

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
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December, 2007 – February, 2008

You Don't Say! (Ah, But Some of You Do Say!)

I Used to Use “Use,” but Now I Use “Used”

by Dawn Thompson

The expression “**be used to**” means to be accustomed to or familiar with something. *Used*, not *use*, is used regardless of the verb tense. Consider the following examples:

- * Present tense – I am **used to** hot weather.
- * Past tense – When I lived in Nigeria, I was **used to** hot weather.

It may help to use a substitute word. Just as you would not say you are **accustom** to hot weather, do not say you are **use** to it.

Similarly, use “**supposed to**,” not “**suppose to**,” as seen in these examples:

- * Present tense – You are **supposed to** do your chores now.
- * Past tense – He was **supposed to** go to the dentist yesterday.

Try a substitute word here, too. You would not say he is **expect** to do his chores, so don't say he is **suppose** to do them.

“**Used to do**” is another troublesome term. It refers only to the past, specifically to something done regularly in the past (but not now) or to something that was true in the past (but not now).

- * He **used to drive** to work, but now he rides his bike.
 - * She **used to be** very shy. (This implies that she is not shy now.)
- For “**used to do**,” use *use*, not *used*, when the term is preceded by *did*.
- * I **did** not **use to** eat breakfast.
 - * **Did** you **use to** be afraid of storms?

This exception may be part of the reason people do not add the *d* when they should. I suspect the main reason people write *use* when it should be *used* is the way *used to* is generally spoken. People tend to drop the sound of the *d*, or at least to blend it with the sound of the *t* in *to*, so they forget it is there.

Once you get used to **used to**, you'll forget you used to use **use to**!

[Editor's Note: Thanks, Dawn. I'll try to get use to ... er, used to the idea. DP]

Sign Up by December 31, 2007—Free HSLDA Trial Membership

[Editor's note: The following was sent out by HSLDA.]

... via the gift of a free three-month trial membership with HSLDA, we invite you to become an HSLDA member so you can experience the security of partnering with 80,000 fellow homeschooling families to advance home education in our nation.*

The trial membership runs from January 1, 2008 until March 31, 2008.

As a trial member, you will receive all of HSLDA's benefits, including the services of our legal department. Whether you are just beginning to teach your kindergartner at home, considering removing your children from public school and giving your family a fresh start in the New Year, or continuing your homeschool journey, we hope to help give your family peace of mind.

In addition to receiving our outstanding legal services, all three-month trial members will be given an issue of the Court Report, access to HSLDA's special needs and high school coordinators, special discounts on products purchased at the GPA SmartStore, and more.

This free trial membership offer is only available from November 15 through December 31, 2007, so please sign up soon. For the Free Trial membership, go to <http://app.hslda.org>, and use 4015475 as the Friend's Member Number.

* Offer valid for "new" members only; family must not have been a member within the last six months.

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Reviews of Internet Filters

Several years ago, *Family Times* published reviews of various kinds of Internet filters to protect families from the immorality that predominates on many websites. A recent issue of *Acts & Facts*, the monthly newsletter of the Institute for Creation Research, recommends a website that reviews and evaluates Internet filters. I have briefly viewed the site and it does appear helpful. If you are seeking an Internet filter, I encourage you to visit. The web site is www.filterreview.com.

The article specifically recommends using a filter that includes a feature called "Email Notification of Violation." This feature gives accountability to Internet use in that it automatically sends an email to a person you designate if anyone uses the computer to access an improper site. Using this feature provides someone to help if a person is having problems with misuse of the Internet.

In addition, the article recommends other steps we have mentioned in the past, such as placing the computer in an open area where the screen can be seen by anyone (such as the family room, etc.). Children should not be permitted to have Internet access in the privacy of their own room, where they might access improper material without accountability.

We hope you find this information helpful. - DP

'Golden Compass' movie opening to controversy

David Pratte

The above is the title of an article posted on Nov 16, 2007, by Michael Foust at Baptist Press. The quotations I cite below are from Foust and from an article by Adam R. Holz on Focus on the Family – PluggedIn entitled "Sympathy for the Devil," 11/20/07. To see the whole articles go to www.pluggedinonline.com/thisweekonly/a0003516.cfm and www.bpnews.net/bpnews.asp?id=26849.

