

# FAMILY TIMES

A Home-school Newsletter for New Testament Christians  
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7846 St. Joe Rd., Ft. Wayne, IN 46835



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September-November, 2004

## **Rosetta Stone**

Review by Alexa Chisholm

I have the Rosetta Stone Spanish Language program and have been teaching it for the past two years. The program has two Levels. Level 1 has eight units and each unit has 12 lessons. Level 2 has 9 units with 10 lessons each. The Rosetta Stone program concentrates on 4 areas: 1-Listening comprehension 2-Reading comprehension 3-Speaking 4-Writing First the students work with the program on the computer, the students have exercises for each unit that teaches and improves their listening and reading comprehension, a voice-record feature that helps them with their pronunciation, and dictation exercises to improve their writing skills. After they are done with a lesson they have a workbook where they are given exercises that pertain to the material covered on the computer. There are also crossword puzzles, and word lists for each lesson. At the end of each unit there is a test. At the end of the first level the child will have enough vocabulary for basic conversations. This program allows each student to go at their own pace and many opportunities for review in several different formats which gives room for the different learning styles. Another feature that I like is that if for some reason a week is skipped it is easy to pick up and go again. Ideally it should be used 5 days a week. This would allow for more comprehension and use of the vocabulary for that specific lesson. We have used it with a group of other kids once a week. They do their work at home and then we come together to review the lesson, the vocabulary and the exercises they have done in their workbooks. After discussing the different words, sentences, meaning etc. we have done games, exercises, and we practice conversing in Spanish.

## **Used Textbooks and Supplies**

from Jeff Hamilton

As part of my online bookstore, I have set up a **free** used book and supply exchange for home schoolers. To visit the online store, go to <http://www.pistos.com> and click on the columbine flower.

To sell, you will have to create a login. Personal information is not given out. Then go to the section you want to place an ad and click on "Submit Ad." If "Submit Ad" does not appear, then you are at too general of a level or you are not logged in.

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## **Power Glide Language: Children's Spanish**

by Stacey Clark

"The Power-Glide Language Course: Children's Spanish" is a fun and easy way for kids K-6 to learn Spanish. The program contains eight CDs, three student workbooks, one parent guide, and a CD-Rom which contains activities in Spanish, French, and German. The first workbook is very simple with stories called diglot weaves that mix English words with pictures of words spoken in Spanish and pictures to point at or color. As the workbooks progress they become more involved with word puzzles to solve, Spanish words instead of pictures in the diglot weaves and some text entirely in Spanish.

The course is built around an adventure involving a brother and sister trying to help their grandfather solve a mystery. The kids need to learn the key words from stories or songs in order to understand the clues they find. The story line naturally encourages children to become proficient in what they have just learned so they can complete the performance challenges and go on to the next part of the story. In addition to the suggested challenges, such as reading the text to a parent or retelling the story using as much Spanish as possible, my children have created picture books or performed plays of the stories.

I liked this program because from the very first lesson it uses frequent repetition of the learned words and humor to encourage the children to speak the words often. The stories are very child-friendly with classics such as "The Three Bears," "The Three Little Pigs," and "Chicken Little." Other stories are also enjoyable, such as "The Broken Window" where some naughty children are playing ball in the street and accidentally hit a window of a giant's house, or "The Farmer and The Turnip" which teaches cooperation when all the characters need to work together to pull up a giant turnip. The songs, which teach days, months, body parts, etc., are very catchy and really help with memorization.

The only thing I have not liked about the course is that some words are not translated at all. The parent guide only covers the first workbook so any questions one might have after that have to be answered through a Spanish-English dictionary or, what I use, the Language Tools translation page from Google. I sense that the purpose of these omissions is to teach children how to find the translation of an unknown word, but it would be nice to have parent guides for each workbook. It is a minor complaint and it won't stop me from purchasing another course in French or German once my children have become fluent in Spanish.

