

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
General Editors: Bev & Dave Hewitt, Karen & Dave Pratte
Curricula review editor: Wayne Walker
7846 St. Joe Rd., Ft. Wayne, IN 46835



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March, 2005 – May, 2005

Journaling Toward Moral Excellence

Written by Cindy Dunagan
\$11.95 each, www.straightpathspress.com

Reviewed by Gerry Wright

Many home schooling parents keep a journal, and many require their children to keep one also. This activity is more popularly described as “journaling.” Journaling is a beneficial multi-purpose activity, as it develops the habit of writing, while at the same time it creates keepsakes that will be treasured by parents and children alike.

Homeschooling mother Cindy Dunagan has taken the value of journaling a step further by developing a set of journals specifically designed to add a Bible-based dimension to the activity. Mrs. Dunagan had used many devotional journals with her own children, but, in her words, “Some seemed merely self-explorative rather than Biblically based.” Motivated by the desire to inspire the development of virtue and values in her children by means of Biblically-based journaling, Mrs. Dunagan has spent the last four years choosing writing prompts, searching out the perfect verse for each prompt, and dividing more than 400 verses and prompts into four age-appropriate journals.

The four-journal series is titled *Journaling Toward Moral Excellence*, and is described on the front cover as “A Character Building workbook of 100 Thought Provoking Questions To Help the Young Discover the Value of Moral Strength.” Each journal targets a different writer -the young writer, the preteen, the teenager, and the young adult. Following the dedication page is a page containing suggestions for using the book. Each page has a very pretty decoration at the top, a bible verse, and a relevant question/prompt to be used as a springboard for the writer. For Example, page 24 of the Teenager Journal quotes Psalms 33:6 (“By the word of the LORD the heavens were made...”). Underneath the verse is another small decoration, followed by “I see God’s power in nature when I observe...” and the rest of the page is for the writer’s thoughts. Still another page quotes Eph. 4:32, and the prompt is “In some ways it is good to be sensitive....”

I am very enthusiastic about this series. One usually thinks of girls when journaling is mentioned, but this is a valuable tool for boys as well. (I haven’t found anything gender-specific in the prompts of my copy!) These journals, properly done, will produce great benefits, and will be treasured by the owners (The author writes on the back cover of one of the volumes, “Create one of your most precious keepsakes - written photographs of your heart!”) The journals are comb-bound, and they are only \$11.95 each! More information and samples of each volume may be viewed at www.straightpathspress.com.

Happy Journaling!

Sewing 101

by Sarah Yeater

When I was a young adult, I can recall learning that my married cousin threw away garments when they had a small tear or missing button. How could she be so wasteful? Couldn't she sew on a button? I reasoned she must be **really rich** to be able to treat her mending that way.

I was just flabbergasted at the thought. After all, I had sewn my first dress when I was ten years old. Yes, it was even wearable in public. I can vividly recall that it was a red calico material. The sleeves were short and puffy and trimmed with lace. It wasn't necessarily ready for the county fair, but it was wearable and I had done all of the work myself.

Sewing had always been a part of my life. My mother taught me well; she sewed all of our clothes, right down to the undergarments. Early on I made doll clothes, later graduating to clothing for people. I earned extra money by sewing dresses for my aunt and by relining a winter coat for a neighbor. I made school clothes for my sisters and for myself.

The years passed and I married. One of the first things I moved to our home was my sewing machine. I continued making my dresses and homemade gifts for the family. When we were blessed with the births of Eliza and Andrew, I made Eliza dresses and Andrew play clothes. When they went off to school, most of my sewing turned to household sewing – curtains, pillow shams, dust ruffles, etc. Of course, there were a few Halloween costumes – Peter Pan, clowns, and a red robin comes to mind. Kevin needed 100% denim shirts for work, and I whirled out some of those - complete with his employee number embroidered on the shirt pocket flaps.

Then came the decision to homeschool and we withdrew Eliza and Andrew from the local elementary school. Life changed. Normal routines were altered and it took some adjusting. Some activities I gave up, as teaching took a huge chunk of my time each weekday. With reluctance, sewing was one of the activities that went to the back burner.

