

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
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September-November, 2006

The Social Worker At Your Door: 10 Helpful Hints

By Christopher J. Klicka, Senior Counsel for the Home School Legal Defense Association

[Editor's note: The following article, from the HSLDA web site, is used by permission. It assumes a family has membership in HSLDA, but many ideas are helpful even for those who are not – DP]

More and more frequently, homeschoolers are turned in on child abuse hotlines to social service agencies. Families who do not like homeschoolers can make an anonymous phone call to the child abuse hotline and fabricate abuse stories about homeschoolers. The social worker then has an obligation to investigate. Each state has a different policy for social workers, but generally they want to come into the family's home and speak with the children separately. To allow either of these to occur involves great risk to the family.

The homeschool parent, however, should be very cautious when an individual identifies himself as a social worker. In fact, there are several tips that a family should follow:

Always get the business card of the social worker. This way, when you call the Home School Legal Defense Association, the HSLDA attorney will be able to contact the social worker on your behalf. If the situation is hostile, immediately call HSLDA and hand the phone out the door so an HSLDA lawyer can talk to the social worker. We have a 24 hour emergency number.

Find out the allegations. Do not fall for the frequently used tactic of the social worker who would tell the unsuspecting victim that they can only give you the allegations after they have come into your home and spoken to your child separately.

You do not have to let the social worker in your house without a warrant or court order, unless there is a true emergency in your home. All the cases that you have heard about where children are snatched from the home usually involve families waiving their Fourth Amendment right to be free from such searches and seizures by agreeing to allow the social worker to come inside the home. A warrant requires a probable cause which does not include an anonymous tip or a mere suspicion. This is guaranteed under the Fourth Amendment of the U.S. Constitution as interpreted by the courts.

It is difficult not to let the social worker talk to your children alone without a court order. On nearly every other incident, HSLDA has been able to keep the social worker away from the children. On a few occasions, social workers have been allowed to talk with children, particularly where severe allegations are involved. In these instances, an attorney, chosen by the parent, has been present. At other times, HSLDA had children stand by the door and greet the social worker, but not be subject to any questioning. Nevertheless, federal law requires all social workers to tell you the specific allegations at the "initial time of contact."

Tell the official that you will call back after you speak with your attorney. Call your attorney or HSLDA, if you are a member. In nearly 30 percent of the cases, the problem is solved immediately that day by HSLDA lawyers. Approximately 65 percent of the situations are resolved within the next two weeks. Of the remaining 5 percent, 1 percent goes to court and is handled by HSLDA. The 4 percent that cannot be resolved do not involve home schooling and are referred to other attorneys since they are not covered by HSLDA.

Ignore intimidations. Normally, social workers are trained to bluff. They will routinely threaten to acquire a court order, knowing full well that there is no evidence on which to secure an order. In 99 percent of the contacts that HSLDA handles, the threats turn out to be bluffs. However, it is always important to secure an attorney or HSLDA in these matters, since there are occasions where social workers are able to obtain a court order with flimsy evidence.

Offer to give the officials the following supporting evidence:

A statement from your doctor, after he has examined your children, if the allegations involve some type of physical abuse;

References from individuals who can vouch for your being good parents;

Evidence of the legality of your homeschool program. If your homeschool is an issue, HSLDA attorneys routinely convince social workers of this aspect of an investigation.

Bring a tape recorder and/or witnesses to any subsequent meeting. Often times HSLDA will arrange a meeting between the social worker and the parents after preparing the parents on what to discuss and what not to discuss. The discussion at the meeting should be limited to the specific allegations and you should avoid telling them about past events beyond what they know. Usually, anonymous tips are all they have to go on, which is not sufficient to take someone to court. What you give them can and will be used against you.

Inform your church, and put the investigation on your prayer chain. Over and over again, HSLDA has seen God deliver homeschoolers from this scary scenario.

Avoid potential situations which could lead to a child welfare investigation.

Do public relations with your immediate neighbors and acquaintances regarding the legality and success of homeschooling.

Do not spank children in public.

Do not spank someone else's child unless they are close Christian friends.

Avoid leaving young children at home alone, or in an automobile.

In order for a social worker to get a warrant to come and enter a home and interview children separately, he is normally required, by both statute and the U.S. Constitution, to prove that there is some cause. This is a term that is synonymous with the term probable cause. Probable cause or cause shown is reliable evidence which must be corroborated by other evidence if the tip is anonymous. In other words, an anonymous tip alone and mere suspicion is not enough for a social worker to obtain a warrant.