I purchased this program from Rainbow Resource Center for \$83.95 because it came highly recommended from a woman who taught high school French for years in a public school but now homeschools her son and tutors many others in French using Power-Glide.

## **Family Devotions**

by Sally Anne Perz

Over twelve years ago, when we had our first child, we began structured bedtimes in which we read aloud and prayed. As the children multiplied, grew, and began to speak, we listened to their prayers each night. It is safe to say that we have done this every day of our children's lives — with very few, if any, exceptions.

About seven years ago, during a gospel meeting which my husband was preaching, we were introduced to a new idea. The family we were staying with read the Bible and sang together each evening. They invited us to join them and explained to us that it was their daily practice — no matter what! We already read the Bible, sang and prayed at various times. Yet, this more structured approach appealed to us as something special we could do in addition to what we already did. Always interested in drawing closer together as a family, and more importantly, drawing closer to God, we decided to begin this daily time together. We also decided to add one more aspect to what we would come to call our "family devotion." We purchased a series of books to begin reading aloud specifically during this time. We embarked upon our new tradition and have done so daily — while we have overnight visitors in our home, during vacations, in the car, in the hotel — whatever we can do to make it work — no matter what! Why did we insist on making it a daily activity? We felt strongly that the only way to make it a real tradition, a real part of our lives, was to make it a daily habit!

Once everyone is ready for bed — teeth brushed, hair brushed, pajamas on, chores complete — we gather together in the living room for our "devotion." The children are on a rotation sitting with us. Laugh, if you must, but with five children, this is the best way to be certain that we each get our time

snuggling with each child during devotions. We begin by reading aloud. It seemed easier to commit to long-term daily reading with a series, so we began with The American Adventure Series (a total of 48 books). We are currently reading the Landmark History Series. We have read a large number of books and series to include: The Chronicles of Narnia, The Anne of Green Gables Series, The Dark is Rising Series, The Rowan of Rin Series, and William Bennett's Book of Virtues. In addition to these, we have read classics, contemporary novels, and various compilations — we try to vary the genre to appeal to all. The children and Sally, resident wife and mother, take turns reading aloud.

After we read aloud, we read from the Bible. In the earlier years, we read through every Bible story-book we could find; this seemed to work well with so many little ones. In the latter years we have simply read straight from the Bible. We have read through the gospels, read a variety of Bible stories, read on various subjects of interest (i.e., verses relating to various character traits), and we are currently reading through the Psalms. Jonathan, resident husband and father, does the Bible reading.

After the Bible reading, we sing. For a few years, we let each child choose a Bible song. From time to time, we still do this. However, for the past few years, we have gone from mainly children's songs and a few hymns to mainly hymns and a few children's songs. When we have overnight visitors in our home who want to participate, we often sing extra songs and omit our secular reading (as not to subject them to a small portion of a book!).

As we finish our special time together, Jonathan prays for us. We finish the evening by tucking the children into bed with kisses and hugs, and listening to each of them pray to God.

Our tradition bears little resemblance to what the family we visited with did together. We made our own tradition. Families are vastly different: personalities, preferences, convictions, schedules, among other things. The beauty of regular family devotions is that your family chooses what works best for you. Just as we got the idea from another family and "made it our own" you can take the idea and "make it your own." Of course, it is critical that both parents agree on all aspects of the time together as not to have any dissension. It must be a joint effort. Call it whatever you wish, adapt it however you like, the time your family spends together in prayer, reading, and singing each day will be time you treasure forever.

### **Early TV Exposure Affects Attentiveness**

by Terry Phillips, correspondent; via Citizen Link, 4/6/04

**SUMMARY:** Research study makes recommendation that parents of preschoolers should consider.

A study by the American Academy of Pediatrics links the trouble some children have in paying attention to watching television too early in life.

The study, in the April issue of the journal *Pediatrics*, reinforces earlier recommendations that children under 2 should not watch television at all. Dr. Dimitri Christakis of Children's Hospital in Seattle, co-authored the report.