One day I caught myself saying that doing the mending was all of the sewing I was getting accomplished. Suddenly, it was an immediate flashback to my cousin who threw away garments because a button fell off. From that point, I was determined that Eliza and Andrew were going to learn to sew.

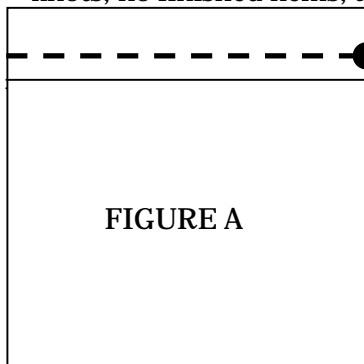
We started with hand sewing. Eliza and Andrew were already familiar with stitching, as both would sit and sew quilts and such like when they were young. You know ...irregular stitching, inch long stitches, knots, no finished hems, and lopsided pieces that only a mother could love. This time would be different.

Proverbs 31:21-22

21 She is not afraid of the snow for her household: for all her household are clothed with scarlet.

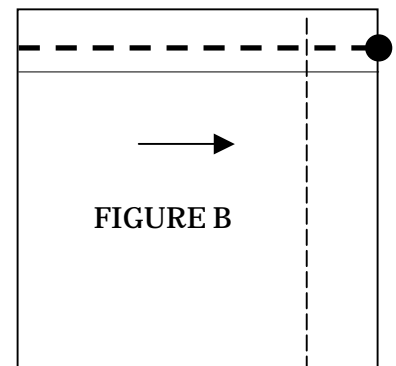
22 She maketh herself coverings of tapestry; her clothing is silk and purple.

As I recall, I cut each one of them a solid color 8-inch square. I ironed each side to create a clean finished look, no frayed edges could be seen after the ironing. (At that time, I wasn't ready to let them use the steam iron.) Using a contrasting thread – to make their stitching easily visible – they threaded their needles and I let them stitch one side of the square with a regular stitch. I encouraged them to concentrate on making the stitches even, as well as the spaces between the stitches. With contrasting thread, they could see how well they were doing. When they reached the opposite side, I had them tie off their stitching, so it would not unravel. (Figure A) They then snipped the thread away from the square. It may seem that



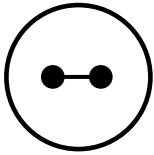
8 inches isn't much practice. One must remember that with young children, it takes quite a while for them to go 8 inches with concentrated effort.

On the second side, we did a hemming stitch. A hemming stitch can be seen very little from the outside, especially when the thread matches well. But we continued using a contrasting thread, so they could see their progress. Doing the hemming stitch, the seamstress handles the garment from the inside – in this case, the ironed inside. With the hem already pressed as a clean finish (no frayed edges seen), the stitching is made to only slightly grab the fabric on the front and continue with longer stitch on the back.



(Figure B)

To finish the last two sides of the square, we used the sewing machine. This gave me a chance to show the children how to thread the machine and how to guide the material at an even pace. They stitched the last two sides with the sewing machine. If I recall correctly, one side was with a regular stitch and the fourth side was the zigzag stitch.



The activity concluded with hand sewing on a button. Eliza and Andrew sewed a button on their squares. We used buttons with two holes and did a continuous up-through-and-down-through motion.

As simple as this activity may be, it led the way to a larger sewing project with the sewing machine. Both Eliza and Andrew used simple patterns and sewed elastic waist pajama pants successfully. They were quite proud of their accomplishments. Eliza later made a skirt and a bathrobe.

Although I was pleased with their handiwork, the real pleasure came from incidents many months later. Missing buttons, small rips in seams, and personal sewing projects were mended and/or completed without assistance from Mom.

Success. *Sweet sewing success.*

Why God Made Moms

Copied from a post to Homeschoolers List by Joan Elder.
Original source unknown (slightly edited)

ANSWERS GIVEN BY ELEMENTARY SCHOOL AGE CHILDREN TO THE FOLLOWING QUESTIONS

Why did God make mothers?

