

# FAMILY TIMES

A Home-school Newsletter for New Testament Christians  
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March-May, 2004

## **On Home Schooling for High School**

by Patricia Hunt

Some friends urged me to share a couple of pieces of info with the group in hopes that more anecdotal evidence may help parents decide what is comfortable for their families to do for high school. My daughter Michaela, home schooled through high school, has just been accepted to Otis College of Art and Design as well as to California College of Arts and Crafts, two of the three art schools to which she applied. We are still waiting for word from the third school, which is now on spring break.

My son Patrick, who is a graduating senior at the College of Wooster, is home on spring break after having his five-chapter senior paper accepted. This acceptance is tantamount to graduating although he will have an oral defense of his project and paper with representatives from the departments of computer science, physics, and mathematics, plus the remainder of the semester of classes. Since the pressure is off now that he has completed his undergraduate education, I asked him if, looking back, he feels he missed out in any way at all by not having had a more rigorous home-school education, or a formal high school education. His answer was, "Absolutely not." He feels that he is among the top students graduating from his department this year (one quarter of the students under his advisor were told their papers were not acceptable and another quarter have until after spring break to produce acceptable papers).

My contention all along (though I never told Patrick) has been that Patrick would find that the field was leveled by the time of graduation. When he began college he complained to me that his preparation in the classics was not good and that he felt I should have sent him to Burroughs. As a junior freshly home from the Univ. of Melbourne in Australia he complained that I should have sent him to a huge university like the one he had just attended for his semester abroad. Now, looking back, he says he caught up on his humanities and art education during his years at Wooster (a piece of his sculpture is presently hanging in a five-college juried show), and that the course work in the large U. was so easy he never cracked a book. At Wooster the classes are serious and rigorous. He feels he can now go to any graduate school in the country and know he will succeed. All this from a home schooler who learned to read at 10, was not a fluent reader until age 12, and who did not read for pleasure until he was 14.

After word: Just after I completed the above information, the mail came bringing Michaela an "Achievement Award" offer of \$30,000 from California College of Arts and Crafts. I was hoping she would be offered some award money because, though being accepted to a good school is certainly cause for celebration, the proof for me is in how willing a school is to put its money on the line. If a school believes in a student's potential they say it through financial awards.

## Online College Network

The following is excerpted from a message from HSLDA

### **Who is OCN?**

Online College Network (OCN) was founded to help college-bound students gain exposure based on their performance. Students interested in vocational schools and community colleges can also benefit.

### **What do we do?**

\* For Students - We provide a place for students to build an online resume to keep track of academic, athletic, arts and extracurricular achievements.

\* For Colleges - We supply **one** place to locate, track and manage all prospects.

### **How are we different from other services?**

OCN does not promote any individual student. Instead, we allow colleges and universities to search for prospective students that fit their needs using a criterion-based search.

### **What does it cost?**

This service is **free** to high schools, home school groups and their students. Colleges and universities underwrite the OCN program. How does it work?

\* Students create a resume on a secure password-protected server.

\* Parents verify the information entered by the homeschooled students.

\* Collegiate personnel search by numerous characteristics relevant to their needs.

Members of HSLDA can take advantage of this program by going to [www.hsllda.org](http://www.hsllda.org) and selecting "Member Site" along the left menu bar. From there, they enter their HSLDA User Name & Password and select "Member Discounts" on the left menu bar. Select information about the OCN program at top and click on OCN for instructions --- including the password for the program at the bottom.

**Note: Remember, if you wish to be a member of HSLDA, you can get a discount in your annual dues through *Family Times*. Contact me for information: [truth@gospelway.com](mailto:truth@gospelway.com)**

## Caring for Books: Ten Easy Steps

by Sally Anne Perz

Read to your children several times each day. Show them the wonder of books and they will learn to love and appreciate their value! Children who love books do not vandalize or destroy them!

Train babies at an early age to care for books, never tolerate writing in them or throwing them. Begin with chunky books and progress to regular books after several months or a year.

Keep a basket of books for easy access for babies and toddlers. This will aid you in training them not to search the shelves for books of their choice!! Rotate titles when they are ready for a change.

Use bookmarks regularly, rarely folding corners. Most libraries have wonderful **free** bookmarks! Bookmarks are also great arts and crafts projects and make nice gifts!

Keep hands washed so as not to soil books unnecessarily. Teach your children to wash their hands after meals, after using art supplies, and after playing outside.