"A child that watched two hours of television a day, before the age of 3, would be 20 percent more likely to have attentional problems at age 7, compared to a child who didn't watch any television during that period," Christakis said.

The first three years for the human brain, he added, is a period of fast development.

"It really is the wiring of the mind being laid out during this three year period," he said.

During the comparable period, the brains of overly stimulated lab animals can be seen to have been altered. An unknown in the study, however, is the kind and quality of the programming viewed by the children, according to Dr. Andrews Adesman, a behavioral pediatrician in New York.

"Unfortunately one can't determine whether or not programs such as 'Sesame Street' are appropriate or not as opposed to .... cartoon watching," Adesman said.

Christakis said the key production element to avoid is rapid image change — and that is something found in a lot of children's programming.

"In fact, very often they exploit rapid image change as a way of keeping children engaged in the screen," Christakis said.

The study doesn't specifically tie early TV viewing to the diagnosed condition known as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) — just to a general difficulty in paying attention.

FOR MORE INFORMATION: The American Academy of Pediatrics Web site contains a news release and the study in question. <http://www.aap.org/advocacy/releases/apr04studies.htm>

(NOTE: Referral to Web sites not produced by Focus on the Family is for informational purposes only and does not constitute an endorsement of the sites' content.)

### **Home-School National Merit Scholarship Winner**

My name is Colleen Engel, and I have been a home educator for (officially) 13 years. My husband, Greg, to whom I owe so much gratitude for his support in our efforts to home school, has been a meteorologist in the Air Force for 20 years, and we are currently stationed in Hawaii. Our sons are: Jonathan, 18 yrs. old, who will be graduating in May; Kevin, 16yrs. old, who is finishing up the 10<sup>th</sup> grade; and David, 13yrs. old, who is finishing up 8<sup>th</sup> grade. When it was recently announced that Jonathan had won a National Merit Scholarship, I was asked to offer some encouraging words to others who are dealing with the sometimes heavy responsibilities of home schooling.

Some might assume that the scholarship indicates that Jonathan was just a smart kid and that home schooling him must have been easy, but that would not be true. From the very beginning I doubted my ability to teach him properly, and others told me that home schooling was a terrible mistake. We started home schooling because of Jonathan's difficulty in sitting still and concentrating and his tendency to become overly frustrated with himself for imperfections - traits that continue to this day. As recently as last year, I was still fretting over the possibility that we had made a mistake in home schooling, despite the unsatisfactory experiences we had when we tried putting him in both public and private schools for awhile. I listened to the voices in my head saying that I wasn't capable of teaching him, so we put him in school. Even though he received top grades for all his school classes, the schools did not provide the academic, emotional, or spiritual environment that we knew he needed. It took time and experience for me to learn that there was more at stake than whether or not Jonathan learned to sit still and do his math.

Home schooling made us aware of more important priorities. I believe that when God blessed me with a child, it was my greatest responsibility to train that child according to God's word and help him to love God (Deut. 6:7). Although I know that some parents are able to send their children to school and still teach them to serve God faithfully, I have seen far too many fail to overcome the influences of the world in which their children spend most of their time. Our experience with sending Jonathan to school demonstrated to us the harm that can be done. We found that our family relationships were damaged. He became disrespectful to us, his parents, and less loving with his brothers, as well as, less happy and less friendly to others. People often talk about these characteristics of children as being normal. If we hadn't home schooled to begin with, I might not have realized that there was an alternative. Fortunately, bringing him home again has repaired this damage. We might have been able to fix these things while keeping him in school, but our priorities told us that it wasn't worth the risk. Since then, my focus on what is really important has helped me keep going through the worries that I wasn't doing a good enough job with his academics.

I wrote in a recent letter to the home school email list that Jonathan had chosen Prov. 16:3 as the verse he wanted on his graduation announcements. "Commit your works to the Lord, and your plans will be established." I was impressed that he had found a verse that was so fitting. It expresses his own belief that he must commit his future to the Lord, and it describes what I believe is the reason for Jonathan's successes, both academically and spiritually. By placing our spiritual responsibilities above our desires to see Jonathan attain his academic potential, I believe that we were able to accomplish both.