1. She's the only one who knows where the scotch tape is.
2. Mostly to clean the house.
3. To help us out of there when we were getting born.

How did God make mothers?

1. He used dirt, just like for the rest of us.
2. Magic plus super powers and a lot of stirring.
3. God made my mom just the same like he made me. He just used bigger parts.

What ingredients are mothers made of?

1. God makes mothers out of clouds and angel hair and everything nice in the world and one dab of mean.
2. They had to get their start from men's bones. Then they mostly use string, I think.

Why did God give you your mother and not some other mom?

1. We're related.
2. God knew she likes me a lot more than other people's moms like me.

What kind of little girl was your mom?

1. My mom has always been my mom and none of that other stuff.
2. I don't know because I wasn't there, but my guess would be pretty bossy.
3. They say she used to be nice.

What did mom need to know about dad before she married him?

1. His last name.
2. She had to know his background. Like is he a crook? Does he get drunk on beer?
3. Does he make at least \$800 a year? Did he say NO to drugs and YES to chores?

Why did your mom marry your dad?

1. My dad makes the best spaghetti in the world. And my mom eats a lot.
2. She got too old to do anything else with him.
3. My grandma says that mom didn't have her thinking cap on.

Who's the boss at your house?

- 1 Mom doesn't want to be boss, but she has to because dad's such a goof ball.

2. Mom. You can tell by room inspection. She sees the stuff under the bed.
3. I guess Mom is, but only because she has a lot more to do than dad.

What's the difference between moms and dads?

1. Moms know how to talk to teachers without scaring them.
2. Dads are taller & stronger, but moms have all the real power 'cause that's who you got to ask if you want to sleep over at your friends.
3. Moms have magic, they make you feel better without medicine.

What does your mom do in her spare time?

1. Mothers don't do spare time.
2. To hear her tell it, she pays bills all day long.

What would it take to make your mom perfect?

1. On the inside she's already perfect. Outside, I think some kind of plastic surgery.
2. Diet. You know, her hair. I'd diet, maybe blue.

If you could change one thing about your mom, what would it be?

1. She has this weird thing about me keeping my room clean. I'd get rid of that.
2. I'd make my mom smarter. Then she would know it was my sister who did it and not me.
3. I would like for her to get rid of those invisible eyes on the back of her head.

When You Rise Up: A Covenantal Approach to Homeschooling

Written by R. C. Sproul, Jr.

Published in 2004 by P and R Publishing Company,
P. O. Box 817, Phillipsburg, NJ 08865

Available in many conservative religious bookstores and in most homeschooling catalogues

Reviewed by Wayne S. Walker

R. C. Sproul, Jr. is a minister with the St. Peter Presbyterian Church of Bristol, TN, a homeschooling father of six children, and a regular columnist for *Homeschooling Today* magazine. This small but powerful book of six chapters is intended to provide a Biblical foundation for homeschooling, drawing primarily from Deuteronomy 6:1-9.

Chapter 1, entitled "The Goal of Education," explains the "why" of education generally and of homeschooling specifically. Sproul writes, "The goal of education, biblically speaking, is the goal of everything.... We have to go back to the garden. In the garden God commanded Adam and Eve to be fruitful and multiply, to rule over the animals, to dress and keep the garden. They were to reflect the glory of their maker by 'gardenizing' the rest of creation, to rule under God. This is our goal — raising God-glorifying children, rather than raising responsible citizens who can manage to get along with the world around them." He goes on to ask if we would rather have a child graduate Harvard in the top of his class, become a Rhodes Scholar, win the Nobel Prize, and then serve on the board of the Council for Secular Humanists, or just barely make it through high school, become a garbage man, and be a godly father and husband. He says, "I know, everyone wants both. We want our children to be godly geniuses. But if we had to choose, and praise God we don't, there really is no choice."