Make a home for every book. Return books to their designated place when finished. Try to put them in order of size so they look neat. Put oversized books in cabinets or stacked neatly in small stacks on end tables.

Try to keep similar books together: science, history, fiction (this can be stored by genre), storybooks, pop-up books, series of books, reference books.

Make an area to keep books that are used daily. Provide easy access to Bibles, songbooks, and reference books.

Library books can be kept in a large heavy-duty box or basket. This looks nice and neat and is great for toting to and fro. Children should be responsible for putting them in this same spot when they are finished.

There is very little required to maintain this orderliness. Simply train yourself and your children to put things back where they came from. If you cannot train your spouse, just use it as an opportunity to serve cheerfully!

Remember that the way your children care for books and other types of property is a reflection of your training! Teach them to be good stewards of all their physical blessings!

## **Report on Home Schoolers Meeting at Florida College**

by Wayne S. Walker

In 1996, during the lectures at Florida College in Temple Terrace, FL, which are the first week in February each year, a special meeting was held for homeschooling families who were attending the lectures. This has become an annual event. My family was not able to attend the lectures in 1996 for that first homeschool meeting, but we did go the next two years and participated in the homeschool meeting each year. We did not return again until this past February, which was my thirtieth graduation reunion, and again we attended the homeschool meeting which was held in Puckett Auditorium in the Hailey-King Classroom building on Wednesday afternoon, Feb. 4, from 3:30 to 5:00 p.m.

Mark Bingham, who is on the English faculty at Florida College, and his wife Melanie facilitated the meeting. After calling us to order, Mark gave the floor to the Dean of the College, Harry E. (Buddy) Payne, Jr., who welcomed us. Next, Mari Smith, who works in the Admissions Office, presented some general information about the requirements to be accepted at the College and answered questions on the subject. Following this, several students at the College who had been homeschooled and were asked by Mark to be present, also answered various questions that were posed by those in attendance about college readiness and related topics.

Mark and Melanie had handed out questionnaires to everyone as we all entered asking our names, where we live, how long we have been homeschooling, how old our children are, one piece of advice that the experienced would offer or the inexperienced would desire, one benefit of homeschooling, and one hazard of homeschooling. During the second part of the meeting, they asked each family to introduce itself and basically cover the first four or five questions in that introduction. After this, Melanie met with the women in the main auditorium and Mark took the men to a nearby classroom to discuss in more detail the remaining questions during the time left. It was a beneficial experience, and it was nice to meet several other homeschooling families, some of whom we already knew and others of whom we were seeing for the first time.

A brochure was made available from the office of Matt Qualls, Director of Admissions, that provided some important information to homeschool families who would like for their children to attend Florida College. After listing the general steps required in "Applying for Admission," it then listed the "Requirements for Unconditional Admission" beginning with "Academic Requirements: Graduates of an Accredited High School," saying, "For unconditional admission, the applicant who will enter Florida College as the graduate of an accredited high school must meet the following academic requirements:

"1. Complete at least 16 high school academic units, including four units in English [with courses including substantial study of grammar, composition, or literature] two units in social sciences [courses such as American, world, or state history, civics, geography] three units in mathematics [Algebra I, Algebra II, Geometry, or higher level courses] two units in college preparatory natural sciences [biology, chemistry, or physical science with laboratory components]. Additional academic units may include such courses as economics, psychology, sociology, humanities, and foreign languages.

"2. Graduate with at least a 2.00 grade point average [on a 4-point scale].

"3. Provide standardized test scores [ACT or SAT] required for appropriate course placement [as explained in the Course Placement section below]."

There follows a special section of "Academic Requirements: Home Schooled Students" which says, "For unconditional admission, the applicant who will enter Florida College as the graduate of a home school program must be at least 17 years old by the date of registration and must meet the following requirements:

"1. Complete at least 16 high school academic units as specified above in the academic requirements for graduates of accredited high schools [with the option to substitute one semester of a college-level laboratory science for each unit of high-school natural science].

"2. Graduate with at least a 2.00 grade point average [on a 4-point scale].

"3. Earn a minimum composite ACT score of 20, with a score of at least 17 in the English section, 18 in the Reading portion, and 19 in the Mathematics portion.

“4. Submit a personal essay, which should be at least one page long and may discuss educational goals. The college waives the requirement of a personal essay in the case of a home schooled applicant who has successfully completed one semester of college English.”