Today, I often hear wonderful comments about Jonathan. Most people don't know anything about his scholarship, but they tell me that he is honest, hard-working, and humble, has a great knowledge of the Bible, and is thoughtful, kind, and patient with others. He participates willingly in our worship and has made his spiritual growth a priority in choosing where he wanted to go to college next year. And we didn't have to sacrifice his academic success to achieve these qualities. Jonathan has been taking pre-calculus and intermediate Spanish at the community college this year. He has struggled and had to work very hard, but he proved that he can handle college level work.

I will probably continue to experience stress in the next few years as we home school our other two boys, but I am so thankful for the reassurance that God has given me. If your children just can't seem to get the difference between a gerund and a participle or you can't figure out how to explain exponents, don't assume you are failing. Home schooling gives you options to look for other ways to teach and even

other things to teach. It also gives you the luxury of being the major influence in your child's life. Teach them the things that are really important. The Bible is the most important curriculum you can have in your educational program. "Seek first His kingdom and His righteousness and all these things will be added to you." (Matt. 6:33) I can tell you that nothing is so rewarding as knowing your child has grown up in the Lord.

[Editor's note: Our congratulations to Jonathan and to his parents, not just for his National Merit Scholarship, but for their commitment to spiritual training. Jonathan is just one of a number of home-schooled children of families on our mailing list that have excelled in the National Merit Scholarship exams. I have said for years that the best argument for home schooling, and the best answer to the critics of home schooling, is the end product: the children. – Dave Pratte]

## A Great Homeschooling Book

reviewed by Wayne S. Walker

*Real-Life Homeschooling: The Stories of 21 Families Who Teach Their Children at Home*, written by Rhonda Barfield, published in 2002 by Fireside Books, Rockefeller Center, 1230 Ave. of the Americas, New York City, NY 10020, a registered trademark of Simon and Schuster (available in or by ordering through all major booksellers; for more information, check Lilac Publishing, [www.lilacpublishing.com](http://www.lilacpublishing.com)).

I first saw this book in 2002 at a homeschool conference shortly after it came out. This was right after we had moved to Missouri from Ohio. Looking through it, I decided that it appeared quite good and wanted to buy it then but was unable to do so; we had just moved and money was a little tight. However, I thought, "I must get it sometime." Well, a couple of years later, I happened to see it again while browsing through the homeschooling section at a Barnes and Noble bookstore and, remembering my earlier thoughts about it told myself, "I really need to purchase it," but could not do so at the time.

Rhonda Barfield, of St. Charles, MO, just outside of St. Louis not far from where we live, is a veteran homeschooling mother, author of several books (*Eat Well for \$50 a Week*, *Feed Your Family for \$12 a Day*, and *15 Minute Cooking*), and a noted homeschool speaker. Since first seeing the book, we have come to know her by hearing her a couple of times at support group meetings or curriculum fairs and seeing her at other homeschooling functions in the area. Her gentle blend of wisdom and wit is very appealing. So, earlier this year Rhonda happened to see our picture in a past copy of *The Old Schoolhouse*, a quarterly homeschooling magazine for which I serve as state coordinator for the Missouri page of their website and do some book reviews, and contacted me to say hello. In responding, I said that I had seen and had been wanting to obtain a copy of her book but had not yet done so. She replied that since I was associated with several homeschooling publications, her publisher thought that I was a "worthy risk" (or something like that) for a free copy. I certainly was not finagling for that, but I do appreciate it.

The book is absolutely fascinating. Rhonda, who describes herself "as a dedicated but not fanatical homeschooler," says, "This book is not meant to be a how-to manual, but a book of stories." These stories chronicle the homeschooling experiences of several different kinds of families — Jewish, Catholic, Protestant, and generally "liberal." Some unschool, while others follow a traditional schedule and curriculum. They are diverse in geographical location, family life-style, philosophy and worldview, methods of teaching, and goals desired through homeschooling. Their numbers include single parent and African-American families, some with a large number of children and some with only one child, as well as those with special needs students and even special needs teachers (i.e., one homeschooling parent is blind).

