

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
General Editors: Bev & Dave Hewitt, Karen & Dave Pratte
Curricula review editor: Wayne Walker



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New Email Format for Family Times Effective with Next Issue

Effective with the September, 2006, issue of Family Times, all subscriptions will be sent by email. Regular mail subs will be eliminated. If you have a regular mail subscription that continues past June, you will automatically be changed to email and the length of your subscription adjusted proportionately.

If you do not wish to continue your subscription by email, please notify us so we can send you a refund. If you do wish to continue to be subscribed by email, please be sure we have your current email address. But please remember that, if your *Family Times* subscription lapses, you will no longer be eligible for membership in the HSLDA discount group.

All email subscribers must be sure we have your current email address; otherwise you may cease receiving *Family Times* despite having paid your fee!

Rating Colleges & Universities by their Home School Admission Policies

The web site of the Home School Legal Defense Association has published a list of colleges and universities, classifying them according to their admission policies for home schoolers. They categorize each college into one of three levels or "tiers," depending on how friendly their policies are to home schoolers. (Do they, for example, require home-school students to take the GED?)

The list is not complete in that it does not include all colleges (I could not find Florida College, for example). However, it should be useful to home schoolers in evaluating the colleges or universities to which they may want their child to apply. It is also reasonable to assume that your children will find more other home-schooled children attending a college that is home-schooler friendly. The list may also be a useful tool to help motivate colleges to see where they can improve in being home-schooler friendly and encouraging home schoolers to apply.

The list may be viewed at the following link:

<http://www.hslda.org/docs/nche/000002/00000241.asp#1>

Please tell you friends about *Family Times*!

Math Plus

By Sally Anne Perz

Years ago I read an idea in Debra Bell's *The Ultimate Guide to Homeschooling* that I found quite enticing. However, after posting to hslit and failing to find anyone who had ever tried to implement it, I decided that I was not ready for the plunge. I thought about it periodically over the years and finally decided to embark on uncharted territory and find out if it would be a good fit for our family.

I coined this unnamed idea of Mrs. Bell's, "Math Plus," and adapted it to suit our needs. I made a handy print out of the subjects we would do in addition to math each day. This was my summary: Monday: Math Plus English; Tuesday: Math Plus Science; Wednesday: Math Plus Bible; Thursday: Math Plus History; Friday: Math Plus Geography. The following paragraphs will offer some details on how we implement this method.

We have five children, the four oldest are using Saxon and the youngest is using Math U See. The idea with our Math Plus method is that each day the children will do their daily math lesson: a fact sheet, mental math, problem solving, and the entire problem set (we never skip problems and we do an entire lesson each day). If a child is taking too long to finish math (usually only the case with a hard lesson or a lack of diligence), they may have to take a break and do the other subject first, though this is the exception. As for filling in the time after math and before the next subject, the older children usually read and the youngest reads a book aloud to me and then reads her own book. If they finish quite early and have already read a great deal, they are allowed to play quietly, but not in an area where a child is working. We do not allow any computer or video games until everyone is finished for the day. The children only watch television a couple of times a week, so this is not even a consideration.

Once math is finished and lunch is cleaned up, we gather in the living room for our subject of the day (or in the kitchen for science). It works best for us to begin our daily subject by two o'clock, shortly after lunch. We plan for two hours, but depending on the subject, we may take a bit longer or we may finish a half hour earlier. Before we began our Math Plus method, I looked at each subject to decide how much would be about five days' worth and this is what we cover for the day.

There are a few additional things to consider. The older children do essays on their own time and turn them in as assigned. English is the one subject that we do some things separately and some all together. We do science, Bible, history, and geography all together. Also, reading is done daily in our home; there is never a time when a child is 'in between' books. We finish one book and begin another immediately. We have assigned reading time daily, but the children also read at various other times (this will include fiction and non-fiction). Science may require some additional time later in the week if our experiments call for several days in-between. We do daily bible readings as a family, so the study we do on the day designated for Bible is a completely different study. Additionally, Bible and history and literature often overlap so on those days we may be covering more than the designated subject, but that comes with the territory.

We have found this to work quite well for our family. The benefits for me are countless. I am not stretched so thin trying to do various subjects each day, while also keeping an orderly home. I am free to do chores in the morning; only stopping to listen to Julia read or to help someone out with math. The children all do their chores before they begin math, or in between math and our daily subject, as needed. It really suits our schedule.

