

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
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All subs run by school year. Subs sent after September receive back issues. Subscriptions are: 3 years by email for \$6.
3 years by regular mail, \$12. 1 year by regular mail, \$5 (USA only).

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December, 2002 – February, 2003

HOME SCHOOLING: START HERE

Published by Home School Legal Defense Association
Reviewed by David Pratte

“Home Schooling: Start Here” is a twelve-page brochure (8½ x 11) published by HSLDA and designed to introduce the concept of home schooling. It would be especially useful as a foundation resource for families that are just beginning to consider home schooling. I believe it would also serve as an excellent introduction to give to family members or friends who may be doubtful about the value and validity of home schooling. The brochure is full-color, containing many pictures and professionally produced and printed.

The brochure answers the basic questions people have about home schooling. It starts with a brief history of the modern home-school movement, including facts to document evidence of past success. It answers the “big questions” about the legality of home schooling and how to obtain curricula and materials, socialization, and college entrance. It then lists some “useful tips” about support groups, selecting a curriculum, field trips, dealing with skeptical relatives and friends, and handling difficult topics like foreign languages and advanced math. The text is sprinkled liberally with quotations, statistics, and family profiles to document the claims and successes of home schooling.

As you would expect, since it is produced by HSLDA, the brochure makes several references to HSLDA and concludes with a pitch for joining HSLDA. Some may consider this a disadvantage, but frankly I consider it an advantage. There is, in my opinion, no organization that has more experience and can speak with more authority about the home-school movement than HSLDA. They have been on the frontlines of the legal conflicts almost since the beginning of the current movement. And their attempts to defend home schooling in courts and legislative bodies have required them to accumulate thorough documentation about home schooling successes. Their descriptions of HSLDA are factual and objective with no “hype.” I encourage home schoolers to join HSLDA, so I appreciate the information the brochure gives about it.

The first and last sheets include some advertisements by home-school publishers and an HSLDA membership application. However, these are deliberately designed to be torn off, if you wish to give the brochure to someone without these ads.

We received a free complimentary copy of the brochure from HSLDA. I assume they offer it free to others as well, so the price is right. I encourage all of you to obtain a copy. Contact HSLDA, PO Box 3000, Purcellville, VA 20134; phone 540-338-5600. Or visit their web site at www.hslda.org.

Finally, I remind everyone that membership in HSLDA has many legal advantages, and I encourage everyone to join. The standard cost is \$100 per family per year, but *Family Times* subscribers can get a \$15 per year discount. Email us at truth@gospelway.com or write us for details.

ELDER FAMILY PROFILE

by King and Joan Elder

Funny how many people comment on our name and especially King Elder. One man who came to check out our congregation thought he was in the wrong church when he met King. He thought King said "Hi, I am THE King Elder."

Yes, we are the Elders and we have 2 daughters. Nina is 8 and at this time Olivia Rose is 6, but by the time you all read this our special child will be 7. (She entered our world on November 14th.) We are natives in the North and assemble with the saints in the northwestern suburbs of Minneapolis, Minnesota.

King works in the world of the Internet/web as a project manager for an Internet company and Joan left her Chiropractic career behind to be a full time keeper of our home as well as teacher, chef and chief bottle washer. She does some very part-time teaching and testing at a local Chiropractic college, but really does enjoy her time at home.

Nina Joy is our oldest and we are working with her in many areas including lady-like manners! She enjoys many creative endeavors and not only looks like her dad but has been blessed with his creative abilities. Olivia Rose has been doing a specially designed program of activities since she was about 19 months old. Shortly after her second open heart surgery in 1997, we took her to Utah to have a Neurodevelopmental program tailored to help us better know how to help her reach normal milestones in development.

We employ many options in our effort to help Olivia reach her full potential. Our weekly schedule is smattered with her many appointments with therapists and tutors. We are very blessed to have all private people working with her who appreciate as well as support us in our mission to home school our girls. Olivia is a hard worker and resembles Joan in both her looks and character. We are very pleased with her reading ability. She has exceeded our expectations and is really a blessing in so many ways.

We enjoy the freedom our country allows us to raise our children in the nurture and admonition of the Lord in our home. We also realize we can use our situation to let our lights shine and let men see our good works and glorify our Father in heaven, or as Olivia likes to say it with a laugh "our father in Jerusalem." Maybe she has her mother's sense of humor, too.