If you wish to know why the requirements for homeschooled students are different from those for graduates of an accredited high school, you will have to ask someone at the College, but at least we can be thankful that the College no longer requires homeschooled students to take the G.E.D. The brochure continues with information about Conditional Admission, Probationary Admission, Transfer Students, Transfer Credit, International Students, and Course Placement. All of this material is included in the Florida College Catalogue, which is no longer available in print but can be found in its entirety at [www.floridacollege.edu](http://www.floridacollege.edu) (follow the Admissions link). If you are interested in more information, you will want to check it out.

## **Konos Unit Studies Curriculum**

Reviewed by Sara Smith, Flint, MI

The Konos Unit Studies Curriculum is a great unit study set organized under 19 specific character traits. There are 3 volumes which are designed to cover grades K-8. Each specific character trait has 7-8 topics related to that character trait. These topics are the study subjects. For example, the “Attentiveness” trait, covers the following topics: Ear/Sound/Music, Eyes/Seeing, Other Senses, Predator/Prey, Frontiersmen/Tracking/Trapping, Indians, Birds. In each topic, the importance of attentiveness (for this example) is emphasized.

Volume I covers Attentiveness, Obedience, Orderliness, Trust, Patience, Stewardship, and Honor. Volume II covers Inquisitiveness, Responsibility, Love/Generosity, Courage, Wisdom, and Loyalty. Volume III covers Cooperation, Determination, Honesty, Self- Control, Initiative/Resourcefulness, and Joy/Cheerfulness. They do not have to be done in any particular order. It is useful, however, to do an entire trait before moving on to another trait. At the end of each character trait set of topics, there is an evaluation which is useful in determining whether or not the desired trait is being incorporated.

Each volume contains a list of what traits are covered in that volume, plus what topics are covered for each character trait in that volume. Each topic has a sample outline of the topic, including information such as how many weeks this topic should take, materials needed, theme, Bible material covered, songs, poetry and artwork applicable, books (broken down by age group), family ready suggestion, writing activities, activities from the list of suggestions, and family or co-op activities. This is stressed as a sample! You may choose to follow it completely, but you may come up with your own set of activities to do as well.

For each topic the following information is provided: 1) Bible applicable for the topic; 2) Examples, someone who applies (for Ears/Sound/Music Helen Keller, Ann Sullivan, Alexander Graham Bell, and Antonio Stradivari are the examples); 3) Vocabulary list; 4) Resources which include books, video, and/or audio recordings; and 5) Activities which list things to do to learn the material. This section has literally hundreds of ideas! Each activity includes the subject that activity covers as well. Some of the activities cover “life skills” as the subject! The hardest part of Konos is deciding which activities to do!

The resource lists provided are very good, but not every library will carry the same books. We never had difficulty finding something in the library that would meet our needs, even if it wasn't on the resource list. The Internet resources that are now available may also be explored.

Other products that Konos sells are Konos Compass, which includes a more comprehensive daily outline of some of the units and how to use the units, video taped seminar on using the unit studies (which is excellent), and a timeline kit with each volume, that is wonderful. However, the timeline takes up a great deal of wall space, so if you don't have a large wall to put it on, it's hard to use. The characters that are in the timeline packet are noted in the topic outlines. Individual unit topics are also available. If you just want to do a unit study on one topic (Kings and Queens, for example), many of these individual units are available. They are fairly expensive, however.

We loved using Konos. I have one learner who is hands on, and this curriculum is perfect for him. My auditory learner also did very well with this program when we were reading the books aloud as a group. We had so much fun with some of the units that we spent twice as long on them as the suggested time frame. The units lend themselves to multi-age teaching. The activities cover such a wide range of

items that there is something for every age in every topic. The activities that are listed also inspire other activities that may more closely meet your needs. The possibilities are literally endless!

The aspect of doing unit studies that I did not like was not really knowing how much we have progressed. The Compass covers the scope and sequence of traditional curriculum and compares it to the Konos curriculum, and everything will be covered eventually. If you are organized well and can keep up a reasonable pace, this is a great curriculum.

The subjects not covered in Konos are Math, Phonics and Grammar. The reading and writing aspects of Language Arts are included in the activities, but the learning to read and mechanics of writing and language are not covered. There are a few activities that relate to Math, but Math basics are not taught in this program. These subjects must be supplemented.

