

# FAMILY TIMES

A Home-school Newsletter for New Testament Christians  
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December, 2001-February, 2002

## **GEOGRAPHY WIZARDRY FOR KIDS**

Reviewed by Rhonda Bosworth

Geography Wizardry for Kids is the third and last of the Barron's "Wizardry" books that will be reviewed in this series. Other "Wizardry" books exist that are published by Barron's; in addition to the Math Wizardry and Geography Wizardry, which have already been reviewed, Cooking Wizardry and Gardening Wizardry are also available.

Like the other books, this book is written directly to the 8-12 year old learner. Adult involvement and supervision is not necessary for the bulk of the activities; where it is advised, the writers instruct the child to involve an adult. Unfortunately, this is one book which on occasion refers to the "billions of years ago" theory as fact, and so as an adult, you might want to ferret these statements out and deal with them in some way.

This book contains over 150 projects and activities for children to accomplish that have some tie to geography. For the most part these are focused on the "whys" and "hows" of geography, and not the "wheres", "whats" and "whens" of geography. So, don't expect this book to provide an activity on learning where Argentina is or what the export for that country is; do expect this book to explain how men determine where countries begin and end, and what types of food the occupants of one country might depend upon to live.

This book truly urges the child to explore – much as an explorer might. The explorations are all geography directed, but many of the activities and projects require use of math, language, science, art, etc. After spending time exploring with this book, a child will have a better sense of how he "fits" into this physical world and the tools available to him to explore its physical aspects.

Certain political aspects, such as how countries are conquered, how trading comes about and what a government of a country is responsible for, is covered. Bits and pieces of the history of world exploration are included. Directions for making all kinds of maps and directional tools are provided. Earthquakes, glaciers and other weather related geography is covered. The inhabitants of the land (people as well as animals) along with the plants they live with is touched upon. And even lost civilizations and extinct animals have not been left out. Puzzles and mysteries encourage the child to think through some problems to determine an answer (solutions are included in the back of each chapter). Some recipes for some "geography related" foods are also provided. And what would a geography book be without some treasure map activities???

All of the activities and projects are arranged so that all like projects are placed together, and, because an index is included, this book can be used as a reference book. A glossary of terms is also included at the back of the book. Most of the items required for the projects are easily procured; many of the activities do not require any special items at all – just an imagination and a brain!

This book is an excellent source for exploring the world around us in an uncommon way. To undertake and complete most of the activities and projects provides experience in many aspects of learning and does not limit growth to geographical knowledge. It comes as a spiral bound paperback, 7.5" x 9.5", 332 pages. Single color illustrations abound, and the format and font used in the book is reader friendly.

### TEN SUGGESTIONS FOR HAPPY HOMEMAKING AND HOME SCHOOLING

by Sally Anne Perz

1. Be Organized — There should be a place for everything and everything should be returned to its place when it is not in use. Every family member is responsible for cleaning up their mess and babies are trained to pick up their things as soon as they can take them out. An orderly home is a peaceful one and provides a great environment in which to learn!

2. Be Diligent — Have a good routine for meals, dusting, disinfecting, vacuuming, laundry, and ironing. Keep it up doing a bit daily as to never get behind. A home kept this way will never be dirty or overwhelming to clean and will be a pleasure to live in and to open to others. Children should work with parents to help keep the home clean.

3. Be Wise — Choose a home education method that works for the parents and the children, try not to be tossed to and fro with every kind of home education. Research carefully and know yourself and your children well enough to make wise choices. Remember each family is different and will make various choices. Do not feel pressured to compare yourself to other families, just be sure to keep up with the laws in your state.

4. Be Sensible — Do not get so carried away trying to be frugal that you end up wasting valuable time obsessing to save a few dollars. Remember that we are to be good stewards of our time and our money. There are many items that save so much time that they are worth the extra money, try to find a good balance.

5. Be Rested — Have each child sleep or rest daily (older children can read, if they cannot rest) as to provide for quiet time each day. This is wonderful for all ages and helps everyone to be fresh for the late afternoon and evening. Have a read aloud time before nap each day as to wind down and prepare for rest.

6. Be Refreshed — Mom can read a good book, meditate, study the Bible, work on correspondence, or work on hobbies while the kids rest each afternoon. Spend this time doing what you enjoy and you will be relaxed for your family each evening.

7. Be Dedicated — Spend time each evening reading aloud as a family. Read good books, read God's word, discuss God's word, sing together, and pray together. What a wonderful way to wind down together as a family after a busy day.