Chapter 2, entitled "Parents: God's Chosen Teachers," discusses the "who" of God's plan for education. The general public wonders if parents are really qualified to teach their children, and some parents even ask themselves this question. "There is a similar test I like to offer to determine whether or not you are competent to homeschool. You don't have to go to college to get a degree in education. (In fact, that degree might prove to be counterproductive because education programs prepare you to teach how the state wants you to teach.) You don't have to have teachers in your family background. Nor is it necessary that you were once the teacher's pet, or are an expert in clapping erasers. The test is rather simple to take. It should take only a few minutes, and then you will know. The first thing you do is wait until it is late at night. Then, very quietly, go from room to room in your house. Peek in carefully, and see if you find any sleeping children. Then be sure that these are your own children. If there are wee ones in your home during these wee hours, and if they belong to you, you are competent to homeschool. The true Expert on education is the very One who gave you these children."

Chapter 3, entitled "You Shall Speak of Them," sets forth the "how" or methodology of homeschooling. Referring to Deuteronomy 6 and the command to "talk of them," he says, "Remember, however, that

this passage tells us not only what we are called to do, but also what we will do. Whether we like it or not, we do teach our children when they lie down and when they rise up. Psychologists put this idea in slightly different language, but make much the same point. They tell us, 'More is caught than taught.' Whatever path you take, whether you abdicate your responsibility, or whether you delegate it, your children will still learn from you. When you send them off for seven hours a day to a place where Jesus cannot even be acknowledged, they will learn more from that than they will from their Sunday school lesson. They will learn that Jesus is for Sundays. Even when you spend the dinner hour trying to debrief your children from their day at the state school, you still tell them that the error they received isn't serious, and can be dealt with over a simple meal. They will also learn, loud and clear, that you would rather they be away than with you, even if you serve them cookies and milk when they come home and say how much you missed them." Regarding this "how," he also writes, "I'm not suggesting that you may never sit your child down at a desk. My own children do indeed enjoy more formal times of learning, especially considering their youth. Instead I'm hoping we'll come to understand that there is no line that separates life from school.... We talk to our children when they lie down and when they rise up, we speak to them of who God is and how he relates to his world — that is how we develop a Christian worldview."

Chapter 4, entitled "The Three G's," talks about the "what" or content of what godly parents need to teach their children. "The world has so shaped our thinking on education that the content of our children's education needs a thorough reformation. Why are we so out of line? Simply, we are as far off as we are because the state schools are as far off as they are. Many homeschoolers, rightly appalled at the sewage being taught at the local state school, take their children out of that environment but end up too easily pleased because they've removed some sewage. However, making homeschools better than state schools isn't a particularly grand accomplishment.... The trouble is, even when we succeed in getting rid of all that worldly stuff that offends our sensibilities, even when we get rid of what assaults our worldview, we still haven't answered the question, 'What then should we teach?' You can't determine what should be taught to your children simply by taking away what should not be taught to your children."

The "three G's" that should form the basis of our curriculum are as follows: (1) "The first thing we need we need to be teaching our children, that they may have a good life, is 'Who is God?' ... When we homeschool we must teach our children who God is, and in so doing we teach them the good life. That in turn is our satisfaction, our fulfillment, our joy. We want our children to know God because we love them." (2) "How do you teach your children who God is? One important and biblical way is through the second G. We tell our children, 'What has God done?' ... We teach our children who God is as we teach them what he has done for his people." (3) "The first G is 'Who is God?' The second G is much like the first, 'What has God done?' The third and final G is 'What does God require?' ... You tell them the story from Adam to Moses, all of which tells us who God is. But then, in the books of Leviticus and Deuteronomy, Moses gives us the very law of God. We are told what God requires of us." Of course, we understand that God's law for us today is in the New Testament. Sproul concludes, "If you teach the three Gs, you will likewise be teaching what you have been learning. That is, what God requires is that we teach our children to teach their children what God requires. If we want to see homeschooling thrive and grow, not just in numbers but also in obedience, if we want to pass the first great test, it will be when the first generation of homeschooled children have their own children.... For this to happen takes one thing: homeschooling biblically, which includes teaching our children to homeschool biblically. We don't start with the state's curriculum, and then attempt to find a Bible passage to justify each part. Rather, we start with the Bible and go from there, learning evermore of who God is, of what he has done, and of what he requires of us."