The benefits of this kind of book are at least two-fold. First, it shows that, in spite of their differences and even occasional disagreements, homeschooling families from different backgrounds "share much common ground" and that, "by reading about each others' ways of life, perhaps it will help us all to recognize that we have a great deal to discuss and learn from each other." You will likely not agree with all the values and opinions expressed in the book, but the more we know about others, the more we can respect their freedom to choose their own path even if it is not like our own. Second, the book lets people know that if all these different families, each with its own unique situation, can homeschool, then anyone who really wants to can do so as well. There are many good quotes from the book, especially the various answers to the question about socialization, but the one that stuck out in my mind is on page 111. "At first Janice intended to homeschool for just one year. But as a devout Christian, 'more and more I realized how important it was for Susan to be well grounded in her faith before she was under someone else's in-

fluence for eight hours a day,' Janice says. 'Now the reason I homeschool is so I can control how and what my children are taught, because it's my God-given responsibility to do so.'" To which I say, Amen!

## **A Review of Portland State's Italic Handwriting Curriculum**

by Donna Craig

When it came time to choose a handwriting curriculum for my children, I thought I would just teach them what I had learned in school. That was a lot easier said than done; I didn't realize that there were more ways to learn to write than you can count on your fingers. Somewhere during my oldest daughter's second year of home schooling, I learned about Portland State University's Italic Handwriting series. I wish I could say that I thoroughly studied every handwriting option available and made an intelligent decision, but that was not the case. I chose Italic Handwriting simply because it looked easy and I liked the style.

The brochure that I was sent claimed that learning to write in italic is a lot easier than other methods and that the transition to cursive is smoother. I suppose that is a true claim since there are fewer strokes to learn for the manuscript and fewer joins once the children transition to cursive and fewer loop-de-loops for the cursive letters. However, if the authors of this curriculum were to view my children's italic handwriting, they would probably end up rolling in the floor laughing. Suffice it to say, my children's italic hand is not as precise as others.

Lest you think I'm bashing italic handwriting, let me also say that my children's handwriting is a lot neater than it used to be. Prior to learning italic, when I looked at their papers, their handwriting looked like something one would see on a piece of papyrus while watching a special on ancient Egypt on the Discovery Channel. Now I can actually tell that I am looking at words in English. So we have continued to use Italic Handwriting for the past twelve years.

Each workbook is consumable and sells at retail for \$6.95 each. You are supposed to start using them in kindergarten with Book A, but we have never started until third grade, using Book C which is actually intended for second graders). One reason for the delay is that I don't start my children in a more formal approach to school until they are eight years old and using Books A and B at that point would be an insult to them because of the larger print. Another reason I delay is that I don't want to push the handwriting until they are reading fairly well.

There is an instructor's manual, but I also have never bought it. After looking through it, I was of the same opinion as other home schoolers that I know, that there is very little that is not already in the workbooks and purchasing the manual would be redundant.

Over the past twelve years, I have come to realize that it does not matter which handwriting program you start your child in, he will eventually develop his own handwriting style, including curlicues and loop-de-loops. But if you are almost at the point where you are considering hiring a handwriting specialist or an Egyptologist to decipher your child's handwriting, then you might consider the Italic Handwriting series just to teach them that neatness does count.

I have purchased my Italic Handwriting workbooks through Rainbow Resource Center. They are discounted in price (now they are \$5.50 each). You can view their website at [www.rainbowresource.com](http://www.rainbowresource.com).

## **Separation of Church and State? No Such Thing Exists**

submitted by Laurie Cascairo

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America's founders did not intend for there to be a separation of God and state, as shown by the fact that all 50 states acknowledged God in their state constitutions.