8. Be Responsible — Though caring for our spiritual needs is the priority (as in number six), we are still taught to care for our physical bodies. Eat well and take care of your body. Practice self-control in all areas.

9. Be Content — Your home should be a haven, not a crossroad, be content in your life. Find fulfillment in God's role for you: as a wife, mother, and homemaker. Seek to manifest the fruits of the spirit in your life. Be a godly wife who submits to her husband, her spiritual leader, in all things. Train up your children in accordance with God's word.

10. Be Desirable — Your body belongs to your husband, be all he could ever desire in a wife. Ravish him with your love and satisfy him at all times. Enjoy the special gifts God has given to husbands and wives.

### GETTY DUBAY ITALIC HANDWRITING SERIES

Reviewed by Joan Elder

I wish I had started with this series before our oldest daughter began to print. We are now using this for her in 2nd grade and love it! We have had to undo some bad printing habits, thus would have benefited from having a better system to teach earlier.

The workbooks are very simple, but proper mechanics (grip, sitting position, etc.) are essential to good quality penmanship. I love the idea of having lovely handwriting and this system is designed to make the transition from printing to cursive painless! The same printed letters are used for cursive writing with added serifs. This allows the child to transition naturally from printing to cursive without having to learn how to form the letters differently. I highly recommend home schooling parents to begin this as early as possible.

## DRAW WRITE NOW

Reviewed by Joan Elder

We used these books for our daughter last year in her first full formal year of home schooling. She was 6 1/2 when we started to use the DWN program and she loved it! There are 6 books on differing subjects such as Seasons, Pilgrims, Indian Facts, etc.

Each lesson incorporates drawing, reading and printing. The lesson details how to draw the subject along with 4 short sentences to print about the subject. After each book is completed you have a nice notebook of your child's drawing. It is very simple to follow with the immediate visual reward of your child's artwork.

Our daughter enjoyed showing her notebook to family and friends as something tangible she was doing in school at home. She enjoyed the compliments and it was nice for her to be learning while enjoying the process.

## WELCOME TO THE FARMER FAMILY!

by Pat and Stephanie Farmer

We are comprised of Pat and Stephanie, the parents, and Marcus 9 and Matthew 7. Our adventure into home schooling began about 5 years ago. Pat is a UPS driver and encounters all kinds of people. I vividly remember him walking into our house when Marcus was 4 and announcing we were going to home school our children. My first reaction was, "We are going to do *what?!?*" He then proceeded to tell me he delivers to home schoolers and regular schools alike and how he was impressed with the home-school children he met. He said they were *very* well mannered, had good attitudes and seemed well rounded. He was particularly influenced by Don and Janelle Hastings, the preacher at the Zephyrhills, FL congregation. Their son Benjamin really had an impact on him.

I told him I wasn't sure if I was up to it. I had run into home schoolers who just didn't school their children and eventually put them back into the system, who responded the children were a bit slower, etc., as a result of home schooling. My husband, being the leader he is, told me he would do everything in his power to try to help me understand the importance of home schooling our children. I could buy whatever books I wanted, go to a convention in Orlando he had heard about, talk to Terry Borders (home schooler in the Lakeland congregation) and Janelle, but he felt confident, once I researched it, I would realize the need for our children and that we *can* do it!

Well, I did *all* of the above and contacted LaWanda Sutherland of the Ft. Pierce congregation. She is a certified teacher and I did drill her with questions. She had me join her for the home-school convention in Orlando and showed me around. She also helped me pick classes to help me understand the principles behind home schooling, the laws and "how to" classes. Thanks to Pat, my eyes were opened and we embarked upon this wonderful adventure that strengthens our boys not only academically but spiritually, and builds strong, family bonds.

As far as schooling goes, we school 5 days a week using a mixture of A Beka and homemade curriculum, using the series "What your ... 1st Grader ... Should Know," etc., as a guide. Because we home school, we can do some things unconventionally. We cuddle on our bed every morning reading the Bible and other books. Then we head for our desks. Our youngest son has difficulty sitting still in school, so we do "bird school." For 2 or 3 subjects, they each have a parakeet on their shoulder or on the back of their desk. Squirm too much and the bird flies away. Sometimes to make reading and math more fun, we write the words or problems on a chalk board and shoot them with our nerf guns. Bible and History are sometimes acted out. We even try to do a science experiment every day.