There were times over the years that I felt like we were "nickel and diming" our subjects and I was not satisfied with our workload. I liken Math Plus to the college courses in which one has the subject only one day per week. These were always my favorite classes. I felt like I benefited so much from spending several hours in study as opposed to an hour a few times a week. The children benefit as well. They do not have to divide their day up and wait on each other for each subject. Additionally, we are able to really dig into the subject at hand. This enables us to delve into deeper discussions, and not to feel rushed through our work. We have learned so much from this and it is truly a fit for our family. We are learning more than ever before, but we feel more relaxed and feel like our time is better spent!

Editorial Notes

Our thanks to all who submitted articles for this issue. We especially thank our regular contributors: Sally Perz, Wayne Walker, and Dawn Thompson. We also thank Joan Elder and Bertina Smelser for their helpful articles. We encourage all our other readers to submit material whenever you can.

A Review of The Total Money Makeover: A Proven Plan for Financial Fitness,

Written by Dave Ramsey

Reviewed by Dawn Thompson

Dave Ramsey is a radio talk-show host and bestselling author. His other books include *Financial Peace* (and the updated version, *Financial Peace Revisited*) and *More Than Enough*. His radio show can be heard Monday-Friday from 2-5 p.m. (Eastern) on 250 stations. The show is also available online and through MP3 downloads and podcasts. Go to www.daveramsey.com for more information about the show, his books and other materials, his seminars, and much more.

Ramsey's background includes becoming a millionaire, losing it all, and becoming a millionaire again before the age of 40. Fortunately, he learned a few things in the process of losing it all and climbing back. He is passionate about his principles: work hard, pay what you owe, and stay out of debt. He does not approve of using credit, period. The only debt he will not make an issue over is a mortgage, though he highly recommends the 100% down method of buying a house.

Ramsey has a no-punches-pulled approach, both on his show and in his book. He is very blunt and can seem tough, but his brutally direct approach stems from his passion. Occasionally, I think he gets a bit crude, though he calls himself a Christian and uses the Bible as the basis of his teachings.

Total Money Makeover begins by explaining the need for the makeover, the need to change our thinking about money and debt. Debt has become such an ingrained part of our culture that almost everyone just accepts it as part of life. We've been told so often that we cannot live without debt that we've fallen for the lie. Ramsey exposes the truth about the many money and debt myths we've all heard and most have believed. Ramsey asks the reader to totally change the way he thinks about money and how to use it. Yes, people will think you are crazy. No, this is not the "normal" way to live, but, he points out, normal in our country is broke, and that is not what you want to be! I recommend having your teens read this section of the book. If they learn to have the right perspective on money, to live by sound financial principles, and to stay out of debt from the start, they will never have to face the financial crises about which Ramsey writes.

Next, *Total Money Makeover* takes the reader through Ramsey's "baby steps" to financial fitness: 1. Save \$1000 as an emergency fund. 2. Pay off all debts (except your mortgage), starting with the smallest one and working up. 3. Increase the emergency fund to cover three to six months' expenses. 4. Start saving 15% of your income for retirement. 5. Start a college fund for your children. 6. Pay off the mortgage. 7. Build wealth. Ramsey explains the reasoning behind taking the steps in the order he gives them. For each baby step, he cites actual cases he has dealt with that illustrate the need to take that step.

For further motivation, the book includes numerous testimonials written by everyday people who have followed Ramsey's advice and achieved astounding results. He anticipates the objections and arguments the reader is going to pose for his methods, and refutes them all. Ramsey does not pretend that his method is easy. In fact, he admits it is tough. Over and over throughout the book, though, he reminds the reader of his motto: "If you *will* live like no one else, later you *can* live like no one else!"

Those who are already very disciplined financially may not agree with every word in the book. Ramsey's methods include safeguards and drastic measures that may not be required for someone who has never had debt problems, as Ramsey once did, and has never been tempted by some of the bad financial practices he admits he fell for. Even those who do not carry debt can benefit from the book, though, particularly the second half.

Most people reading his book, however, are reading it because they are not financially disciplined and do have serious debt problems. Those people might find it easy to fall back into bad habits if they do not strictly adhere to Ramsey's plan. They would do well to heed his advice, and I think his "been there, done that, don't ever want to do that again" background gives him credibility on this point. Ramsey always advises safety over risk. You can't argue with his contention that you can't get into credit card debt if you never use credit cards. He can point to thousands of cases, starting with his own, to prove that his system works.

The principles Ramsey outlines in *Total Money Makeover* are sound, and he is absolutely right that being debt-laden is no way to live. I highly recommend the book to anyone who is struggling with debt or other money issues, as well as to teens and those whose main financial concern is saving for college and retirement.