A PENNEY SAVED AND A STITCH IN TIME

by Janet Metzger

*****With a very busy time of year approaching, putting a meal in the crockpot the first thing in the morning can add a little time to your evening by having your evening meal slowly simmering all day. Here is another quick and easy recipe to add to your files.

Ham and Hash Browns

- 1 package (28 oz.) frozen O'Brien hash brown potatoes (may also use plain)
- 2 c. cubed fully cooked ham
- 1 jar (2 oz.) diced pimientos, drained (optional)
- 1 can condensed cheddar cheese soup, undiluted
- 3/4 c. milk
- 1/4 t. pepper (optional)

In a crockpot, combine potatoes, ham and pimientos. In a bowl, combine soup, milk and pepper; pour over potatoes mixture. Cover and cook on low for 7-8 hours or until potatoes are tender. Yield: 4 servings

*****Delegate - For moms and dads both, if you are feeling overwhelmed by your 'to do' list some days, by all means, delegate some of the jobs to your children. Or husbands and wives, let your spouse know that you are feeling overwhelmed, and ask for help. We're all in this together!

*****Be hospitable - Some on this list are very organized; however, others or not. Committing to inviting someone for a meal or get together really helps to inspire my family to get the house in shape.

*****Consider a phone card - Sam's club has phone cards, so you pay less than 4 cents/minute on all long distance calls. They can be purchased elsewhere at varying rates. These are especially helpful for travelers, but can also be used at home. They would be a great gift for college students.

VISIT OUR WEB SITE AT WWW.GOSPELWAY.COM/FAMILYTIMES/

WEB SITES FOR UNIT STUDIES

Submitted by Joan Elder

Amanda Bennet Unit Studies - www.unitstudy.com

Diana Waring History Unit Studies - www.dianawaring.com

Elijah Company for Books - www.elijahco.com

Greenleaf Press - www.greenleafpress.com

Home Training Tools for really fun science supplies - www.hometrainingtools.com

Konos - www.konos.com

Learning Adventures Unit studies - www.learning-adventure.org

Lifetime Books and Gifts - www.lifetimeonline.com

Veritas Press www.veritaspress.com

Weaver - www.weaverinc.com

FAMILIES WHO TEACH AT HOME: UNDERSTANDING OUR DIFFERENCES

by Sally Anne Perz

I have read many articles addressing various ways to identify home schooling mothers or home schooling families in general. Many are rather successful attempts at humor and encouragement, noting similarities shared among families. A comment in one of them (by a mother who felt out of place in slacks in “a sea of denim jumpers”) brought to mind a few things that may be helpful to address in a more serious fashion.

Home educators are united in that they often share a strong conviction that they can give their children a superior education: academically and morally. Most Christians who teach at home are diligently trying to follow God’s ways rather than man’s ways. Their strong convictions result in many similarities among families: vigilance in child training, modest dress, censorship of profane and vulgar materials, and diligent attention to God’s word.

Home educators have so much in common that some are surprised to find they have plenty of differences. As a whole, we are a very diverse group. Do not be deceived, many families hold strong views on various issues which can easily become objects of contention if care is not exercised! Consider the plethora of options in home education: teaching methods, teaching materials, college preparatory, apprenticeship, “school at home” versus “lifestyle of learning.” Even when disagreements arise regarding academics, most agree to disagree with no personal judgments involved. Among Christians, the “my way or the highway” approach is not often used regarding academics.

However, consider just a few of the non-academic issues families share differing convictions on: *apparel* (name brand clothing, fashionable clothing, make-up, jewelry, hairstyle); *extracurricular activities* (competitive sports, martial arts, involvements with public schools); *food choices* (what to eat or not to eat); *appropriate entertainment* (use of libraries, televisions, video games, malls, theaters); *miscellaneous* (home birthing, homesteading, family size, type of acceptable employment). These things hold great importance to those who believe and practice them, and are very often matters of discussion amongst families. There are so many varying opinions one could write an entire book on the diverse beliefs of home educating families. Often they become matters of heated discussions due to the deeply held feelings of those involved.

Strong convictions are wonderful! The Lord will spew the lukewarm and apathetic from His mouth, this should move people off the fence quicker than barbed wire! Yet, we need to be careful to avoid making our personal convictions matters of *the faith once delivered*. Let us encourage one another in sound doctrine, but let us respect others’ liberty in areas not addressed in God’s word. We should always pull our brethren from the fires of sin; this is love in its truest form, and in no way should we tolerate sin. However, we should respect the various choices families make, even when they differ from our own. Consider this true illustration: A child spoke to his father at a restaurant, “Daddy I can tell that family doesn’t love Jesus!” Puzzled, the father asked, “How can you tell son?” The little boy responded, “They are eating white bread!” This illustration shows just how careful we need to be about binding where God does not bind!