Socially we are busy: church, music classes, baseball, home-school art classes, etc., which sometimes makes me feel like I car school! We are blessed with living on a 5-acre mini farm. The boys help raise day-old calves, chickens and garden. They learn *so* much by living on a farm. Some of the lessons they are learning are: life and death (day-old calves teach that quickly); dealing with illness (reasons for and administration of antibiotics and vitamins); marketing (only provide the best for customers); patience (plant today, wait 2 months for the tasty rewards); God's balance for nature (beneficial insects, rain etc.); and other things that we hope will enrich their lives.

My husband's idea of home schooling has been a *great* one and I thank God for such a wonderful man, family and opportunities He has given us.

## A PENNY SAVED AND A STITCH IN TIME

by Janet Metzger

### **Get Free Envelopes**

Go to the post office and ask for pre-paid envelopes. You pay for the price of the stamp but pay nothing extra for the envelopes! A great buy!

### **Wrinkles Be Gone!**

Fill a spray bottle with water and keep it handy in your laundry room or wherever you do your laundry. When a shirt is wrinkled, but not dirty, you can put it on a hanger, lightly spray it, and almost literally make the wrinkles vanish into thin air by rubbing your hand across it. This works best with tee shirts and knit shirts. This tip has kept me from extra ironing since I have discovered it. It's easy enough for children to learn, and now when we travel, I always take along an empty spray bottle to fill in case any of our clothes are wrinkled. It's much lighter to carry than an iron.

### **Freezer Burn**

To get the extra air out of ziplock bags that you store in the freezer, insert a drinking straw, close the bag most of the way around the straw, suck out as much air as you can, and quickly remove the straw and close the bag. This helps cut down on freezer burn.

### **Easy Doughnuts**

Take a can of cheap biscuits and cut the center out of each one. (The cap from a 2-liter bottle works well.) Deep fry (usually 2 minutes or till lightly browned), drain and shake in powdered sugar or a cinnamon sugar mixture. These are best if served fresh. Kids love to help cut out the centers and shake in the sugars. My daughter had overnight company recently, and we served 6 for breakfast at a cost of 11 cents per person.

## WHAT HOME SCHOOLING IS NOT

by Martha Hollingsworth

What is a successful home school? The time is 8:00 am, Monday morning, and 3 bright smiling faces are sitting at school desks in a room totally designated for schoolwork. They are all dressed, have had a Bible study with their father earlier, did all their chores, and are anxiously awaiting their assignments for the day. When speaking to their parents, or any adult, they politely answer with "Yes, Sir" or "No, Ma'am". People in public remark at how well behaved they are and their impeccable manners. Their schoolwork is exemplary. They are at least 1-2 years ahead of their peers in the public school. They are taking college courses while still in high school. Need I go on?

This is what some people think of when you say "home school." And although there are some families that are very similar to this, ours is NOT!

I will have to admit that 9 years ago, when we first got started, I had a very narrow minded picture also. But reality sinks in very quickly sometimes. Mine came in the form of a 5-year-old little boy named Clay. Clay was my youngest at the time. His brother Josh, though very shy, was a bright child who caught on to things fairly quickly. Clay, on the other hand, was a late bloomer - and I do mean LATE! To give you an example, he did not begin to really "read" until he was 12 years old. I thought I would lose my mind during his first-grade year. I mean first grade. Everyone knows you have to learn to read in 1st grade! Well, everyone but Clay! Finally, I talked to someone who told me she had a late bloomer who did not learn to read until around age 12 (what a coincidence!). So, instead of trying to beat it into his head, I just let reading slide somewhat and concentrated on other things. For his Science and History I read the work to him and he answered the questions orally (his handwriting was late also). He now reads at his grade level and is doing just fine, though he does need extra attention when introducing a new concept.

So, to get back to my point, home schooling is not a cure-all. If your child has behavioral problems, home schooling is not a guarantee to fix it. In most cases, you have to get the behavior corrected first, then add the rest. If a child has academic problems, simply "being home-schooled" is not the answer. It will take patience and a lot of one-on-one help to get through it.

Another thing I would like to point out is the notion that there is only one way to be a successful home schooler. I know of people who do a very traditional school day. Almost exactly like the Public School in scheduling. Other people are "unschoolers" who use a lot of Konos and hands-on education.

Even the time you choose has to be what works best for your family. There is a family in our home-school group who do their work at night. The husband works nights and sleeps during the day.