## **Family Profile of Lee and Bonnie Forsythe**

by Bonnie Forsythe

We have four children: Camille 24, April 21, Joel 18 and Daniel 16. Nine years ago we turned to home schooling out of desperation. Lee was and is a fulltime preacher. We had moved three times since Camille had started school. She had actually attended at least 5 different schools! When she started middle school in downtown Little Rock, AR where they had to have metal detectors because it was so bad, she went through a really rough time. She began having emotional problems. She became very depressed.

Shortly after that we had the opportunity to move to Alabama. Being raised outside of Cullman, a small town in Alabama, and attending county schools myself, we thought this was the answer to our problems. Well, not so. Kids this age are so very cliquish; and the better kids seem to be the worse for it at times. Our daughter, needing desperately to feel accepted, got into the wrong crowd. Some of you may be thinking that we just didn't take the necessary steps to help her find some good friends. I assure you we tried our best. I hate to say it but many of our young people in the church are not being taught to befriend new people. I witnessed Camille being snubbed many times and it broke my heart. I still see this and hear of this happening in get-togethers of our Christian young people and at home-school gatherings. So if I may, I'd like to take this opportunity to encourage everyone to please teach their children the importance of being friendly. Teach them how to welcome "strangers" to their group and help them feel at ease. If they are a little shy themselves, they should realize how awkward someone new must feel.

This was the situation that led us to consider home schooling. We began after Christmas break in 1994. Camille was in the 9th grade, and Daniel, our youngest, was in the first grade. It was quite a challenge as you can imagine. I learned quickly to take a relaxed approach or I'd have burnt out long ago I'm sure. We did a lot of reading aloud and I used some untraditional curriculum like Learning Language Arts Through Literature in those early years. We used Math-U-See and that helped make things easier. I have always made sure they had plenty of good books to read. We have been blessed in that all our children love to read.

I credit the avid reading for the success we have enjoyed. Getting enough of the other subjects in to graduate my girls was a real stretch. What is great is that their reading skills were so good that they scored high enough on the ACT in that area to compensate for the other things. Camille made 33 on her reading which brought her composite score up to 28. April went on to join the Air Force and was at the top of her graduating class. She is now serving in Japan and just told us about a special class she had to take with 34 people, and she was chosen "DG" (distinguished graduate) and got several awards.

Obviously, home schooling did not hurt them academically. I wish I could say it solved our problems spiritually. I know it made things better than they would've been otherwise; but remember, the girls were in junior high and high school when we began. They already had been programmed to get their self-esteem from their peers. Home schooling, unfortunately, didn't provide the needed friendships either. We moved yet again when Camille was a Jr. and April was in the 9<sup>th</sup> grade. West Blocton, a very small town in rural Alabama is where we have been for six years now and have no intentions of leaving any time soon! The congregation here only had about 30 members when we came. We knew very few people who home schooled. Again we had the problem of our girls finding some good friends. They both went through some very trying and frustrating adolescent years. April is still struggling. Camille is doing well now and is striving to be a good mother to a wonderful 5-year-old son, Triston.

We have begun doing a little structured schooling with Triston this year. We are using Alphabet Island by Eagles Wings for phonics, which I highly recommend. It is a great program, and he loves it. We've done Five in a Row for other things and enjoy that a lot also.

Our boys are coming along great. The earlier the better for beginning home schooling, that's for sure. They have friends but do not seem to depend on them so much. They've always enjoyed each other's company. They've played sports, especially basketball through the years. Lee has always coached too. We have a local support group that I helped start and have 35 or more families that do things together regularly. The boys always seem to be leaders among their peers and parents of other kids comment on what a good influence they are. They both are strong Christians and help lead in the worship services.

As for academics, Joel is now working full time with a local heating and air conditioning company and may or may not graduate! Are we a little disappointed? Yes. However, he is doing very well at it. They are going to pay for him to take some classes this fall to be certified, so he should be able to make a good living, if he continues with it. He still may finish the few credits he lacks and graduate next year. However, he has such a well-rounded education that it's hard to put too much emphasis on it. When we moved to West Blocton, one of many prayers that was answered was to have someone to teach woodworking to Joel. He has always been interested in building things. Well, we have a wonderful neighbor that has been like a grandfather to both boys. He is a retired engineer besides knowing carpentry. He helped them build their own log cabin a few years ago, complete with electricity! They've helped him make numerous cedar chests and smaller items. He has his own homemade sawmill, so they've learned it all. He's also taught them a lot about gardening. On top of all this, he is a member at West Blocton! He has taught Joel and Daniel so much more than they could ever learn from books! God is so good!