Teaching Reading to a Special Needs Child

by Joan Elder

Prior to the birth of our girls we had decided to Homeschool any children God would bless us with. We had our first daughter and 19 months later our 2nd daughter was born with Down Syndrome. There were many complications I will not bore you with, but I will tell you I had serious doubts about my ability to teach a mentally handicapped child anything at all. In has been almost 10 years since Olivia was born, and God has always provided what we have needed to teach her. That does not mean it is always easy, but the provisions and means have been without fail.

After Olivia's heart defects were surgically corrected we sought out a novel approach to development called "Neurodevelopmental Programming." After an evaluation in Utah by Bob Doman (of the famed Philedelphia Institute for Brain Injuries in Philidelphia) we came home ready to work our program on Olivia who was then just 19 months old. I began an intensive daily program of activities of flash cards (YUK), sensory activities, gross motor activities, a reading program involving flash cards, audio tapes and a video tape. We have done some sort of Neurodevelopmental programming with evaluations every 4 months (traveling to other cities) since that first one in 1997 up until this past year.

Lest I bore you with all the activities we have done I will get to the reading part. When Olivia was 5 some state funds became available to us. So we hired a reading tutor who used the Orthon Gillingham methods (<http://www.orton-gillingham.com/>). This method involves several processes and I believe was the genesis for Read, Write and Spell program. Because Olivia could not print when she started with the tutor, she used felt letters to form the words. OG is very structured with reading, writing and spelling in each lesson. At the same time Olivia was doing the tutoring 2 hours a week, I was doing high interest books at home. I would use level one readers (Biscuit books) and copy 5 words per week onto flash cards (still YUK to me). Then I would highlight those words in the book. I bought 2 copies of all the books, so I could highlight in one and then when she was reading give her a clean book. So each day she read her flash cards and we would read the book together. When it came to that word in the book she knew from the flash card she would read it. Eventually I had all the words from the book on flashcards and all the words in the book highlighted. It took us about 4-5 weeks to work through the whole book.

When I thought she had memorized all the words I pulled out the clean unhighlighted book for her to read. She was reading simple level one readers with this method at age 5 1/2. She read out loud everything at level one after a short time. Reading became her strength and something she took pleasure in. She would read for everyone who came to visit and impress the grandparents. This also helped her in the area of speech. Out loud reading gave her practice in forming the words with the muscle in her mouth. (One characteristic of Down Syndrome is low muscle tone and it affects the whole body. Clear speech is one of the biggest challenges for people with Down Syndrome due to the weak muscles in their mouth.)

We have continued with the bi-weekly reading tutor and have recently added something to help with comprehension. Olivia has done well with reading simple books, but had no desire to step up to chapter books. In addition we noticed she could read almost anything (she tested up to grade 7-9 for decoding words) but did not comprehend what she had read. Someone who can decode but not comprehend would be called "hyperlexic" the opposite of dyslexic.

In the world of Down Syndrome most parents are told their child will do okay in school until around 4th grade when the abstract concepts are taught. We noticed with our year-end testing that Olivia had reached a plateau in her abilities, and her ability to comprehend was seriously lacking. So I prayed for answers to how to help Olivia learn to comprehend. There are several books on reading comprehension (and I have several) but nothing worked. So this summer I took a seminar from the Lindamood Bell organization called "Visualizing and Verbalizing" (<http://www.lindamoodbell.com/>). God truly provided this seminar for me, because I inquired about it on Thursday and the next seminar was in my city on Monday with openings for me.

After the two-day-long seminar I knew I had found the answers to learning comprehension. The reason comprehension is difficult for some people is that they do not visualize or picture in their brains. For whatever reason Olivia does not see pictures in her brain. So with the Visualizing and Verbalizing I am teaching her how to see pictures in her brain. Each day we go through exercises that are taking her through the steps of creating pictures to go along with the words in her brain. She looks at a picture and

has to describe it to me using 12 structure words (what, size, color, number, shape, where, movement, mood, background, perspective, when, and sound).

I set the stage by telling her she is going to create the picture for me (I am not looking at the picture) in my brain for me to see. This way she has to look at the picture and try to describe it to me. The idea is to get her to see the Gestalt or the picture as a whole, not just a detail. After she describes it to me, I then describe it to her and then we look at it together.