Chapter 5, entitled "Boys and Girls," points out the importance of recognizing the divinely created differences between male and female in teaching children. After mentioning the need to teach daughters feminine virtues and modesty, Sproul notes, "There are, of course, specific things that are helpful to boys. One of the tensions that we haven't quite solved yet in homeschooling is the problem of having boys being under men. Too often Daddy is off at some office or factory for the better part of the day. We have moved from working at home to working for the home." He gives some examples of how fathers can be more involved in the upbringing of their children and warns, "In short, we need to be careful not to buy into the unisex nonsense of the world around us. We ought not to be ashamed to have a boy curriculum and a girl curriculum, because we are raising boys and girls. Or better still, we are raising men and women. Our goal is to raise godly seed, which in turn means raising godly men and godly women. The neighbors or the in-laws won't understand, but that will be just one more blessing that comes from obe-

dience. Your children might not exactly fit in with the other children on the block, but that is precisely the point.”

Chapter 6, entitled “Objections Answered,” gives suitable responses for some of the reasons that people give why we should not homeschool or even that some parents give for not homeschooling. Returning to the objection that parents may not be qualified to teach their children, he says, “One way we help people see the folly of the demand for qualifications and the need for expertise is by way of analogy. Did you know, for instance, that there are children in these United States who are being fed by unqualified feeders? Many of these unqualified feeders haven’t finished a college degree, and even of those who have, precious few of them have degrees in feeding. These people haven’t bothered to get a feeding license from the state. That’s the truly scary part — there is no way for oversight over these unlicensed feeders. They don’t bring their children to the public feeding places. This, by the way, hurts the feeding scores of the other children left at the public feeding places, and takes public funds away from the feeding places. That’s why the private feeding must stop. Friends, why is the absurdity of the above easy to see, but when we replace feeding with teaching it suddenly looks so sane?”

Regarding socialization, he writes, “Sometimes I ask those who raise this objection, ‘Now, when you speak of socialization, you’re talking about my child’s ability to get along with others who are different. Is that it?’ Usually I get some sort of affirmative response. ‘I see,’ I go on, ‘and your solution is for my ten-year-old to spend seven hours a day stuck in a room with a bunch of other ten-year-olds?’” Then he continues by citing how many opportunities his daughter has to interact with all different kinds of people and says, “But this isn’t really what people mean by socialization. What they want for my daughter Darby is for her to be hip to all the things other ten-year-old girls are concerned about, like fashion labels, television shows, pop singers, and other essentials to the good life. They are concerned that my daughter is not under the sway of Madison Avenue, that she is free. But I have none of that concern. I raise my daughter, her sisters, and her brother to be free. Their identity is in Christ, not in pop culture.”

The final objection, often made even by those who are Christians, is that if we homeschool our children they won’t ever run into the lost. “That is, when we homeschool we fail to send our children out into a dying world as salt and as light. After all, isn’t the purpose of education that our children might have the opportunity to serve as missionaries?” Sproul’s response is, “Do I care about the lost? Of course I do. Do my children care about the lost? Enough that they can pray for them at school, out loud, every day. I am homeschooling precisely so my children will be able to know, recognize, and love the enemy, while not becoming the enemy. And just as their ability to love the enemy into the kingdom isn’t contingent on their being trained by the enemy, in like manner their ability to love the enemy into the kingdom isn’t contingent on their being in the enemy’s schools.... Never will I put my children under the authority of those who are enemies of the gospel, who despise the lordship of Christ such that his name cannot even be mentioned. That we must never negotiate.”