TELL YOUR FRIENDS ABOUT FAMILY TIMES!

BOOK REVIEW: ANYONE CAN HOMESCHOOL

Reviewed by Wayne Walker <wswalker310@juno.com>

A few years ago I joined an e-mail list for home-schooling support group leaders in Ohio. Someone regularly forwarded to that list home-schooling items from crosswalk.com, of which Zan Tyler is the editor, at least of the home-schooling department. I liked what I read, so when I was able to get online, I went to their website and subscribed for myself. Mrs. Tyler's first name always intrigued me because in all my life I have known only one other person by the name of Zan.

Recently, Mrs. Tyler wrote and posted an article on crosswalk.com entitled "Should I Home School Again Next Year?" regarding the agonizing decision which some home-schooling parents face each year about whether to continue home schooling or to put their children back into a classroom situation. She asked for "input from 'real' home-schooling parent" on the subject. Therefore, I responded by suggesting some things that help us keep focused on our commitment to continue home schooling from year to year. It is interesting how things happen. The very day that I received the article and sent my response, I went home for lunch to find that some books which I had ordered from Mott Media's Home-schooling Book Club had arrived. Most of them were curriculum-related, but one was a general book on home schooling entitled "Anyone Can Homeschool: How to Find What Works for You" that I thought sounded interesting. I had read the information about the book in the catalogue before I ordered it but did not make the connection until I actually picked up the book and saw the authors' names on the cover: Terry Dorian, Ph.D., and — you guessed it — Zan Peters Tyler!

The book was copyrighted in 1996 and published by Huntington House Publishers, P. O. Box 53788, Lafayette, LA 70505. It is in two parts. Part I (Introduction and Chapters 1-4) are by Zan Tyler, who is founder and president of South Carolina Association of Independent Home Schools (SCAIHS). Chapter 1 is entitled "Why Would I Want to Homeschool?" Mrs. Tyler points to several benefits of home-schooling which serve as worthy motivation for deciding to home school. I will cite three, which she mentions with appropriate quotes.

One is "Strengthening the Family Unit." She writes,

Building family unity and maintaining the integrity of the family is a worthy motivation for home schooling. Twentieth-century Americans have lost the value that was once placed on intimacy in the home. We put our six-week-old babies into daycare centers. Our children go from elementary school to after-school programs. Is it any wonder that by the time they are teen-agers they are disenfranchised from the adult world? We put our elderly parents in nursing homes. The home has ceased to be the center for care-giving as we have relegated our responsibilities to nurture to various institutions and to the state.... Home schooling enables us to strengthen the family unit by restoring its dignity (p. 31).

Another is "The Gift of Time." She writes,

The gift of time God gave me with my sons during the first year of home schooling was precious. A deciding factor in our decision to continue home schooling was the chunk of time school takes children from the home.... Are we being selfish by safeguarding the time we have with our children? John Taylor Gatto, New York State Teacher of the Year, reminds us in the foreword of *Government Nannies* that "kindergarten was created to be, and was quietly celebrated as, a gentle way to break the monopoly influence of mothers on their own children" (p. 33).

I find that a little scary!

Still another is "Hidden Treasures." She writes,

Home-schooling is like that. We begin for one reason and are delightfully surprised at the other benefits we find along the way. I was terrified of the 'socialization' issue when I began home schooling. Now my husband and I both agree that if we had only one reason to choose home schooling it would be socialization (p. 34).

Chapter two answers the question, "Is There Any Evidence Home-schooling Works?" We all now know the answer to that one! Chapter three discusses the subject, "Is Home-schooling Legal?" The Tylers began home schooling in 1984, back in "the dark ages" when most government agencies considered the idea of home schooling to be illegal — and according to many state laws, it was! The chapter chronicles some of the efforts that she and others put forth to make home schooling legal in South Carolina, with threats of imprisonment, legislative fights, and court suits. Those of us who are home schooling today, with the benefit of more accommodative state laws and the literal explosion of home-schooling materials

available to us, owe a deep debt of gratitude to those early pioneers who sacrificed so much to pave the way for us.