There are more steps in this process, but the end result is building on the structure words and teaching her how to picture whole sentences using the “gestalt” or a whole summary of the sentence. Then these picture summaries are put together in a whole paragraph. Each paragraph is summarized as a whole after the child has become good at picturing the whole thing. We are not any where near that with Olivia, but each day we will work 1-2 hours on this process in hopes of helping her to visualize in her mind.

According to Lindamood Bell everyone has the ability to visualize, some are better at it than others. This organization (with centers all over the US and that was our appointment in Chicago prior to the campout) works with adults all the time who cannot read or visualize. We have a re-evaluation in December for Olivia and pray we can accomplish enough to show some improvement in her comprehension.

Below is some information from the Lindamood Bell web site on Visualizing and Verbalizing: Concept Imagery for Language Comprehension & Thinking

Problem. Michelle reads words accurately, but she can't comprehend the content. She has difficulty connecting to language she reads or language she hears. Words seem to go in one ear and out the other. People think she is not trying, and she has been labeled a “motivation” or “attention” problem. Many times this can be associated with those diagnosed with ADD (Attention Deficit Disorder), with or without hyperactivity.

Cause. A primary cause of language comprehension problems is difficulty creating an imaged gestalt - a whole. This is called weak concept imagery. This weakness causes individuals to only get “parts” such as a few facts or details rather than the whole picture. Individuals with weak concept imagery have difficulty with reading comprehension, critical thinking, and may not easily follow directions or connect to conversations. They may also have difficulty expressing ideas in an organized manner. If they read well, but are severely unable to comprehend they may be labeled hyperlexic or high-functioning autistic, including Asperger's.

Symptoms. Individuals of all ages may experience the symptoms of an undiagnosed and untreated concept imagery dysfunction. This causes:

Reading Comprehension. They have to reread material several times and often remember only a few details, rather than the “whole.”

Oral Language Expression. They may seem shy and have difficulty organizing their language ... or they may be talkative but scattered, relating information out of sequence.

Oral Language Comprehension. They connect to only part of a conversation and have difficulty responding relevantly and thinking logically. They may ask and re-ask the same question and are labeled “poor listener.”

Written Language Skills. Their writing is often described as unorganized and nonspecific.

Left-Leaning Speakers Take Girl Scouts Stage

Citizen Link Daily Update, 9/7/05, by Aaron Atwood, assistant editor

SUMMARY: Nationally known feminist speakers sign of Scouts moving further from roots.

The Girl Scouts will celebrate their 50th national session October 7-10, with a duo of pro-abortion, pro-homosexual speakers set to “empower” girls to change the world.

Johnnetta Betsch Cole and Kavita Ramdas will headline the tri-annual session, bringing messages that contradict the values that undergird the Girl Scouts of the USA's (GSUSA) founding promise — that members would “serve God and their country.”

Cole has had an acclaimed life as an educator and college president at Spelman College and Bennett College for Women. She has authored several feminist titles and spoken in defiance of Christianity and therapy for homosexuals wanting to get out of the gay lifestyle.

“Despite the fact that some may wish to do so, I am not praying today or any day that lesbians, bisexuals and transgendered folk will somehow get religion and become heterosexuals,” she has said.

Ramdas is president and CEO of the Global Fund for Women, a world leader in the abortion promotion. Ramdas has promoted the benefits of Roe v. Wade in America and across the globe.

She has called the Bush administration “hostile to women’s rights, having re-instated the Global Gag” on “information about and access to contraception, and safe, legal abortions.”

Leslie Unruh, president and founder of the Abstinence Clearinghouse, said the inclusion of the two women to address the Girl Scouts represents a hijacking of the group by a small minority.

“I feel very sorry for the girls in the Scouts,” Unruh said. “I’m outraged. These are strong, courageous young women being used by a very small minority. To take a public health issue such as sexuality and to mix it with such a dangerous approach such as contraceptive-only and not the real empowerment of freedom through purity is dangerous.”

This is hardly the first time, though, that the Girls Scouts have veered left in educating their members. GSUSA uses homosexual advocacy literature as their primary source to conclude that girls don’t feel safe. The AIDS badge curriculum mentions abstinence once but encourages troops to make posters and host meetings showing the best way to use condoms.

What’s more, “On My Honor: Lesbians Reflect on Their Scouting Experience,” a pro-gay expose of the lesbian seeds being planted within the Girl Scouts, claims one in three scout leaders is lesbian.

And in 1993, even the founding promise was altered to “serve God* and my country.” The asterisk leads to a footnote that reads: “When reciting the Girl Scout Promise, it is OK to replace the word ‘God’ with whatever word your spiritual beliefs dictate.”