There have been some homeschooled families who have been faced with a warrant even though there was not probable cause. HSLDA has been able to overturn these in court so that the order to enter the home was never carried out. Home School Legal Defense Association is committed to guarantee legal defense for every homeschooler who is being investigated by social workers, provided the allegations involve homeschooling. In instances when the allegations have nothing to do with homeschooling, HSLDA will routinely counsel most families on how to meet with the social worker and will talk to the social worker to try to resolve the situation. If it cannot be resolved, which it normally can be in most instances by HSLDA's involvement, the family is responsible for hiring their own attorney.

HSLDA is beginning to work with states to reform the child welfare laws to guarantee more freedom for parents and better protection for their parental rights. HSLDA will be sending out Alerts to its members in various states where such legislation is drafted and submitted as a bill.

For further information on how to deal with social workers, HSLDA recommends *The Right Choice: The Incredible Failure of Public Education and the Rising Hope of Home Schooling*, which was written with the intention of informing home-school parents of their rights in order to prevent them from becoming a statistic. Federal statistics have shown that up to 60 percent of children removed from homes, upon later review, should never have been removed. The child welfare system is out of control and we need to be prepared.

Using Television Programs to Enrich Education

By Sally Anne Perz

We rarely watch our television. With the exception of a night or so a week, it is usually turned off. However, due to an economical plan that includes high speed internet access — a must when your husband is a “techie” — we have had cable for years. For the most part, it has been ignored. I found little use for it, as it seemed that even when I did think a good show might be a nice diversion, we could never find one!

This past year, my husband introduced us to DVR—Digital Voice Recorder. This is a way in which we can tape programs digitally without the use of tapes. We can search the cable listings and find programs that interest us and set them up to record. (Another way to do this is called TIVO). DVR is available through your cable company. The following is a link that provides more information: <http://www.charter.com/services/dvr/dvr.aspx>

This has been a wonderful way for us to enrich our education. Channels such as Discovery, Health, National Geographic, History, A&E, Travel, and others often have interesting programs that supplement our home school material quite well. Since we also have TV Guardian, we don't have to worry about profanity. Additionally, DVR allows forwarding, rewinding and pausing — quite a wonderful benefit as you can forward through the commercials. The picture and sound are both clear, not like many tapes which become altered from the original recording.

We have visited Egypt, Africa, Australia, and many other countries right on the screen of our family television. We have seen indigenous tribes and poisonous snakes that we will be quite unlikely to ever meet in person. Aspiring doctors can even watch surgery in progress (not for the faint of heart). These programs enrich our studies of geography, science, and history. They provide a wonderful current look at a variety of cultures. Furthermore, they have become a springboard for some rewarding discussions. We are really enjoying using these programs in our home school!

Rules for Internet Usage

by Jeff Hamilton

[Editor's note: The following was posted on Homeschoolers Email List homeschoolers@yahogroups.com in a discussion about how to help prevent children from being harmed by the dangers of the Internet.]

- 1) The computer goes where anyone can walk by and see the screen at any moment.
- 2) Install software that blocks “adult” sites. As an example, in Zone Alarm's Internet Security Suite is a “Parental Protection” section that blocks various Internet locations based on their rated content in various categories. No block is perfect and a determined person can override it, but it sure cuts down on the accidents.
- 3) Get a spam filter to remove the trash that is emailed to you. My current favorite, and it's free, is Mozilla's Thunderbird. Unless the person is in your address book, the images in the email are automatically blocked unless you click the view button. In addition it has a spam filter built-in that learns as you go. Again, it isn't perfect. A few images still manage to get through, but it is very helpful. I get about 100 emails a day and the filter will dump 75 a day automatically. I only have to weed through about 10 to 20 that are left and once I mark them, it learns to block them as well.
- 4) Any computer on the Internet needs three things:
 - 4a) A firewall to block communications behind your back. My favorite free one is Zone Alarm.
 - 4b) An anti-virus to prevent rogue programs from damaging your computer. My favorite free one is AVG. Make sure the one you get includes email scanning and instant messaging (IM) scanning.
 - 4c) An anti-spyware to prevent others from monitoring what you are doing. My favorite free one is Microsoft's Defender.
- 5) Get a popup blocker. This prevents ads from appearing as you roam the Internet. Many toolbars, such as Google's and Yahoo's contain a popup blocker. However, watch out for the many fake ones out there that actually infect your computer. Only use one from a well-known company. Better, switch to Mozilla's Firefox browser. It has a built-in popup blocker. It is also free.
- 6) Teach yourself and your kids to read the link addresses before you click on them. Move your mouse over a link and the cursor changes to the hand with the index finger out. Down in the lower left

corner the address where you are about to go appears. If it is one you don't recognize or one that is obvious, such as loverboys.tz, don't click!