Daniel is my only full time student now. We switched to Saxon Math with our boys as they got older. He's doing Apologia Biology, BJU World History, and something I just recently discovered for English. It is a Classical Literature Language Arts program by Smarr Publishers. It not only covers literature and vocabulary but incorporates a grammar and writing program for grades 9 thru 12. Daniel really seems to enjoy it. (You may reach them at 1-478-994-8961.)

I did unit studies some with the boys when they were younger. We especially enjoyed doing Prairie Primer. We also did one with Swiss Family Robinson that was good. I definitely think that is the best way to go in the elementary years. It's a fun way for you to be involved more with what they're doing, especially if you have more than one child. Also, I think it instills that love of learning better than most approaches.

My big regret in life is that we didn't look into home schooling in the beginning for our children. If we had, I'm sure we would have embraced it, and things could only have been better! It is a wonderful privilege that God has blessed us with!

### **Beware the Electronic Babysitter**

FRC Culture Facts - 11/7/03

A new study by the Kaiser Family Foundation on the topic of "Electronic Media in the Lives of Infants, Toddlers, and Preschoolers" provides abundant cause for concern about just how the increasing consumption of electronic media — in all its forms — is affecting our nation's young children. The study also raises questions about the wisdom of parents' increasing reliance on electronic media, particularly television, as a surrogate babysitter.

According to the study, children six years old and under spend an average of two hours a day using "screen media" — about the same amount of time they spend playing outside, and more than threefold the amount of time they spend reading or being read to. And the "averages" conceal an increasing disparity between preschoolers who are "heavy" consumers of electronic media and children who consume little or none; two-thirds of the children in the survey live in homes where the television is left on at least half of the time even if no one is watching, and more than a third live in homes where the television is on "always" or "most of the time." Those preschoolers who use "screen media" are under its influence an average of 2 hours and 22 minutes a day, while those who "read or are read to" are engaged in reading activity for an average of 49 minutes.

The comparison of television and reading is of more than passing interest: The study found that children who live in "heavy" television households spent significantly less time reading or playing outside compared with other children. In fact, children from these households are much less likely to be able to

read at all (only 34 percent of children between 4 and 6 years of age from “heavy” TV households can read, compared with 56 percent of other children of that age). One of the study’s authors says that the findings “raise a red flag about the impact of TV on children’s reading.”

While the American Academy of Pediatrics has long urged parents “to avoid television for children under 2 years old, 43 percent of that group now watches television every day and 26 percent of them now have a personal television in their bedroom. The latter finding is particularly disturbing. “When children have TVs and other media in their bedrooms,” one of the study’s co-authors notes, “it’s more difficult for parents to monitor what they’re doing.”

Based on the study, it seems that too many parents have an overly sanguine view of the effects of electronic media — particularly television — on their children (parents believe, by a margin of almost two to one, that television helps rather than hurts their children’s learning process, and overwhelmingly feel that their children are more likely to imitate positive behaviors than negative ones). Once again, social science data is showing that nothing is more important for the development of preschool children than time directly interacting with their parents.

### **Seven Keys to Raising Godly Children (conclusion of series!)**

#### **IV. CONSISTENCY BETWEEN CIRCUMSTANCES**

by David Pratte

We must “steadfastly adhere to the same principles” in the same circumstances *every time*. We must not allow what we disallowed in the past under the same circumstances.

##### **A. SOMETIMES PARENT’S RULES AND ENFORCEMENT ARE NOT RELIABLE.**

Sometimes we let our own mood, rather than the child’s conduct, determine what the rules are or what discipline we give. If we feel bad or had a bad day, we take it out on the children. We scream and punish them for little things. But the next day we’re in a better mood, so they get little or no punishment when they do the same things.

Sometimes parents are too busy with other things and just don’t pay attention to their children. We give them instructions; but then we get so involved in work or conversation that we overlook their disobedience. If we notice them, we correct them. But at times we are not diligent enough to check up on them.

As a result the child learns that, whether or not he gets punished, will depend, not just on what he does, but also on the parents’ mood or involvement in other things. So it is a calculated risk on his part whether or not he can get away with disobedience. Or he becomes an amateur psychologist and tries to judge our moods. But what we have taught him is, not respect for authority, but manipulation of it.

##### **B. BIBLE PRINCIPLES**

Hebrews 6:10 — God is not unjust. Jesus is the same today as He was yesterday (Heb. 13:8). He is not divided against Himself (1 Cor. 1:13).