Robert Knight, director of the Culture and Family Institute, said it is obvious the Girl Scouts are going in a new direction.

“If this is the kind of image that Girl Scouts are projecting, then I would say that parents ought to rethink putting their kids in Girl Scouts,” he said.

But concerned parents can take heart: An alternative to the Girl Scouts does exist. In 1995, Patti Garibay, a former Girl Scout leader, founded the Ohio-based American Heritage Girls (AHG), a family-friendly spin-off that now has troops in 32 states and an asterisk-free pledge.

“I promise to love God, Cherish my family, Honor my country, and Serve my community,” the pledge reads.

“God should not be optional in our lives,” Garibay explained, “or in our scouting choices.”

Also, to learn more about the American Heritage Girls, visit the group’s Web site. <http://www.ahgonline.org>

Homeschooling Methods: Seasoned Advice On Learning Styles

Edited by Paul and Gena Suarez (published in 2006)

Available at \$14.99 from Broadman and Holman Publishers; 127 Ninth Ave. N., Nashville, TN 37234; 1-800-233-1123; www.broadmanandholman.com

Reviewed by Wayne Walker

The editors of this book also serve as publishers of The Old Schoolhouse, a quarterly homeschooling magazine, and homeschool their four children in the Smoky Mountains of Tennessee. It is described as “a homeschooling convention in a book.” When I received my copy and began thumbing through it, I found it so interesting that in one evening I worked my way through the entire book, reading large portions that I found especially applicable to our situation and carefully perusing all the other sections.

For parents who are thinking about homeschooling, the whole idea can seem a bit daunting. Even after the decision to homeschool is made, there are still many questions to be considered, one of the most important of which is how to find out what method will work best for their own family. This book explores the ten most popular home education methods to help parents in determining which one will meet the needs of their situation.

If you would like to give your children a classical education, there is advice from Douglas Wilson and Christine Miller. If the Principle Approach appeals to you, you can read suggestions by Katherine Dang and James Rose. Jenefer Igarashi and Heather Allen explain the traditional textbook approach with information about homeschool co-ops by Jennifer Pepito. Catherine Levinson discusses the Charlotte Mason Method while Jessica Hulcy and Jennifer Steward talk about unit studies.

Those who have special needs students will want to find out what Christine M. Field and Sherry Bushnell have to say. If you travel a lot, Dianne Flynn Keith takes homeschooling on the road with Carschooling. Maggie and Tyler Hogan and Diane Waring help readers understand the Eclectic Method.

You can learn about delight directed studies with Raymond and Dorothy Moore and Mary Hood. And Ruth Beechick and Clay and Sally Clarkson conclude with a section on whole-hearted learning.

Learning styles among children are widely varied. Ralph Waldo Emerson said, "Each mind has its own method." Homeschoolers have found that one size does not fit all when it comes to education. The well-researched facts and experiences presented by the different contributors in this book will help parents to determine their own educational philosophy and then decide which teaching method or methods will serve their family. I highly recommend this book.

Miller Family Series

Bertina Smelser

Are you looking for a good way to structure a family devotional period? I was when I found the Miller Family Series by Mildred A. Martin. A dear friend recommended it, so I decided to give it a try. The kids loved it!

What is the Miller Family Series? It is a series of quaint paperback books, which follows the lives the Miller family, a conservative (maybe Mennonite) family of four or five children (a baby is born during the series.) Each chapter covers a day in the life of the Miller family and applies a different proverb or character concept, ending with the family in a devotional period where Dad Miller is using scripture to discuss the day's events with his family. Such issues as neglecting duties, disobedience, harsh words, etc., are covered.

There are five titles in the series. We have read two titles in this series so far. *Wisdom and the Millers* (ages 6-12) includes such chapters as "Go the Ant," "A Soft Answer," and "A Companion of Fools." *Prudence and the Millers* (ages 7-14) discusses health, safety and courtesy topics, including the foolish joke which turned into tragedy and the Mother's Day fire. We have also purchased *Storytime and the Millers* (preschool to early grades), which was written to teach such concepts as respect, kindness and obedience. The age recommendations are flexible, of course, as I have enjoyed each of the stories myself! *School Days and the Millers* may not be as applicable for our families since we home school. The Miller family children attend a private school. Occasionally something that happens in school is mentioned in the other books, but it does not detract from the application of the chapter for us as home schoolers, in my opinion.

