 1-4 = \$40.00 each; Student Directed Book: Level 5-6 = \$40.00 each. Additional student books are available for lower prices.

Seven Keys for Raising Godly Children (a series continued)

KEY #6: MOTIVATION – PUNISHMENTS AND REWARDS

Recent articles presented a Scriptural defense of spanking and demonstrated how it works where other approaches fail. This article answers objections.

C. OBJECTIONS TO SPANKING ARE NOT VALID.

Some say spanking leads to child abuse or even constitutes child abuse.

(See the quotation cited earlier from a high school text.)

Sweden has passed a law forbidding spanking on the grounds that it is child abuse. In most areas in this country, school teachers are now forbidden to spank. And the people who favor these laws have attempted, in many states in the USA, to pass laws forbidding parents to spank their own children. In many places in this country overly zealous social workers have harassed parents and even called them into court, simply because the parents exercised Scriptural discipline.

We do not deny that child abuse exists. We deplore it as much or more than others do. But we affirm that scriptural use of spanking neither constitutes nor leads to child abuse, but in fact helps to prevent it.

We have shown by the Scriptures that parents, who exercise Scriptural discipline, are expressing love for their children, seeking what is best for them. The child abuser does not act from such motives. He has lost sight of what is best for the child, and is acting simply from selfishness and anger. Such conduct is not what the Bible teaches parents to do, but flatly contradicts the Bible. It is not what we are defending.

Actually, proper use of spanking avoids child abuse. People abuse children because they do not know how to properly train them. The children's conduct frustrates and angers the parent, as illustrated in the examples we have quoted. Finally, the parent loses control and, in a fit of anger and frustration, does lasting harm to the child. If parents would instead learn to discipline their children when the need first becomes evident, the matter would never get so out of hand.

Others say spanking makes the child feel guilty and destroys his self-esteem.

“The chief danger of punishment is that it makes the child feel guilty — that he is bad, naughty” — *The Complete Book of Mothercraft*, p. 391 (via *Plain Truth about Child Rearing*, p. 21).

But wait! What if the child has been bad and naughty? What if he is guilty, but doesn't feel guilty and won't change? What if he has been disrespectful to his parents and to others, and perhaps has done what could lead him into sin? It sounds like punishment is just what he needs!

One of the major errors of many modern psychologists is that they deny the concepts of evil and guilt. Their approach fails to hold people accountable for their own misdeeds. It teaches them to have a high self-image by whitewashing and denying their guilt. But they are nevertheless unhappy and poorly adjusted because, at least sub-consciously, they still know something is wrong. Worse yet, this approach leaves people with no real solution for their problem. The truth is they are guilty, and psychology offers them no way to remove the guilt, because it pretends they are not guilty.

The Bible solution is to affirm that, when people do wrong, they are guilty and should be told so. If they stubbornly refuse to admit guilt, they should be punished so they suffer for their wrong till they admit it. This is true of children and adults.

But the Bible also has a solution for the guilt. If one is sorry, repents, apologizes, and corrects his conduct, he is forgiven by God and by others who follow the Bible (Matt. 6:12-15; Luke 17:3,4). The rea-

son many people do not appreciate the value of spanking, is that they do not understand God's concept of guilt and forgiveness.

Others say spanking teaches children to use violence.

We are told that, if we hit children to get them to do what we say, then the children will hit others to get them to do what they say — if they think they are big enough to get away with it. Spanking teaches children that “might makes right,” and we get our way simply because we are bigger and stronger.

The truth is just the opposite. An undisciplined child is the one who tends to use violence. He throws fits in rebellion against his parents' authority, but he never suffers for such conduct. As he gets older, he learns to throw bigger fits, including physical violence against people who don't let him have his way, just as in the examples we have mentioned. But if instead, when he is small, he is punished for his fits and is not allowed to get his way by such conduct, then he learns that violence does not pay.

Spanking, coupled with love and instruction, teaches children a vital principle of authority: only people in positions of proper authority have the right to punish others. Parents do not spank just to “get their own way,” but because they have the God-given authority to insist children obey for the good of the child. Children do not have such authority over others.

Other illustrations of those who have authority to punish are God Himself, civil rulers, etc. (Rom. 12:19; 13:1-7). Those who say that spanking teaches children to be violent are, perhaps unknowingly, indirectly denying the right of God, civil rulers, and all authority figures to require a penalty of those who flaunt authority.

Others say spanking simply does not work.

“The best that can be said for spanking is that it sometimes clears the air. But it isn't worth the price, and it usually doesn't work” — *The Complete Book of Mothercraft*, p. 367 (via *Plain Truth about Child Rearing*, p. 26.) Parents often make similar statements: “I tried spanking my child, but it just didn't make any difference.”

Spanking sometimes does fail, but only when it has been misused. You are not guaranteed success just because you occasionally spank your child. Much more is involved. Spanking must be administered properly (see notes below). And it must be used in connection with love, instruction, and rewards, as we discuss elsewhere.

Spanking must be used with diligence and consistency. You cannot overcome months of improper training with just a few spankings. If after a few attempts, you get discouraged and quit trying, you will not succeed. Nor will you succeed if you occasionally spank a child for some offenses, but at other times you just ignore him or do nothing when he is naughty.

Proper training must also be begun early. It is possible to wait till a child is so mature that his bad habits are thoroughly ingrained. You still should attempt to use right methods, but it may be too late to change his conduct (Prov. 19:18).

Those who object to spanking, fall into one or more of the following categories: (1) they are ignorant of the Bible teaching, or (2) they just don't accept what the Bible says, or (3) they have observed parents who misuse the Biblical concept of discipline. Anything good can be misused, and Satan's standard approach is to lead people to pervert what is good. Like fire, electricity, atomic energy, and anything else that is very powerful, spanking can be misused and cause great damage. But the dangers of these things do not and should not keep us from using them for the good they can accomplish.

EDITORIAL NOTES

Our sincere thanks to all who contributed material to this issue of *Family Times*. We again thank Janet Metzger for her continued suggestions to help home schoolers save time and money. We offer our thanks for the reviews written by Mark Bingham, Sherry Shockley, Martha Hollingsworth, and Wayne Walker. And we especially thank the Calvert family for their family profile. We hope all of you continue to appreciate the work done by those who submit material for *Family Times*.

We hope that you will continue to think about our State Contact and Hospitality lists. If you have an opinion, please contact us. We would like to receive more feedback before we make a final editorial decision.

Thanks again for your interest in *Family Times*.