The last paragraph sums up the message of the book. “And therein is the end of the matter. I have tried to make the case in this book, under the authority of Christ, that parents are commanded to train up their children in the nurture and admonition of the Lord. But let me concede this. While biblical education is done by the parents’ teaching the Three Gs to their children when they rise up and when they lie down, the most grievous error we can make is to send them off to schools where Jesus is not plainly, fully, and publicly honored. In that great name may we hasten the day when no parent at the same time claims to serve the King, and yet allows his child to be trained by those who will not name that King. May it never be said again of those who name the name of Christ that they have rendered unto Caesar the things that are God’s — his covenant children.”

As always, any book written by a human being is subject to error, and only the Bible can be recommended without reservation. Sproul readily admits that he is a Calvinist in his religious beliefs, saying that as a Presbyterian minister he must subscribe to the Westminster Confession of Faith. Those of us who come from a different religious background may not agree with some specific concepts mentioned in the book, such as calling preachers pastors, having the righteousness of Christ imputed to us, being saved by faith alone, praying the sinner’s prayer, and needing the Holy Spirit to illuminate the scriptures in our minds. However, these items are really incidental to the overall purpose of the book. Sproul’s dry, sometimes self-deprecating, humor and the Biblical foundation upon which Sproul bases his arguments make this a good recommendation to encourage us as homeschoolers to keep on our chosen path with perseverance and also to equip us to be able to respond with grace to the objections that others may try to place in our way.

Article about Home Schooling

(Our new son-in-law, Brian Rukes sent me the URL of a good article about home schooling. It is copyrighted and rather long, so I will just list the URL along with some of Brian's comments. You may find it useful. Incidentally, Brian teaches in the public schools and knows first-hand some of the problems that exist there.— Dave Pratte)

I had this article forwarded to me, and I found it very interesting. I understand that basically none of us need convincing on the *major* benefits of home schooling, but this article brings several things to light.

<http://www.lewrockwell.com/yates/yates100.html>

Time To End The Censorship

by Phyllis Schlafly
December 29, 2004

The most censored speech in America today is not flag-burning, pornography, or the press. The worst censors are those prohibiting criticism of the theory of evolution in the classroom. A Chinese scholar observed, "In China we can criticize Darwin but not the government. In America you can criticize the government but not Darwin."

All polls show that the vast majority of Americans reject the theory of evolution, as have great scientists such as Lord Kelvin and Louis Pasteur. But that does not stop an intolerant minority from trying to impose a belief in the ape-to-man theory on everyone else.

School boards have finally had enough of this tyranny. From Georgia to Pennsylvania to Ohio to Wisconsin to Kansas, school boards are finally moving toward allowing criticism of Darwin's theory.

The Darwinians have propped up their dominance in the classroom by the persistent use of frauds and flacks. The fraudulent pro-evolution embryo drawings of Ernst Haeckel littered schoolbooks for a hundred years, and it took specific action by the Texas Board of Education to keep them out of current textbooks even after the New York *Times* exposed Haeckel's deception.

Many textbooks feature pictures of giraffes stretching their necks to feed high off of trees, but genetics and observed feeding habits disprove that as a basis for evolution of their long necks. Moreover, the striking beauty of the colored pattern on the giraffes illustrates that design, not merely usefulness, is what animates our world.

Continued censorship of criticism invites additional fraud, so evolution has suffered more embarrassments than any other scientific theory. The Piltdown Man was a lie taught to schoolchildren for decades, even featured in the Scopes trial textbook, and only five years ago a dinosaur-bird fossil hoax was presented as true on the glossy pages of National Geographic.

If Darwinians want to teach that whales, which are mammals, evolved from black bears swimming with their mouths open, we should surely be entitled to criticize that. Yet school libraries have refused to accept books critical of evolution, even when written by college professors.

Responding to the majority of their constituents, Georgia's Cobb County recently authorized a textbook disclaimer saying "Evolution is a theory, not a fact, regarding the origin of living things. This material should be approached with an open mind, studied carefully, and critically considered."

The ACLU claims this is unconstitutional and is seeking out supremacist judges to order classroom curricula to continue the censorship and forbid an open mind about evolution. If the theory of evolution were well-supported, there would be no reason to oppose open debate about scientific claims.