Alabama, 1901, Preamble: We the people of the State of Alabama invoking the favor and guidance of Almighty God, do ordain and establish the following Constitution....

Alaska, 1956, Preamble: We, the people of Alaska, grateful to God and to those who founded our nation and pioneered this great land....

Arizona, 1911, Preamble: We the people of Arizona, grateful to Almighty God for our liberties, do ordain this Constitution....

Arkansas, 1874, Preamble: We, the people of the State of Arkansas, grateful to Almighty God for the privilege of choosing our own form of government....

California, 1879, Preamble: We, the People of the State of California, grateful to Almighty God for our freedom....

Colorado, 1876, Preamble: We, the people of Colorado, with profound reverence for the Supreme Ruler of the Universe....

Connecticut, 1818, Preamble: The People of Connecticut, acknowledging with gratitude the good Providence of God in permitting them to enjoy....

Delaware, 1897, Preamble: Through Divine Goodness all men have, by nature, the rights of worshiping and serving their Creator according to the dictates of their consciences....

Florida, 1885, Preamble: We, the people of the State of Florida, grateful to Almighty God for our constitutional liberty...establish this Constitution....

Georgia, 1777, Preamble: We, the people of Georgia, relying upon protection and guidance of Almighty God, do ordain and establish this Constitution....

Hawaii, 1959, Preamble: We, the people of Hawaii, Grateful for Divine Guidance...establish this Constitution.

Idaho, 1889, Preamble: We, the people of the State of Idaho, grateful to Almighty God for our freedom, to secure its blessings....

Illinois, 1870, Preamble: We, the people of the State of Illinois, grateful to Almighty God for the civil, political and religious liberty which He hath so long permitted us to enjoy and looking to Him for a blessing on our endeavors....

Indiana, 1851, Preamble: We, the People of the State of Indiana, grateful to Almighty God for the free exercise of the right to choose our form of government....

Iowa, 1857, Preamble: We, the People of the State of Iowa, grateful to the Supreme Being for the blessings hitherto enjoyed, and feeling our dependence on Him for a continuation of these blessings...establish this Constitution....

Kansas, 1859, Preamble: We, the people of Kansas, grateful to Almighty God for our civil and religious privileges...establish this Constitution....

Kentucky, 1891, Preamble: We, the people of the Commonwealth of Kentucky, grateful to Almighty God for the civil, political and religious liberties....

Louisiana, 1921, Preamble: We, the people of the State of Louisiana, grateful to Almighty God for the civil, political and religious liberties we enjoy....

Maine, 1820, Preamble: We the People of Maine...acknowledging with grateful hearts the goodness of the Sovereign Ruler of the Universe in affording us an opportunity...and imploring His aid and direction....

Maryland, 1776, Preamble: We, the people of the state of Maryland, grateful to Almighty God for our civil and religious liberty....

Massachusetts, 1780, Preamble: We...the people of Massachusetts, acknowledging with grateful hearts, the goodness of the Great Legislator of the Universe...in the course of His Providence, an opportunity...and devoutly imploring His direction....

Michigan, 1908, Preamble: We, the people of the State of Michigan, grateful to Almighty God for the blessings of freedom...establish this Constitution....

Minnesota, 1857, Preamble: We, the people of the State of Minnesota, grateful to God for our civil and religious liberty, and desiring to perpetuate its blessings....

Mississippi, 1890, Preamble: We, the people of Mississippi in convention assembled, grateful to Almighty God, and invoking His blessing on our work....

Missouri, 1945, Preamble: We, the people of Missouri, with profound reverence for the Supreme Ruler of the Universe, and grateful for His goodness...establish this Constitution....

Montana, 1889, Preamble: We, the people of Montana, grateful to Almighty God for the blessings of liberty...establish this Constitution....

Nebraska, 1875, Preamble: We, the people, grateful to Almighty God for our freedom...establish this Constitution....

Nevada, 1864, Preamble: We the people of the State of Nevada, grateful to Almighty God for our freedom...establish this Constitution....