Dec. 7 is the opening of a children's movie entitled "The Golden Compass," based on the first book of a trilogy named "His Dark Materials," by Philip Pullman. The books begin relatively innocently, presumably to gain children's interest, then they become increasingly overt in expressing anti-God and anti-biblical concepts.

Pullman is an agnostic/atheist strongly opposed to “Christianity.” He specifically wrote his trilogy as an alternative to the *Chronicles of Narnia* by C.S. Lewis. There are many parallels between the two series, except that Lewis wrote to instill Christian concepts and Pullman wrote to contradict them. Pullman’s trilogy is being sold nationwide in schools.

Pullman said in a 2001 interview, “I’m trying to undermine the basis of Christian belief,” and two years later told another newspaper, “My books are about killing God.” God is often called the “Authority,” and the church is called the “Magisterium,” but the significance is clear and becomes more overt as the books proceed.

In the last book in the series *The Amber Spyglass*, two fallen, homosexual angels inform a hero that “The Authority” has many names, “God, the Creator, the Lord, Yahweh, El, Adonai, the King, the Father, the Almighty.” They proceed to state that God “was never the creator.” The hero is also assured that they “tell their believers that they’ll live in Heaven, but that’s a lie.”

Another character states: “The Christian religion is a very powerful and convincing mistake, that’s all.”

A witch says: “...every church is the same: control, destroy, obliterate every good feeling.”

“There’s no one to fret, no one to condemn, no one to bless me for being a good girl, no one to punish me for being wicked. Heaven was empty. I didn’t know whether God had died, or whether there never had been a God at all.” (*The Amber Spyglass*, pg 445). www.sntjohnny.com

“[I]f there is a God and he is as the Christians describe him, then he deserves to be put down and rebelled against,” Pullman told the *Telegraph* newspaper in 2002. “As you look back over the history of the Christian church, it’s a record of terrible infamy and cruelty and persecution and tyranny.”

In that same interview he said: “I wanted to reach everyone, and the best way I could do that was to write for children and hope that they’d tell their parents ... which is what happened.”

“Other messages woven into this story exalt witchcraft, evolution, divination, homosexuality and premarital sex. Accompanying them are smoking, drinking, occasional mild profanity and moments of visceral violence.”

In the end, the characters in the books kill God.

Pullman has been quoted as saying: “All stories teach,” he’s said, “whether the storyteller intends them to or not. They teach the world we create. They teach the morality we live by. They teach it much more effectively than moral precepts and instructions. ... We don’t need lists of rights and wrongs, tables of do’s and don’ts: We need books, time and silence. ‘Thou shalt not’ is soon forgotten.”

Pullman has said: “I am of the Devil’s party and know it.”

Movie director Chris Weitz has said some of the more controversial ideas have been removed from the first movie to make it more palatable for the public. “The whole point, to me, of ensuring that ‘The Golden Compass’ is a financial success is so that we have a solid foundation on which to deliver a faithful, more literal adaptation of the second and third books,” he said Nov. 14 on an MTV movie blog.

The movie has been highly advertised and well produced, supposedly in the same pattern as the “Lord of the Rings” series. The first movie may not be very objectionable, but parents should remember that it’s goal is to captivate your children, so they will want to read the books and see the later movies, which will be far more objectionable.

Editorial Notes

Once again we thank Wayne Walker and Dawn Thompson for their submissions to this issue of *Family Times*. We continue to appreciate the significant contributions they have made. We especially thank Wayne once again for granting us permission to publish his “Homeschooler’s Guide to the Great Orchestral Music.”

Contest Winners Prove the Point

by J. Michael Smith, HSLDA President
The Washington Times, June 18, 2007

The winners of this year's National Geographic Bee, Caitlin Snaring of Washington state, and the Scripps National Spelling Bee, Evan O'Dorney of California, were educated primarily by their parents in home-based instruction programs, a fact that was underreported by the media. Another underreported fact is that despite homeschoolers making up just 3 percent of the school-age population, they consistently represent, on average, 12 percent of the finalists in geography and spelling bees.

The ongoing success of students from nontraditional educational backgrounds should be celebrated because these children are demonstrating that when parents direct the education of their children, the results are impressive.

Few dispute that homeschoolers, who are around 2 million strong in the United States, are academically successful. Research shows that the average homeschooled student scores, on average, 20 to 30 percentile points higher than his or her public school counterparts on standardized tests.