7) No one downloads programs and installs them without mom or dad's permission. Even the cute little program that your best friend sent you. Only install programs from trusted sources. If someone says a program is good, go and get your own copy straight from the company. Even seemingly innocent programs can hide viruses or worse there is a class of programs called Trojan downloaders which fill your computer with trash and then use it as a base to spread trash to others, all behind your back!

8) Don't ignore or arbitrarily say "yes" to anything you don't understand. Get mom or dad to double check. (It took me years to get this through my boys' heads.) Warnings have a purpose.

9) Use multiple log-ins to control access rights. You can limit the kids from installing programs in this fashion.

10) Windows XP has the ability to limit when people can log-in to the computer. Use it to enforce time limits.

Despite everything you can do, accidents will happen, just as you can walk through a park and see people doing things inappropriate. Be prepared to tell your child in broad, polite, but firm terms why it is not proper. When your children get to be teenagers, plan on talking to them about why pornography is bad — hopefully before they see any.

Washington Times Op-ed—U.N. Treaty Trumps Parental Rights

The Washington Times August 28, 2006

by J. Michael Smith, HSLDA President

Could a 10-person panel of foreign nationals dictate, with the full weight of U.S. law, how we raise our children? This idea seems far-fetched, even ridiculous, but, unfortunately, it is possible.

The problem stems from the United Nations Convention on the Rights of the Child, which has been adopted by 192 nations. The treaty creates civil, economic, social and cultural rights for every child. The Clinton administration sought ratification, but the treaty was not approved by the U.S. Senate because of opposition from senators who were concerned it would undermine parental rights.

For example, the convention gives children autonomy regarding the school they attend, the friends they have and the activities they choose. If there is a disagreement, the parent's decisions could be reviewed by a third party. Consequently, parents could be subject to "identification, reporting, referral, investigation, treatment and follow-up."

Many people are probably asking the question — if the Senate didn't ratify it, why is the convention still a problem for the United States? Unfortunately, this is not the end of the story because the U.S. court system has been incorporating the treaty steadily through a doctrine called "customary international law." This is where U.S. courts look to foreign courts and other international treaties to derive its interpretation of the U.S. Constitution.

In the 2004 case *Roper v. Simmons*, a majority on the U.S. Supreme Court noted that the execution of juvenile offenders violated several international treaties, including the U.N. Convention on the Rights of the Child, and stated that the overwhelming weight of international opinion against the juvenile death penalty provides confirmation for the court's own conclusion that the death penalty is disproportional punishment for offenders younger than 18.

Additionally, a change in the makeup of the Senate could result in the ratification of the treaty. The consequences of these actions could be devastating for the American family because it would mean that any state law relating to education, the family, adoption and dozens of other issues could be nullified by a judge.

Decisions interpreting the treaty in other nations could be relied on by our courts. An example of how this could unfold is occurring in Belgium today. A couple in Brussels is being threatened with criminal neglect for educating their children at home, and the Belgian authorities are using non-compliance with the convention as a legal argument to force the family to stop homeschooling. As reported by WorldNetDaily, the only response from the Belgian minister of education, Frank Vandenbroucke, came through a spokesman who said in a local newspaper that in Belgium homeschoolers must sign a document that requires them to follow the protocols of the U.N. convention. "These parents have not done this. This is why the ministry has started an inquiry," he said.

It remains to be seen whether the Belgian courts, and potentially the European courts, uphold the position of the Belgian government. A ruling against the homeschooling Belgium family could have negative ramifications in the United States.

If the treaty is ratified, because of the way the U.S. Constitution is written, the convention would become the supreme law of the land. The U.S. Constitution's supremacy clause requires that "all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land." The U.S. Congress and state legislatures could not override the provisions of the treaty.

This scenario should remind us that we need to remain vigilant in defense of our liberty. In the short-term, it means that the appointment of judges who will not look to foreign courts for guidance is one of the ways the scenario above can be avoided.

Michael Smith is the president of the Home School Legal Defense Association. He may be contacted at (540)338-5600; or send email to media@hsllda.org.