My main objective in writing this is to make everyone aware of some of the many misconceptions that can be perceived about home schooling. And, most importantly, to assure you that if your home school is different than what people think it should be, **don't worry!** The proof is in your kids, and even that may not be provable for a few years! Just keep praying and do your very best. That is all God expects of us, and if we please Him, that is all that truly matters anyway!

### BOOK REVIEW: HOME SCHOOL DETECTIVES

Reviewed by Wayne S. Walker

Last year I bought our son the eight-volume series of "The Home School Detectives," written by John Bibee and published by InterVarsity Press of Downers Grove, IL. Before he read them, I finished all eight books (I like to know exactly what my children are reading). Six children with equal numbers of boys and girls, three sets of siblings ages 10-12, who are from different families and all home-schooled, solve various mysteries. Our family really likes mysteries. My review will examine them from literary, moral, and doctrinal viewpoints.

The first one is entitled "The Mystery of the Homeless Treasure." Subsequent books in the series take the detectives chasing after microchip thieves, visiting Mexico, solving a mystery on the campus where one of their fathers is a professor, exploring a cave while at camp, helping neighbors in an apartment complex, vacationing in the Rocky Mountains, and helping an old lady in a nursing home. All of them are enjoyable reading, but the last book does get a bit heavy on the direct guidance of the Holy Spirit.

As literature, they will never rank up there with Charles Dickens or Robert Lewis Stevenson, but I must admit that they immediately grabbed and continually held my attention! The adventure and suspense involved will definitely appeal to most young boys and, I suppose, to young girls too, although we have no daughters. In any event, I found them extremely interesting reading, and when our son read the first volume he said that he found it quite interesting too.

Morally, the books are very wholesome. The young people all attend church services (two of them are adopted children of a minister), pray when they face difficult or dangerous situations, respect their parents and other adults, look for opportunities to help people in need, and in general express a deep faith in God. To some this might sound "hokey" but it is a welcome relief from much of the garbage that passes for "children's literature" today. There is no bad language whatever. I do not recall even seeing things like, "gosh" or "darn." In one place, the villain "cursed under his breath," but that is all that is said — no curse words are actually used. And a very positive picture of home schooling is given.

From a doctrinal standpoint, the books present a fairly typical denominational view, which many religious people would probably favor. However, there may also be some things to which some of us would object — such as the minister being called "pastor," religious songs being sung with instrumental accompaniment, and church activities involving parties for the town's indigent population. However, we have found it a whole lot easier to explain what the Bible says about these things rather than trying to explain sleeping together before marriage, filthy language, and drug use to children.

I ordered the books from YWAM (Youth With A Mission) Publishing, P. O. Box 55757, Seattle, WA 98155; phone: 1-800-922-2143. You may be able to obtain them from other religious bookstores, but I have not seen them in any of the home schooling catalogues that I have.

### REPORT ON HOME SCHOOLING IN CANADA

From AgapePress Christian News Service, October 29, 2001

Jody Brown, Editor P.O. Drawer 2440 Tupelo, MS 38803 [www.agapepress.org](http://www.agapepress.org)

A new Canadian report reveals that children who are educated at home have better social skills and achieve higher grades on standardized tests than students in private or public schools. The National Post reports contrary to the popular belief that children educated at home are disadvantaged because of a lack of peers, the study by the Fraser Institute shows they are happier, better adjusted, and more sociable than those at institutional schools. The report says the average child educated at home participates in a range of activities with other children outside the family and 98% are involved in two or more extracurricular activities such as field trips and music lessons per week. Home-schooled children also regularly outperform other students on standardized tests. The report shows children taught at home in Canada score, on average, at the 80th percentile in reading, at the 76th percentile in languages, and at the 79th

percentile in mathematics. Private and public students perform, on average, in the 50th percentile on mandatory tests in the same subjects.

## COURT PUTS THE LID ON NOSY QUESTIONNAIRES

by Phyllis Schlafly, December 26, 2001

Many parents assume that the tests given to their children in public school are only for educational purposes. To the contrary, schools increasingly demand that students answer nosy questions unrelated to academics.

That practice may soon end due to a federal appellate decision issued last week in *C.N. v. Ridgewood Board of Education*. The Court held against the Ridgewood (NJ) school district's use of an intrusive questionnaire.

The Ridgewood public schools asked their students highly offensive questions, most having no academic connection. Young pupils were confronted with a 156-question survey about sex, drugs, suicide, and other personal matters.

Question 108 was this: "How many times, if any, in the last 12 months have you used LSD ('acid')?" The acceptable answers were "0"; "1"; "2"; "3-5"; "6-9"; "10-19"; "20-39"; "40+".