Homeschooling has proved itself to be a successful educational alternative, but many people who are still skeptical about whether a home-based education really makes a difference have argued that these winners and other gifted students would have succeeded anyway if they had been educated in traditional public schools.

Though the primary focus of the Home School Legal Defense Association is to defend the right of parents to homeschool, we also conduct research to see if the anecdotal evidence of homeschool success can be substantiated via formal study.

One aspect of the research is to see whether the parents' educational level correlates with the test results of their children. Among public school students, the effects of parental education have been established clearly by numerous studies. Students with college-educated parents score, on average, in the 60th percentile, whereas students with parents who have a high school education or less score, on average, in the 30th and 40th percentiles.

This is in direct contrast to the results for homeschoolers. Among homeschooled students, the level of parental education has been shown to have little or no bearing on the academic results for the child. Several studies, conducted by a variety of researchers, have shown that all types of homeschoolers, on average, outpace their public school counterparts by scoring between the 70th and 80th percentiles.

The best explanation for the disparity is that home-based instruction allows for one-on-one tutoring and a tailor-made education. The one-on-one approach and home-based environment significantly improve the educational attainment of children. It appears that, on average, all students, bee winners or otherwise, could benefit from the tutorial method. If this is true, we could be on the verge of significant changes in the way we educate our children.

It is no secret that we are entering a time when alternatives to public schools are growing rapidly and parents are demanding more choices. One of the choices being made by parents is homeschooling, which is growing at an estimated rate of 7 percent to 15 percent per year. When children taught at home win national competitions, it reminds people that homeschooling is successful and here to stay.

We hope more parents will continue to explore their options and choose a method of education that has been shown to provide better results than the established methods. If more parents choose alternatives, the entire system can be reformed.

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.

A Homeschooler's Guide to the Great Orchestral Music of the Western World – Part 3

by Wayne Walker

(Originally published in *Biblical Homeschooling*, 9/2006.)

28. **BEDRICH SMETANA**. Research sources: *The Gift of Music*, pp. 153, 155, 290. Suggested piece for listening: *The Moldau (Vlatava)* from the symphonic cycle of tone poems entitled *Ma Vlast (My Homeland)*. Other possibilities: Any of the other five tone poems from *Ma Vlast*, *Suite* from the opera *The Bartered Bride*

29. **ANTON BRUCKNER**. Research sources: *Spiritual Lives of the Great Composers*, pp. 130-138; *The Gift of Music*, pp. 129-135. Suggested piece for listening: *Symphony No. 4 in EbM, "The Romantic."* Other possibilities: Any of Bruckner's other nine symphonies, especially No. 2 and No. 9.

30. **JOHANN STRAUSS JR.** Research sources: *The Gift of Music*, pp. 83-85. Suggested piece for listening: *By the Beautiful Blue Danube Waltz*. Other possibilities: Any of Strauss's other numerous waltzes, overtures, and dance pieces.

31. **JOHANNES BRAHMS**. Research sources: *Spiritual Lives of the Great Composers*, pp. 140-149; *The Gift of Music*, pp. 136-141. Suggested piece for listening: *Symphony No. 2 in DM, op. 73*. (This is a toughie! Which of Brahms's symphonies to choose? Arturo Toscanini once was asked which of Brahms's symphonies he liked best. He replied, "Whichever one I am working on at the time." I know the feeling.) Other possibilities: Any of Brahms's other three symphonies, two piano concerti, *Violin Concerto*, *Double Concerto for Violin and Cello*, two serenades, two concert overtures, or *Hungarian Dances*.

32. **ALEXANDER BORODIN**. Research sources: *The Gift of Music*, pp. 149, 179, 241, 285. Suggested piece for listening: *In the Steppes of Central Asia*. Other possibilities: Any of Borodin's three symphonies, selections from *Prince Igor*.

33. **CAMILLE ST. SAENS**. Research sources: *The Gift of Music*, pp. 142-146. Suggested piece for listening: *The Carnival of the Animals*.

Other possibilities: *Danse Macabre*, *Symphony #3 (organ)*, and concerti for piano or cello.

34. **MILY BALAKIREV**. Research sources: *The Gift of Music*, pp. 149, 285, 290. Suggested piece for listening: *Islamey Oriental Fantasy*.

Other possibilities: *Symphony No. 1, Piano Concerto*.