In December, a world-famous champion of atheism, Antony Flew, announced his conversion to acceptance of intelligent design underlying our world. The Dallas *Morning News* observed, "If the scientific data are compelling enough to cause an atheist academic of Antony Flew's reputation to recant most of his life's work, why shouldn't Texas schoolchildren be taught the controversy?"

At 81, Flew can speak out because he is now free from the peer pressure that silences younger colleagues who fear loss of jobs, funding, or even dreams of winning a Nobel prize. Evolution critics Sir Fred Hoyle and Dr. Raymond Damadian were unjustly denied Nobel prizes and their work was instead recognized by awards to less-deserving others.

Darwinians know they cannot persuade skeptical adults, so they try to capture impressionable schoolchildren. At our expense and against our wishes, children are taught that the world exists only for what is useful, not by design.

To typical schoolchildren full of wonder, we live in a world best described as a marvelous work of art. The snowflakes that grace us at Christmastime typify the artistic beauty that bestows joy on all ages but, like an acid, evolution corrodes this inborn appreciation of beauty and falsely trains children to view themselves as mere animals no more worthy than dogs or cats.

There is a strong correlation between belief in evolution and liberal views on government control, pornography, prayer in schools, abortion, gun control, economic freedom, and even animal rights. For the most part, the schools in the blue Kerry states are strongly pro-evolution, while the red Bush states allow debate and dissent.

It should surprise no one that the United States, land of the free and home of the brave, has the lowest percentage of evolution believers in the world. The highest percentage lived in Communist East Germany.

The Tom Daschle Senate quietly slipped a provision into the No Child Left Behind Act that requires, by the 2007-2008 school year, science testing by grade 5. That gives the censors the authority to force ten-year-olds to believe and defend evolution.

It is long overdue for parents to realize they have the right and duty to protect our children against the intolerant evolutionists. Hooray for the courageous school boards that are finally rejecting censorship and allowing debate.

Eagle Forum www.eagleforum.org, PO Box 618 Alton, IL 62002 Phone: 618-462-5415 Fax: 618-462-8909 E-mail: eagle@eagleforum.org

Seeds, God's Awesome Computers

Written by Priscilla Mitchell,

Published by Winepress Publishing, PO Box 1406, Mukilteo WA 98275

Reviewed by David Pratte

This well-written hardback book challenges children to appreciate the evidences for God's creation. It is written in rhyme and has interesting pictures. Preschool children will enjoy having it read to them, and school-age children will enjoy reading it.

The theme of the book is that living things are evidence of God's existence. They could never have existed without God's creative power. The book specifically focuses on the incredible design of seeds, comparing them to computers. The poems show how seeds are programmed to produce all kinds of different plants and animals. It describes the great variety of living things, showing that all these are produced by the power of seeds. The obvious question is: Who programmed the "computer"? Does He have a will for your life?

Sections of the book talk specifically about dolphins, pine trees, sea horses, monkeys, honey bees, and humans. The section on humans briefly describes the development of the baby in the womb (useful also in refuting abortion).

One poem refers briefly to Christmas in a religious way, but not in detail. A description of the artists refers to a "pastoral ministry."

The illustrations are good, though some are slightly amateurish.

I highly recommend the book, and I believe you will find your children will be challenged by it as they enjoy it.

EDITORIAL NOTES

Our thanks again to all who submitted articles for this issue of *Family Times*. We especially want to thank Gerry Wright and Sarah Yeater for their articles. And Wayne Walker as always has given a helpful review. And we thank Joan Elder and Brian Rukes for calling our attention to interesting material written by others. We miss some of our other regular writers, who were unable to contribute for this issue, and we look forward to hearing from them next time.

Send articles to: truth@gospelway.com and include Gospel+Way in your subject line.

We encourage all of you to remember the other opportunities we offer home schoolers: HSLDA discounts, printed materials, online curricula reviews, etc.

Tell your friends about *Family Times*!