Using Historical Fiction in Studying American History

by Wayne S. Walker

When our family studies American history, we prefer to have a textbook to use as a guide but we also like to make it come alive by reading good historical fiction that relates to the time period being studied (and a lot of biographies too). Sometimes we do these as family read-alouds, while others are assigned to the student to read on his own. This article will list several really good historical fiction books that we have read relating to American history, with the name of the author and the book, the geographical region and period of history into which it fits (date or era), and the age level for which it is most appropriate.

I have followed two limitations. First, I did not list long series, such as *The American Adventure* from Barbour Publishing. There is nothing wrong with these (I happen to like *The American Adventure*), but for my purposes I include only single books or, if a series by a single author, not much over a trilogy.

Second, while I realize that it is almost impossible to find books without some objectionable language or subjects, I did not want to include books that have a lot of bad language or sexual references which would be inappropriate for children or embarrassing for reading aloud to the family. If a book was important enough to mention in spite of some important objectionable elements, I tried to note those objectionable elements for others. I think that most people receiving this newsletter have pretty high standards for their books, but I thought that I would mention this just to set some ground rules.

Here is my own personal list; some of these are now out of print. There is a lot of really good historical fiction which is not currently available to purchase new, but there are always used book stores, garage sales, flea markets, and Internet book searches! [Editor's note: Remember also that libraries can usually obtain many out-of-print books on inter-library loan from other libraries.]

I. Period of Discovery, 1492-1606

1. Janney, Rebecca Price. *The Secret of the Lost Colony*; North Carolina, 1584-1587; grades 5-6

II. Period of Colonization, 1607-1769

1. Speare, Elizabeth George. *The Witch of Blackbird Pond*; Connecticut, 1687; 8 and up
2. Dalglish, Alice. *The Courage of Sarah Noble*; Connecticut, 1707; 7-10
3. Dalglish, Alice. *The Bears on Hemlock Mountain* (don't know exact place and time; probably New England, late 1700's or early 1800's—I put it here because I keep it with *The Courage of Sarah Noble*); 8-10
4. Speare, Elizabeth George. *Calico Captive*; New Hampshire, 1754; 11 and above
5. Lenski, Lois. *Indian Captive*; Pennsylvania, Ohio, New York, 1758-1759; 10-15
6. Speare, Elizabeth George. *The Sign of the Beaver*; Maine, 1768; grades 5-7
7. Hawthorne, Nathaniel. *The Scarlet Letter*; Massachusetts, probably late 1600's; older, mature teens
8. Richter, Conrad. *The Light in the Forest*; American colonies, probably early 1700's; teens
9. Comfort, Mildred H. *Children of the Colonies*; Virginia, New York, and Pennsylvania, 1735; 9-12

III. Revolutionary War, 1770-1783

1. Forbes, Esther. *Johnny Tremain*; Massachusetts, 1773; ages 14 and up
2. Hays, Wilma Pitchford. *Trouble at Otter Creek*; Vermont, 1775; 7-12

3. Lawson, Robert. Ben and Me; Pennsylvania, c. 1745-1781; 10-14
4. Lawson, Robert. Mr. Revere and I; Massachusetts, c. 1768-1776; 10-14
5. Van Leeuwen, Jean. Pioneer Daughters (Hannah of Fairfield, Hannah's Helping Hands, and Hannah's Winter of Hope); Connecticut, 1777-1780; ages 8-12
6. Caudill, Rebecca. Tree of Freedom; North Carolina and Kentucky, 1780; 10-14
7. Woodruff, Elvira. George Washington's Socks; American East Coast, 1780's; 10-14

IV. Early Republic, 1784-1815

1. Lathan, Jean Lee. Carry On, Mr. Bowditch; Massachusetts, beginning in 1779; 9-15 but suitable for anyone
2. Yates, Elizabeth. Sarah Whitchee's Story; New Hampshire, late 1700's or early 1800's; 7-9
3. Willis, Patricia. Danger Along the Ohio; Ohio country, 1793; 8-12
4. Irving, Washington. The Legend of Sleepy Hollow; New York, c. 1800; suitable for anyone
5. Bohner, Charles. Bold Journey: West With Lewis and Clark; American West, 1803-1806; 10-14
6. Robinet, Harriette Gillem. Washington City Is Burning; Virginia/Washington, D. C., 1814; 9-13
7. Amoss, Berthe. Old Hasbrubal and the Pirates; Louisiana, 1815; 9-12
8. Crofford, Emily. When the River Ran Backward; Missouri, 1811-1812 (New Madrid Earthquake); 13-16