35. **GEORGES BIZET**. Research sources: *The Gift of Music*, pp. 112, 143, 145. Suggested piece for listening: *Suites No.'s 1 and 2 from Carmen*. Other possibilities: *Suites No.'s 1 and 2 from L'Arlesienne*, *Symphony in C*.

36. **MODEST MUSSORGSKI**. Research sources: *The Gift of Music*, pp. 149, 179, 285. Suggested piece for listening: *Night on Bald Mountain*. Other suggestions: *Pictures at an Exhibition*, excerpts from *Khovanschina* (opera).

37. **PETER I. TCHAIKOVSKY**. Research sources: *The Gift of Music*, pp. 147-152. Suggested piece for listening: *The Nutcracker Suite*. Other possibilities: Any of Tchaikovsky's seven symphonies, *Piano Concerto No. 1*, selections from other ballets such as *Swan Lake* and *Sleeping Beauty*, overtures and fantasies.

38. **EMMANUEL CHABRIER**. Research sources: *The Gift of Music*, pp. 242, 280. Suggested piece for listening: *Espana Rhapsody*. Other possibilities: *Habanera Rhapsody*, *Suite Pastorale*, *Overture to Gwendoline*.

39. **ANTONIN DVORAK**. Research sources: *Spiritual Lives of the Great Composers*, pp. 150-157; *The Gift of Music*, pp. 153-158. Suggested piece for listening: *Symphony No. 9 in dm, "From the New World."* Other possibilities: Any of Dvorak's other symphonies, especially No. 7 and No. 8, concerti for cello, piano, and violin, *Slavonic Dances*, overtures.

40. EDVARD GRIEG. Research sources: *The Gift of Music*, pp. 112, 185, 188, 245, 276. Suggested piece for listening: Peer Gynt Suite No.'s 1 and 2. Other possibilities: Piano Concerto, Holbert Suite, Lyric Suite, Norwegian Dances, Symphonic Dances.
41. NICOLAI RIMSKI-KORSAKOV. Research sources: *The Gift of Music*, pp. 149, 160, 257-258, 285. Suggested piece for listening: Scheherzade Suite for Orchestra. Other possibilities: Russian Easter Overture, Capriccio Espagnole, and the perennial favorite Flight of the Bumble Bee from Legend of the Tsar Saltan
42. GABRIEL FAURE. Research sources: *The Gift of Music*, pp. 159-163. Suggested piece for listening: Dolly Suite. Other possibilities: Masques and Bergamasques, excerpts from Shylock, Pelleas et Melisande, the Ballade for Piano and Orchestra.
43. EDWARD ELGAR. Research sources: *Spiritual Lives of the Great Composers*, pp. 158-167. Suggested piece for listening: Introduction and Allegro for Strings. Other possibilities: Serenade for Strings, Falstaff, Pomp and Circumstance Marches, his two symphonies, cello concerto, overtures.
44. ISAAC ALBINEZ. Research sources: *The Gift of Music*, pp. 112, 143, 246-247, 249-251. Suggested piece for listening: Iberia, arranged for orchestra. Other possibilities: Albinez did write many other works, mostly for piano, but not too many are well-known.
45. GUSTAV MAHLER. Research sources: *The Gift of Music*, pp. 170-177. Suggested piece for listening: Symphony No. 4. Other possibilities: Any of Mahler's other symphonies, especially No.'s 1 and 5, and orchestral songs.
46. EDWARD MACDOWELL. Research sources: *The Gift of Music*, pp. 112. Suggested piece for listening: Suite No. 2, "Indian." Other possibilities: Suite No. 1, the two piano concerti.
47. CLAUDE DEBUSSY. Research sources: *The Gift of Music*, pp. 178-183. Suggested piece for listening: The Prelude to Afternoon of a Faun. Other possibilities: Nocturnes, La Mer, Iberia (from Images for Orchestra).
48. FREDERICK DELIUS. Research sources: *The Gift of Music*, pp. 184-190. Suggested piece for listening: Brigg Fair English Rhapsody. Other possibilities: Walk to the Paradise Garden, Eventyr, Paris
49. RICHARD STRAUSS. Research sources: *The Gift of Music*, pp. 191-195. Suggested piece for listening: Till Eulenspiegel's Merry Pranks. Other possibilities: Don Juan, Also Sprach Zarathustra, Death and Transfiguration, Ein Heldenleben.
50. PAUL DUKAS. Research sources: *The Gift of Music*, pp. 246, 249. Suggested piece for listening: The Sorcerer's Apprentice. Other possibilities: Symphony in C, La Peri.
51. JEAN SIBELIUS. Research sources: *The Gift of Music*, pp. 196-202. Suggested piece for listening: Finlandia. Other possibilities: Any other of Sibelius's tone poems such as En Saga, The Swan of Tuonela, Pohjola's Daughter; Symphony #2, Pelleas et Melisande Suite, Karelia Suite.
52. ERIK SATIE. Research sources: *The Gift of Music*, pp. 84, 180-181, 205, 240, 258-259, 266, 276-277. Suggested piece for listening: Parade (ballet). Other possibilities: Trois Gymnopédies, Mercure, Relache
53. ALEXANDER SCRIABIN. Research sources: *The Gift of Music*, p. 218. Suggested piece for listening: Symphony No. 4, Op. 54, "Poem of Ecstasy." Other possibilities: Symphony No. 5, "Poem of Fire;" Piano Concerto in f#m
54. RALPH VAUGHAN-WILLIAMS. Research sources: *Spiritual Lives of the Great Composers*, pp. 168-177; *The Gift of Music*, pp. 209-213. Suggested piece for listening: English Folk Songs Suite. Other possibilities: Fantasia on Greensleeves, Fantasia on a Theme of Thomas Tallis, Overture to the Wasps, The Lark Ascending; Vaughan-Williams also wrote several symphonies.
55. SERGEI RACHMANINOFF. Research sources: *The Gift of Music*, pp. 216-222. Suggested piece for listening: Piano Concerto No. 2. Other possibilities: Symphony Nos. 1-3, Piano Concerto No. 1, Rhapsody on a Theme of Paganini, The Rock Orchestral Fantasy.