Question 101 was: "Have you ever tried to kill yourself?" Acceptable answers were "No"; "Yes, once"; "Yes, twice"; "Yes, more than two times".

The questionnaire asked students to incriminate themselves by saying how many times they had "stolen something from a store" (question 56); "damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)" (question 59); used heroin, opium, morphine, alavan, PCP or Angel Dust (questions 105-7).

Students as young as 12 years old were told to take this survey under the assurance of anonymity. The unmistakable impression conveyed to the students was that illegal and immoral conduct is rampant among our youth and probably normal.

The questionnaire embraced a relativistic, rather than a principled, approach to social problems. Its implicit message was that the issue is not whether certain behavior is wrong, but how frequently it occurs.

Using tests or questions to shape attitudes is nothing new to politicians. Misleading "push polling" of voters is a well-known campaign technique, and brainwashing tests in school by totalitarian regimes have been well documented.

Because federal funds were involved with the Ridgewood test, the Protection of Pupil Rights Amendment applied. That federal law requires prior written parental consent before telling children to answer questions about sexual or illegal behavior, or mental or psychological problems potentially embarrassing to the student or his family.

The Ridgewood questionnaire asked students such questions without the prior written consent of their parents. The school administered the survey as though it were a test given during a compulsory classroom period, with every single student participating.

Several parents, shocked that such a test was given without their knowledge or consent, sued the school district in federal court. This test was not what they sent their children to school for, and their right to withhold consent from this questionnaire was violated.

The district court predictably sided with the school, even embracing the school's claim that it was doing a "good deed." The court could not explain, however, why it was a "good deed" to ask 12-year-olds about suicide over the objections of their parents.

The parents appealed to the Third Circuit Court of Appeals. This month it ruled unanimously in favor of the parents.

It reversed the district court's decision that the survey was merely voluntary. "The circumstances that surrounded the administration of the survey were — given the nature of the school setting — sufficient to infer that ... students were required to take the survey."

The record revealed that one principal told the students to "take it seriously," an ironic command, given the survey's questions and skewed choice of answers. Affidavits from students confirmed that, contrary to the school district's claim, the survey was given in a test-like environment.

The Supreme Court has held that local governmental units, such as public schools, are liable for rights violations. The Ridgewood Board of Education could be liable for giving the survey if Board policy required students to take it without prior parental written consent.

The Court of Appeals agreed with the parents that the school's administration of the questionnaire may have violated the First Amendment's prohibition against compelled speech, and the Fourth Amendment's prohibition against unreasonable intrusion into the household.

The Court also agreed with the parents that the Board may have violated "the substantive due process rights for the adults to raise their children as guaranteed by the Fifth" Amendment. That right is of paramount importance to another New Jersey parent, who is currently suing his child's school over its admission requirement that all children be given the controversial hepatitis B vaccine.

Why aren't school officials spending class time to improve students' academic achievements? Instead of asking students if they have taken LSD more than 40 times, how about asking them if they know what is 40 times 40?

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### HOME SCHOOLING GAINS FANS

From: "Family Research Council" <[frcpub@frc.org](mailto:frcpub@frc.org)>  
"Ed Facts," December 21, 2001

Phi Delta Kappan/Gallup reported earlier this fall that 41 percent of Americans believe home schooling is a good thing for the nation. That's the conclusion of a dramatic two-decade success story for home schooling.

Home schooling faced an uphill battle when it began attracting attention in the 1980s. Critics charged that home schooling was inadequate to prepare students academically and socially. As recently as 1980, home schooling was illegal in most states.

The tide has since turned. By 1993, thanks to tireless efforts by parents and the Home School Legal Defense Association, home schooling had become legal in all 50 states. Hostile arguments are losing credibility as home school students prove them untrue. Children educated at home participate in more extracurricular activities and score higher on standardized tests than students in private or public schools. Other recent studies also show that home schoolers grow up to vote more often, understand the functions of government better, and perform more community service than other young people. Nearly two million children are now being home-schooled.

#### **Seven Keys for Raising Godly Children (a series by Dave Pratte)**

#### **Key #6: Motivation (continued)**

### III. OTHER USEFUL METHODS OF CONTROL

#### A. APOLOGY

The Bible teaches that people who have wronged others, should go to those people and apologize (Matt. 5:23,24; Luke 17:3,4). Parents should teach children to practice this principle. When the child wrongs another child, an adult, or the parents themselves, the child should be made to apologize.