Chapter 4, "How Can I Build a Support Network," mentions several sources of encouragement and help for home schoolers, including husbands and wives, extended family, local support groups, state organizations, and national organizations, as well as church and community. She does make one comment that I think is especially needful, as in the recent past I have seen people in one segment of the home-schooling community hurl accusations and anathemas at people in another segment.

Some states have two or more state organizations due to the different nature of the groups. Where this is the case, it is extremely important that these groups lay aside their differences when it comes to legislative issues. The home-schooling community is not large enough or powerful enough to support different legislative agendas on the state level — that is the kiss of death for both groups. Remember Lincoln's words: "A house divided against itself cannot stand." I encourage everyone to join your state organization. Usually the dues are minimal, and they need your support to be effective (p. 94).

Part Two (Chapters 5-8 and Conclusion) are by Terry Dorian, who, in addition to being a home-school mother, is a certified reading specialist, holding a master's degree in Reading and a Ph.D. in Rhetoric and Public Address. Chapter 5 deals with that ever-present question, "What about Socialization?" She gives an excellent, Biblical-based description of what socialization really is and says,

The opportunities which our children have to interact with other children in home-school support groups, play groups, church groups, and through community service and numerous other activities are important; however, those activities in and of themselves will not make our children socially competent. Only as we disciple them in Christ and allow them to benefit from biblical role modeling, will their lives exemplify positive, principled sociability (p. 123).

Chapter 6, "Choosing the Right Curriculum," discusses four educational philosophies which have affected home-schooling methods and materials: essentialism (traditional subject-centered textbooks), perennialism (Charlotte Mason's Living Books), progressivism (unit studies), and existentialism (John Holt's "unschooling"). Mrs. Dorian's style of writing is a bit more technical, and thus somewhat more complex, than Mrs. Tyler's. It may be in recognition of this possibility that she asks, "Do we really need to understand educational philosophy in order to train our children? Perhaps not" (p. 160). However, for those who are interested in this subject, the material is fascinating reading, if a little dry.

For example, regarding existentialism she wrote,

John Holt, the well-known educator who is considered the father of "unschooling," "free" and "invited" learning, has written what many of us consider to be classic works in the areas of home-schooling and educational reform.... John Holt's books were the first home-schooling books that I read. I read them during my master's program in reading. I recommend them to Christians who are rooted and grounded in God's Word. To those who are not rooted and grounded in the Word, I recommend nothing except Colossians 3:6-9.... Many of John Holt's ideas are inconsistent with biblical principles, but if we walk by the Spirit we can learn much from this gentle man who loved teaching children (pp. 153-154).

Though the author says that she clearly identifies with perennialism, she advocates an eclectic approach, saying,

By expressing why I believe that I have gleaned the best from each educational philosophy, I hope to encourage readers to exercise that same freedom as they choose methods and materials which are consistent with their beliefs and goals (pp. 137-138).

Because some in the home-schooling movement seem to delight in criticizing those of us who, for reasons that we feel are important to us, choose to follow a fairly traditional method in our home schooling, I especially appreciate the following comment. "It is arrogant and ignorant to imagine that people who do not use certain methods or materials are destined to miss out on anything we might imagine (p. 149). The chapter ends with a suggested library for "Finding What Works for You."

Chapter 7, "Finding the Will to Organize Our Time and Material Possessions," and Chapter 8, "Overcoming Fear of Failure," are both primarily motivational in nature. There are five appendices at the end of the book with various home-schooling materials arranged by topic—instructional methods, national conventions, legal services, support organizations, and student resources. As with anything written by human beings, there may be occasional statements with which one might disagree if he comes with a different theological or doctrinal position from that of the authors. But the general emphasis on seeking to follow God's will in our home-schooling choices is something that all Bible believers can appreciate. There is much good information in this book, both to encourage us who are home schooling in our en-

deavors, and to share with that doubtful relative or friend in hopes of providing some enlightenment on the subject.

ARE WE SECULARIZING OUR CHILDREN?

by Sewell Hall

via *Christianity Magazine* January, 1998

[Editor's note: The following article was clearly written mainly for parents of children in public schools. However, I believe it should be helpful to home schoolers too. First, it reminds us of the spiritual problems public schools create. But perhaps just as important, it should remind us to be on guard for our own home-school activities. Is our emphasis spiritual or have we become so wrapped up in the secular aspects of education that we are failing to accomplish our main reasons for home schooling? – D. Pratte]

Several years ago, a Christian who was the president of a large state university stated his belief that students do not lose their faith because of evolution in the science department or humanism in the philosophy, psychology, or sociology departments. Rather, he felt that they become so absorbed with secular studies and secular activities that they do not take time for spiritual things. They neglect attendance at services, neglect Bible study and make their friends among worldly people. They die spiritually, not from poison but from spiritual malnutrition. Today, this is happening to children long before they get to college. And some of the finest, best intentioned and most sacrificial and loving parents are contributing to it.