New Hampshire, 1792, Part I, Art. I, Sec. V: Every individual has a natural and unalienable right to worship God according to the dictates of his own conscience....

New Jersey, 1844, Preamble: We, the people of the State of New Jersey, grateful to Almighty God for civil and religious liberty which He hath so long permitted us to enjoy, and looking to Him for a blessing on our endeavors....

New Mexico, 1911, Preamble: We, the People of New Mexico, grateful to Almighty God for the blessings of liberty....

New York, 1846, Preamble: We, the people of the State of New York, grateful to Almighty God for our freedom, in order to secure its blessings....

North Carolina, 1868, Preamble: We the people of the State of North Carolina, grateful to Almighty God, the Sovereign Ruler of Nations, for our civil, political, and religious liberties, and acknowledging our dependence upon Him for the continuance of those....

North Dakota, 1889, Preamble: We, the people of North Dakota, grateful to Almighty God for the blessings of civil and religious liberty, do ordain....

Ohio, 1852, Preamble: We the people of the state of Ohio, grateful to Almighty God for our freedom, to secure its blessings and to provide our common....

Oklahoma, 1907, Preamble: Invoking the guidance of Almighty God, in order to secure and perpetuate the blessings of liberty...establish this....

Oregon, 1857, Bill of Rights, Article I, Section 2: All men shall be able to secure in the Natural right, to worship Almighty God according to the dictates of their consciences....

Pennsylvania, 1776, Preamble: We, the people of Pennsylvania, grateful to Almighty God for the blessings of civil and religious liberty, and humbly invoking His guidance....

Rhode Island, 1842, Preamble: We the People of the State of Rhode Island...grateful to Almighty God for the civil and religious liberty which He hath so long permitted us to enjoy, and looking to Him for a blessing....

South Carolina, 1778, Preamble: We, the people of the State of South Carolina, grateful to God for our liberties, do ordain and establish this Constitution....

South Dakota, 1889, Preamble: We, the people of South Dakota, grateful to Almighty God for our civil and religious liberties...establish this Constitution....

Tennessee, 1796, Art. XI, III: That all men have a natural and indefeasible right to worship Almighty God according to the dictates of their conscience....

Texas, 1845, Preamble: We the People of the Republic of Texas, acknowledging, with gratitude, the grace and beneficence of God....

Utah, 1896, Preamble: Grateful to Almighty God for life and liberty, we establish this Constitution....

Vermont, 1777, Preamble: Whereas all government ought to...enable the individuals who compose it to enjoy their natural rights, and other blessings which the Author of Existence has bestowed on man....

Virginia, 1776, Bill of Rights, XVI: ...Religion, or the Duty which we owe our Creator...can be directed only by Reason...and that it is the mutual duty of all to practice Christian Forbearance, Love and Charity towards each other....

Washington, 1889, Preamble: We the People of the State of Washington, grateful to the Supreme Ruler of the Universe for our liberties, do ordain this Constitution....

West Virginia, 1872, Preamble: Since through Divine Providence we enjoy the blessings of civil, political and religious liberty, we, the people of West Virginia, reaffirm our faith in and constant reliance upon God....

Wisconsin, 1848, Preamble: We, the people of Wisconsin, grateful to Almighty God for our freedom, domestic tranquility....

Wyoming, 1890, Preamble: We, the people of the State of Wyoming, grateful to God for our civil, political, and religious liberties...establish this Constitution....

After reviewing acknowledgements of God from all 50 state constitutions, one is faced with the prospect that maybe, just maybe, the ACLU and the out-of-control federal courts are wrong.

#### EDITORIAL NOTES

Thanks again to all who submitted articles for this issue of *Family Times*. We especially thank Alexa Chisholm, Donna Craig, Stacey Clark, and Colleen Engel. And as always we appreciate so much our regular contributors Sally Anne Perz and Wayne Walker. We look forward to receiving articles from others of you for our next issues.

**And please remember to check to see if your subscription is due for renewal!**