V. Ante-Bellum Era, 1816-1859

1. Yates, Elizabeth. The Journeyman (or Patterns on the Wall); New Hampshire, 1816-1821; 12 and up but suitable for anyone
2. Yates, Elizabeth. Hue and Cry (sequel to The Journeyman); New Hampshire, 1830; 12 and up but suitable for anyone
3. O'Dell, Scott. Island of the Blue Dolphins; California Coast, 1835-1853; 9-15 but suitable for anyone
4. Stewart, George R. The Pioneers Go West (or To California By Covered Wagon); American West to California, 1844; grades 4 and above
5. Stowe, Harriet Beecher. Uncle Tom's Cabin; Kentucky, 1850; suitable for anyone
6. Whisler, G. Clifton. Jericho's Journey; Tennessee to Texas, 1852; 10-14
7. Howard, Milly. Captive Treasure; American West, 1853; grades 7-9
8. Wyeth, Sharon Dennis. Freedom's Wings: Corey's Underground Railroad Diary; Kentucky and Ohio, 1857-1858; 9-12
9. Bly, Stephen. Daring Rescue at Sonora Pass; Arizona, 1859; 12-16
10. Twain, Mark. Tom Sawyer and Huckleberry Finn; Missouri and Mississippi River, 1850's; 12 and above
11. Hawthorne, Nathaniel. House of Seven Gables; New England, 1850's; older teens
12. DeFelice, Cynthia. The Apprenticeship of Lucas Whitaker; New England, 1849; 13-15
13. Lampman, Evelyn S. Tree Wagon; Iowa to Oregon, 1846; grades 4-6 but suitable for anyone

VI. Civil War, 1860-1865

1. Fox, John Jr. The Little Shepherd of Kingdom Come; Kentucky, 1859-1865 (some bad language); 15 and up
2. Gregory, Kristiana. The Legend of Jimmy Spoon, and Jimmy Spoon and the Pony Express; Utah, 1860; 12-15
3. Bly, Stephen. Dangerous Ride Across Humboldt Flats; Nevada, 1860; 12-16
4. Nixon, Joan Lowry. A Dangerous Promise; Kansas and Missouri, 1861; 12 and above
5. Hunt, Irene. Across Five Aprils; Illinois, 1861-1865; 10 and up
6. Hill, Pamela Smith. A Voice from the Border; southern Missouri, 1861; 12-15
7. Garrity, Jennifer Johnson. The Bushwhacker; northern Missouri, 1861; 10-15
8. Levy, Mimi Cooper. Corrie and the Yankee; South Carolina, 1864-1865; 8-12 but suitable for anyone
9. Crane, Stephen. Red Badge of Courage, some Civil War battlefield, 1861-1865; teens
10. Keith, Harold. Rifles for Watie; Kansas, Missouri, Arkansas, 1861-1865; 13 and up

VII. Post-Bellum Era, 1866-1899

1. Gregory, Kristiana. "Prairie River" (A Journey of Faith, A Grateful Harvest, Winter Tidings); Missouri and Kansas, 1865-1866; 10-15
2. Bly, Stephen. Mysterious Robbery on the Utah Plains; Utah, 1869; 12-16
3. Thomson, Andy. Renegade in the Hills; American West, late 1800's; 9-12
4. Pearson, C. H. Cabin on the Prairie and Cabin in the North Woods; Minnesota, c. 1870; 9 and above but suitable for anyone
5. Gardiner, John Reynolds. Stone Fox; Wyoming, late 1800's; 3-4 grades but suitable for anyone
6. Cushman, Karen. Rodzina; Illinois to California, 1881; 14-16
7. Lane, Rose Wilder. Let the Hurricane Roar (or The Young Pioneers); American plains, late 1800's (some bad language); ages 13-15
8. Harris, Joel Chandler. Uncle Remus; American south, late 1800's; 12 and up

VIII. Early Twentieth Century, 1900-1913

1. Rawlings, Marjorie. The Yearling; Florida, early 1900's; older teens (some bad language)
2. Marshall, Catherine. Christy, 1912, Tennessee; mostly teens but suitable for anyone
3. Stratton-Porter, Gene. Freckles, and Girl of the Limberlost; early 1900's, northern Indiana; 15 and up
4. Leppard, Lois Gladys. Mandie and the Secret Tunnel; early 1900's, North Carolina; 8-12
5. MacLachlan, Patricia. Sarah Plain and Tall, Skylark, and Caleb's Story; early 1900's, Kansas and Maine
6. Aldrich, Bess Streeter. The Rim of the Prairie; early 1900's, Nebraska; 16 and up