Please pardon a personal reference. My parents were very concerned about keeping control of their children. My father complained 50 years ago that the schools were trying to take over the rearing of children and he was determined not to let that happen to his family. Anything the school planned that conflicted with church activities was considered an encroachment by the school. We did not participate in organized sports, either in school or in summer programs. We did not play in the band or join the scouts. As a rule, when school was out we came home.

You may think my parents extreme. Perhaps they were. But one thing was certain: We had time for whatever Christians were doing anywhere in the areas where we lived. We not only attended every regular service and every service of gospel meetings in our home congregation, but we attended most services of any meeting anywhere in driving distance even when meetings lasted the greater part of two weeks. Preachers who came preaching in the area learned to expect the Hall family near the front of the building night after night. I never remember going out of town for a ball game, but I remember many trips out of town to gospel meetings and lectureships. Those gospel preachers became our heroes and the members of those congregations became the friends whose respect and confidence we most desired.

This is not to say that all parents should adopt the policies of my parents. I did not adhere to all of them in raising my children. But surely some limits need to be imposed on the run-away secularism now so common. Children are the busiest people in town. Schools have lengthened the school day and long bus rides often require children to leave home very early in the morning and return late in the afternoon. Then they have homework to get. Much extra time in school is spent in humanistic activities. Children are constantly exposed to vulgarity and profanity not only from fellow-students, but even from teachers. They desperately need counteracting spiritual influences.

Many conscientious parents, however, want still more secular opportunities for their children than the standard curriculum provides. They encourage participation in extra-curricular sports organized by the school and in others that are privately organized, occupying afternoons and Saturdays and even portions of Sundays as well as the summer months. Students not inclined to sports are encouraged to join the band with long hours of after-school practice, summer band camps, compulsory Friday night football in the fall and concerts in the spring. In addition, there are often private music lessons. Scouts also provide wholesome experiences, and parents want their children to be involved. In fact, they feel that their children are deprived if they miss any of these opportunities, and so to provide them parents pack their own schedules full, taxiing the children here and there and sacrificially spending their energy and money.

What is wrong with these things? Generally nothing. The problem is that they are dominating children's lives. No wonder it has become impossible to plan a gospel meeting at a time when it does not conflict with some kind of secular activity! No wonder it is exceptional when students attend every night of such a meeting! No wonder very few parents and even fewer young people are to be seen at special services beyond their own congregation!

A negative attitude seems to be developing toward anything the church plans beyond the usual Sunday morning, Sunday night, and Wednesday night assemblies or toward any extension of evening activities beyond one hour. The church is considered insensitive when anything is planned that encroaches on children's busy secular activities.

When do we expect our children to change from this heavily weighted emphasis on this world to "seek first the kingdom of God and His righteousness?" If they become accustomed to a secular schedule in elementary school, high school will only increase the pressure. College allows still less time for the Lord unless there is a purposeful determination to keep the lid on secular demands. If such priorities have not been learned under the guidance of parents, it is unlikely they will be developed when students are on their own in college. By the time those school years of immersion in secularism are over, there is usually very little spiritual life left in them.

And it all begins when they are young!

Seven Keys for Raising Godly Children (a series by David Pratte)

Key #7: Consistency

Consistency is defined as "steadfast adherence to the same principles."

We have already learned six "key" principles we must follow to raise up godly children. But it is not enough to just *understand* and be aware of these principles. We must be *consistent* in applying them — we must "steadfastly adhere" to them, and we must continually apply the "same principles" without variation. This applies to all six areas we have already discussed:

(1) We must consistently keep our *purpose* before us and take all actions with that purpose in mind: to raise our children to serve God.

(2) We must consistently *plan* our actions in harmony with God's word, and put our plan into action.

(3) We must consistently act in *love* for the whole family, making our decisions according to what is best for all.

(4) We must consistently *instruct* our children to know God's will.

(5) We must consistently use *authority* for the good of all, demanding obedience and respect from children.

(6) We must consistently *motivate* our children to obey us by means of proper, diligent application of punishments and rewards.