This also constitutes a good form of discipline because it is not easy to face one we have wronged and admit we were wrong. The child is not likely to soon repeat the act that led to this consequence.

#### B. NATURAL CONSEQUENCES

Some acts naturally lead to unpleasant consequences that teach the child a lesson without the parents' having to punish them. For example, if a child torments a cat, the parent warns him to quit, but he continues till the cat scratches him.

Sometimes the parents can use this principle by connecting a punishment directly to the misdeed. For example, if a child spills something, make him clean it up. If he breaks something, make him work to pay to replace it. Such methods should not be used if the consequences are too severe and the child would learn the lesson from a less severe punishment (for example, spank the child instead of letting him burn himself on a hot stove).

The father of the Prodigal Son allowed his son to suffer the consequences of doing wrong. The boy reached the bottom, but nobody bailed him out (including his father). The result is he "came to himself" and repented (Luke 15:14-17). Modern parents need to learn this lesson. [Cf. also 1 Sam. 8:9ff.]

This method is sometimes the only one children will listen to. Sometimes parents do their best to teach children, but they have to learn the hard way. In that case, we must not protect them from the consequences of the wrong. Many parents "bail out" their children every time they get in trouble — pay their

finest to get them out of jail, pay off their foolish debts, etc. The result is the children never learn to be responsible and avoid the foolish conduct.

### C. ACCEPTABLE SUBSTITUTES

If a child has been corrected for some wrong or has been forbidden to do something unacceptable, you may offer him an acceptable alternative rather than leave him disappointed or tempted to do wrong despite your instructions. For example, if he cannot ride his tricycle because it is raining, suggest some inside game or activity.

God also uses this method with us. He does not just forbid sin, but tells us the good we should replace it with (Eph. 4:22-32). This approach leaves the child with much less temptation to do wrong, and also teaches him to have a positive outlook and be content even when he cannot get his way.

### D. DIVINE CORRECTIONS FOR SIN

When the child's conduct is sinful, we should use the same methods for correcting the sin that we should in dealing with others. This includes:

***Use God's Word to instruct and rebuke them.***

(See Gal. 6:1; 2 Tim. 4:2.)

Show them the Bible teaching they have violated, and warn them of the eternal consequences of such conduct. Be careful to make clear that you are acting for the child's good. Don't lead the child to think the Bible is a weapon God provided for parents to get their own way. Show them that this is God's will and they must obey God.

***Cooperate with other Christians and the church, when they rebuke the child.***

Sometimes other people may know about the sins of our children and may try to talk to them about it. Often in such cases parents tend to become defensive and try to protect their children. We should realize, instead, that this is good for the children, and we should appreciate people who care enough to help. Remember the father of the prodigal, who allowed his son to suffer the consequences of his sin till the son repented.

In particular, if the child is a Christian who sins and the church needs to take disciplinary action, we must cooperate in this too and respect the church's decision. The Old Law taught the parents to actively participate in congregational punishment of erring children (Deut. 21:18-21; 13:6-11; Zech. 13:3). New Testament discipline takes a different form, but the principle is the same. If the child sins, and we defend them in opposition to those who seek to Scripturally reprove him, we become a partaker of his evil deed — 2 John 10,11.

Parents may find other means of motivating children, in addition to those mentioned here. But the principle always is: give pleasant consequences for good behavior, unpleasant consequences for bad behavior.

### EDITORIAL NOTES

Once again we appreciate so much all those who have contributed to this issue of *Family Times*. We thank our regular contributors for their articles: Sally Anne Perz, Janet Metzger, Martha Hollingsworth, and Wayne Walker. Several of them have contributed articles as regular writers for the first time in this issue. Their efforts are a big help!

Also we want to thank others who contributed reviews or family profiles for this issue: Joan Elder, Rhonda Bosworth, and Stephanie Farmer.

I also received a review of Dr. Jay Wile's *Exploring Creation With Chemistry*, written by Apologia Press. I would love to run this review, but unfortunately I have lost track of who wrote it and sent it to me! If the real author would please stand up (and email me), I will try to include the review in a future issue and give credit where credit is due!

We would also welcome reviews and articles from any of our other subscribers. Please send reviews to Wayne Walker <[wswalker310@juno.com](mailto:wswalker310@juno.com)> and other articles to Dave Pratte <[dave@gospelway.com](mailto:dave@gospelway.com)>. Thanks.

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