I do not recall any doctrinal problems in this book since it deals with Proverbs and other general topics. As with any man-written book, we must watch for error in applying scripture. You need to be aware that the Millers are apparently Mennonites, which makes their dress noticeable. The Millers do attend worship services in the stories, but the topics discussed are not doctrinal, but instead about sitting still during worship and welcoming visitors. This series helped our family have a nice period of devotion where we could discuss applying scripture to our everyday life. Overall, I found these books very helpful and refreshing.

These books are inexpensive (\$5-\$7 range) and can be found at Amazon.com or many homeschooling supply catalogs.

College Guide Reveals 'Whole Truth' About Nation's Top Schools

By Jim Brown October 13, 2005 (AgapePress)

A new college guide assesses which of America's top schools impose politically correct views on their students or have genuine academic freedom on campus.

The Intercollegiate Studies Institute (www.isi.org) has released its 2006 edition of *Choosing the Right College*. Touted by syndicated columnist Thomas Sowell as "by far the best college guide in America," it includes reports on campus politics and intellectual diversity, and offers advice on which departments, professors, and courses to seek out and those to avoid. And *World* magazine says "if prospective students and their families want a critical look at what is taught at America's most powerful and celebrated schools, *Choosing the Right College* may be their only guide."

Editor John Zmirak says the guide is radically different than others because it is underlined by "a comprehensive moral and educational vision of what a college education should be."

"We have as our ideal the traditional Western model of liberal education," Zmirak explains. "That means education in how to be a free man or woman in the Western tradition as informed both by the Christian tradition, the Old Testament, and the Western classical heritage."

The guide provides assessments of each school's curriculum, political atmosphere and social atmosphere, as well as pertinent campus statistics. It also recommends colleges and universities that require a core knowledge of American history, Western culture and biblical tradition, and which have decent campus life. The editor explains why such criteria are critical in higher education.

"Any education which undermines or just simply denies knowledge of the Bible or knowledge of Western history, of classical Greece, or of American history is in effect undermining the educational preparation of students and under-preparing them to be free citizens of the United States," Zmirak adds, "thereby really damaging our country and the students."

In addition, the guide alerts prospective students to colleges and universities where academic radicalism has become dominant on campus — and warns away from departments that are highly politicized or intellectually bankrupt.

(Jim Brown, a regular contributor to AgapePress, is a reporter for American Family Radio News, which can be heard online. © 2005 AgapePress all rights reserved.)

SAT Preparatory Course at Huge Discount!

Our *Family Times* HSLDA discount group received the following information from Abigail Hackman, HSLDA Group Services Coordinator:

HSLDA has worked out an arrangement to make an SAT prep course available to all home-school families.

Whether or not they're members of HSLDA, families can now get the SAT/ACT Power Prep software for just \$9.95 — the cost of shipping and handling. Normally, this software retails at \$199.95, but any home schooler can get this special price by purchasing it through HSLDA's website.

This limited offer is being made possible through an educational program funded by NFL players. Each DVD is good for 12 months from date of receipt.

Click here to order: <http://www.hsllda.org/elink.asp?id=3039>

One-Third of U.S. Adults Know Someone Who Homeschools

Crosswalk Home School News (April 20, 2006) reported a recent Harris poll about home schooling. Here are some highlights:

About one in three people polled personally know a family that home schools.

Among those households with children who are old enough to have attended school, 8% report that their child has been home schooled at some point in their education.

The survey also found that one quarter of adults believed that home schools provide an excellent education compared with an average of 15% who thought that public schools provided an excellent education.

Free Computers for Home Schoolers

I recently ran across a web site that claims to help non-profit organizations and schools — including home schoolers — to obtain free computers. Supposedly, applicants are referred to corporations or government agencies that are looking for people who can use computers and equipment that they have replaced with updated equipment. Obviously, the computers they give are used and not the latest upgrades.

I have not applied, so I cannot evaluate how well the service works. But if you or some other home-schooling family you know can benefit from receiving a free computer, you might direct them to <http://computers.fed.gov/public/aboutProg.asp>.

For information about other services *Family Times* offers, check out the following links:

Reviews of Home-School Materials: www.gospelway.com/familytimes/order-reviews.htm

Back Issues of *Family Times*: www.gospelway.com/familytimes/oldft-access.htm

Legal Defense Association discounts: www.gospelway.com/familytimes/hsllda.htm

Free Bible study courses: www.biblestudylessons.com

HomeSchoolers email list: www.gospelway.com/familytimes/fthslist.htm

Pratte Publications Price List: www.gospelway.com/familytimes/ftpricls.htm