Note that we are not saying it is enough just to be consistent, no matter what principles you follow. It is possible to be consistently *wrong*! We must learn the *right principles*, then we must be steadfast in our adhering to them, always following the same principles.

Lack of consistency is one of the biggest problems facing parents. We often fail, not because we did not know what we should have done, but because we were not diligent in applying consistently what we knew we should do.

Note some specific areas in which consistency is needed but is often lacking.

I. CONSISTENCY BETWEEN PARENTS

Both parents must "steadfastly adhere to the same principles." They must work together, not against one another.

A. SOMETIMES FATHER AND MOTHER DISAGREE ABOUT RAISING CHILDREN.

Sometimes they disagree about what rules the children should be required to follow, or about how the children should be punished. They may even argue about matters like this in front of the child.

Typically, one parent is strict and the other is lenient. The lenient one thinks the child is being treated too harshly, so he/she compensates by being even more lenient than otherwise to make up for the strictness of the other parent. The other parent sees this and reacts by being even stricter to make up for the leniency of the other spouse. It becomes a vicious circle in which the parents pull further and further apart.

The child is completely confused by this. One parent punishes him, while the other parent protects him. He doesn't know what the rules are. He has no sense of security, but becomes the pawn in a power struggle between the parents. But he soon learns to play the parents against one another. He goes to the parent who will let him have his way and uses that one to protect him from the other parent.

But the end result is the child really does not respect **either** parent. If they cannot decide the rules, why should he listen to them? Often great strife results within the family. And most tragically, the child does not grow up to learn the qualities of character that either parent wants him to learn.

B. THE BIBLE DEALS WITH THIS PROBLEM.

A Bible example: Gen. 27.

Isaac determined to give a blessing to Esau, but Rebekah disagreed and wanted the blessing to go to Jacob. Rebekah and Jacob deceived Isaac and cheated Esau of the blessing. In the end, strife developed between Jacob and Esau that was so severe, Esau was determined to kill Jacob, and Jacob had to flee from home.

1 Corinthians 14:33

God is not the author of confusion, but of peace. The result of such conflict between parents is sure to be strife, not peace. It may be less extreme than in Isaac and Rebekah's case, but it will result in strife. God is not the cause of it and does not approve it.

Matthew 12:25

A house divided against itself shall not stand. But a house is surely divided when parents are so inconsistent and disagreed about raising the children. It cannot possibly accomplish its real goals.

Ephesians 6:4

Parents should not provoke children to wrath. But such inconsistency between the parents invariably causes wrath and discouragement on the part of the child, and justifiably so.

C. THE BIBLE SOLUTION

Communicate.

Go back to step #2 — **planning**. Discuss the matter between yourselves based on the principles of God's word.

Even before you get married, you should discuss and agree on your basic approach to child raising. If one of you is fundamentally more lenient than the other, or if there are other fundamental disagreements, this needs to be discussed and an understanding reached. Otherwise, marry someone else.

As you raise the children, continually discuss the principles you will follow. Try to decide the rules you will follow even **before** the problem comes up. Then there will be no need to argue at the time of the problem.

Communicate with your companion about specific situations. If you give a rule to the children, tell your spouse about it so he/she will know; then the children cannot play you one against the other.

If you have a disagreement about how to handle a specific situation, don't argue about it in front of the child. Ask the child to leave the room for awhile, or ask your spouse to go with you into another room for awhile to talk about it.

Follow the Bible plan for authority in the home.

The husband is head of the family, but he must act in love according to what is best for the family (Eph. 5:22ff). Let the parents discuss the matter. Let the wife express her view respectfully. If appropriate, let the children express their views. Then let the father make a decision. Then let the family honor and accept that decision unless it requires the wife or children to do something sinful (Acts 5:29).

EDITORIAL NOTES

Once again we want to thank our contributors so much for their articles. We appreciate the article by Sewell Hall and the family profile from the Elder family. And we want to once again thank our regular contributors: Sally Anne Perz, Janet Metzger, and Wayne Walker. We look forward to continuing to receive their future contributions.

We also look forward to hearing from others of you. Subscriber contributions are the lifeblood of the newsletter. If you have not written a family profile, please consider writing one and sending it in. Perhaps you could write about some teaching material or method you would like to recommend. Or send an article about any other topic of interest to our readers. We hope to hear from you soon.

Send curricula and material reviews to wswalker310@juno.com and all other articles to truth@gospelway.com.