How does our heavenly Father deal with our disobedience? Does the punishment we get depend on the mood He is in? Does He get so involved in other things that He overlooks our sins? God is the perfect example of consistency in dealing with our wrongs.

Matthew 23:23 — Justice is one of the weightier matters of the law. This includes justice toward our families. When rules are not enforced consistently, that is injustice. We would object if we were to receive that kind of treatment by the civil government or an employer. Let us practice justice by enforcing rules fairly.

Colossians 3:21 — Again, we must not provoke our children to discouragement. Inconsistent enforcement of rules is one of the greatest causes of wrath and discouragement in children. Today the child is punished severely for doing the same kind of thing that he did yesterday with little or no punishment. This is unfair, and the child knows it.

Obviously, humans are limited in our ability to know every wrong our child does. Whereas God has perfect knowledge, at the best we are capable of being fooled at times. Children know this and do not disrespect us simply because occasionally things happen that we cannot know.

But the problem often occurs simply because we are not *trying* hard enough. We are too concerned for our own moods and our own interests, so we are not concerned enough about the conduct and training of our children. As a result, they deliberately and knowingly get away with disobedience, because we are not “on the ball.” That is injustice.

Consistency is the key that ties together all the other keys. We must be consistent in applying all the principles we have studied — “steadfast adherence to the same principles.”

### CONCLUSION

Parents must practice each of the “key” principles that we have studied. But note further that, ***if we practice each of these “key” principles, we will find that each of them in turn will instill a related quality in our children.***

(1) If raising our children to serve God is our main ***goal***, then the children will develop serving God as their main goal.

(2) If we ***plan*** our training of the children based on God’s word, then our children will learn to plan their lives on the basis of God’s word.

(3) If we always act in ***love*** for our children, then our children will learn to act in love for everyone around them.

(4) If we diligently ***instruct*** our children in God’s word, they will develop, not only an understanding of God’s word, but also a desire to in turn instruct others.

(5) If we properly exercise ***authority*** toward our children, this will instill in them a respect for authority and an understanding of how to exercise authority when they need to do so.

(6) If we ***motivate*** them by proper use of punishments and rewards, then they will learn to seek the rewards and avoid the punishments offered by God (and other authority figures).

(7) If we are ***consistent*** in applying these principles in training our children, then they will learn to do right consistently. Because we demand right conduct all the time, they will learn to act right all the time, not just part of the time.

Raising children is one of the most awesome responsibilities any human being can face. Our conduct as parents will influence our children, not just for life, but for eternity. You and I will largely determine how our children live their lives and where they will be in eternity.

Yet many parents face this responsibility with far too little concern and far too little understanding of proper principles. We emphasize again that our goal as parents must be to ***raise godly children.*** While many people do not know how to do this, there is no need for us to be ignorant. God’s word tells us the principles we should follow. To successfully raise godly children, we must understand and practice God’s keys for raising children.

### SOURCES USED

*Dare to Discipline*, Dr. James Dobson (abbreviated DTD).

*Index of Leading Cultural Indicators*, William Bennett, Heritage Foundation, et. al.; 1993 (abbrev. Bennett).

*Training Up a Child*, Gwendolyn Webb; The Old Landmarks, Denver CO, 1977 (abbreviate TUAC).

### NOTE

Yes, believe it or not, I have finally reached the conclusion of this series that has run in *Family Times* for literally years now! I hope and plan to place the entire series on our web site, so parents can save the whole series and benefit from it. Please visit our web site soon and look for this material at [www.gospelway.com/familytimes/](http://www.gospelway.com/familytimes/)

### EDITORIAL NOTES

Once again we want to thank all who have submitted material for this issue of *Family Times*. We thank Patricia Hunt, Sara Smith, and Bonnie Forsythe for their articles. And, of course, we continue to appreciate so much the work done by our regular writers, Sally Anne Perz and Wayne Walker. Look for other articles by them and by our other regular writers again next time.

And please consider submitting an article to *Family Times*. We encourage all of you to contact us if you have an article you have written or are willing to write or even an idea for an article that you would like someone else to write – our regular writers often ask for ideas for topics. And besides actually writing articles for us, you can help by submitting articles to us that you may read from other sources. Most of you read home-school articles from various other publications. If you see an article that you consider to be worthy of being reprinted for our readers, please forward it to me. If you can send it in e-mail format, that would be ideal. But even articles in print would be helpful. E-mail us at [truth@gospelway.com](mailto:truth@gospelway.com).

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