IX. World War I, 1914-1918

1. North, Sterling. Rascal; Wisconsin, 1918; 10-14

X. Period between the Wars, 1919-1939

1. Kimmel, Elizabeth Cody. Balto and the Great Race; Alaska, 1925; grades 3-5
2. Janney, Rebecca Price. Search for Amelia Earhart; California and the Pacific, 1937; grades 5-6
3. Marshall, Catherine. Julie; Pennsylvania, 1934; mostly teens but suitable for anyone
4. Lee, Harper. To Kill a Mockingbird; American South, 1930's; teens (some bad language)
5. Bjorn, Thyra Ferre. Papa's Wife; Sweden and Massachusetts, c. 1924; 12 and up but suitable for anyone
6. Rawls, Wilson. Where the Red Fern Grows; Ozark Mountains, probably 1930's; 13 and up
7. Mason, June, and Stephens, Sara. The Best Christmas; Minnesota, 1930's; 8-12

XI. World War II, 1940-1945

1. Taylor, Theodore. The Cay; The Caribbean, 1942; 12 and up
2. Harlow, Joan Hiatt. Shadows on the Sea; Maine, 1942; 12-15
3. Hest, Amy. Love You, Daddy (or Love You, Soldier); New York, 1943-1945; 8-12 but suitable for anyone

XII. Modern period, 1946-present

1. Taylor, Mildred D. Roll of Thunder, Hear Me Cry; Mississippi, probably early or mid 1900's (exactly when I couldn't discern); 12 and up
2. Hamilton, Virginia. Dies Drear Chronicles (House of Dies Drear and The Mystery of Drear House); Ohio, 1950's; 12-15
3. Henry, Marguerite. Misty of Chincoteague; Maryland/Virginia, probably 1950's or early 60's; 8-12

There are others that I could add. I didn't mention the Little House books by Laura Ingalls Wilder because they are all at the house instead of here at the office, and I didn't include some of the "I Can Read" and "Step Into Reading" books, such as *The Drinking Gourd* by F. J. Mongo and *Snowshoe Thompson* by Nancy S. Levinson, which would also fall into this general category. In addition, a lot other World War II books that don't take place in the US could be helpful in studying that time period of American history as well. Using books such as these can turn the study of history from something dry and boring to something that seems alive. Happy reading!

Home-Schooling Family Find Ways to Adapt to a Public School "Socialization" Program

via Homeschoolers Email List homeschoolers@yahoogroups.com

[Editor's note: Obviously the following is sarcasm. But it illustrates effectively the weakness in the "argument" some make that children should be sent to public schools, rather than home schooling them, so they can receive the "benefits of socialization."]

When my wife and I mention we are strongly considering homeschooling our children, we are without fail asked, "But what about socialization?" Fortunately, we found a way our kids can receive the same socialization that government schools provide.

On Mondays and Wednesdays, I will personally corner my son in the bathroom, give him a wedgie and take his lunch money.

On Tuesdays and Thursdays, my wife will make sure to tease our children for not being in the "in" crowd, taking special care to poke fun of any physical abnormalities.

Fridays will be "Fad and Peer Pressure Day." We will all compete to see who has the coolest toys, most expensive clothes, and the loudest, fastest and most dangerous car.

Everyday, my wife and I will adhere to a routine of cursing and swearing in the hall and mentioning our weekend exploits with alcohol and immorality.

If our kids attempt to use the bathroom without permission, we will punish them immediately.

And we have asked them to report us to the authorities in the event we mention faith, religion, or try to bring up morals and values.

Editorial Notes

This issue begins the 20th year of publication for *Family Times*! Did I say twenty years?! I can't believe where the time has gone! Our children are grown and married, and now our children are beginning to home school our grandchildren! We pray God will make home schooling an even greater blessing for them than it was for us.

This is also our first year for our all-email format. But remember that, by going to our web site at www.gospelway.com/familytimes and using the access code in our heading, you can print out a hard copy of this and many past issue of *Family Times*.

Thanks to all who submitted articles for this issue. We thank our regular writers Sally Anne Perz and Wayne Walker for their articles. And we thank Jeff Hamilton and HSLDA for permission to reprint their articles. We want to encourage any of our readers to send us articles for upcoming issues.

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