56. CHARLES IVES. Research sources: *Spiritual Lives of the Great Composers*, pp. 178-185; *The Gift of Music*, pp. 231-237. Suggested piece for listening: *Three Places in New England*. Other possibilities: *Variations on America*, symphonies (esp. No.'s 2 and 3), *New England Holidays*, *Robert Browning Overture*.
57. MAURICE RAVEL. Research sources: *The Gift of Music*, pp. 238-244. Suggested piece for listening: *Mother Goose Ballet*. Other possibilities: *Bolero*, *La Valse*, *Daphis and Chloe*, *Rhapsodie Espagnole*, *Le Tombeau de Couperin*, *Valses Nobles et Sentimentales*, 2 piano concerti.
58. MANUEL DE FALLA. Research sources: *The Gift of Music*, pp. 245-248. Suggested piece for listening: *The Three Cornered Hat Ballet*. Other possibilities: *El Amor Brujo Ballet*, *Harpsichord Concerto*, *Nights in the Gardens of Spain for Piano and Orchestra*.
59. BELA BARTOK. Research sources: *The Gift of Music*, pp. 253-256. Suggested piece for listening: *Concerto for Orchestra*. Other possibilities: *Miraculous Mandarin Suite*, 3 piano concerti, *Dance Suite*, *Hungarian Sketches*, *Music for Strings*, *Percussion*, and *Celeste*.
60. IGOR STRAVINSKY. Research sources: *Spiritual Lives of the Great Composers*, pp. 186-193; *The Gift of Music*, pp. 257-262. Suggested piece for listening: *The Rite of Spring*. Other possibilities: *The Firebird*, *Petrochka*, *Symphony in Three Movements*.
61. ZOLTAN KODALY. Research sources: *The Gift of Music*, p. 254. Suggested piece for listening: *Hary Janos Suite*. Other possibilities: *Dances of Marosszek*, *Dances of Galanta*, *Peacock Variations*.
62. ANTON VON WEBERN. Research sources: *The Gift of Music*, pp. 82, 178, 224, 227-229, 261. Suggested piece for listening: *Five Orchestral Pieces*, op. 10. Other possibilities: *Im Sommerwind*, *Passacaglia*, *Six Orchestral Pieces*, *Symphony op. 21*, *Concerto op. 24*, *Variations op. 30*.
63. ALBAN BERG. Research sources: *The Gift of Music*, pp. 82, 224, 227-228, 261. Suggested piece for listening: *Violin Concerto*. Other possibilities: *Chamber Concertino*.
64. SERGEI PROKOFIEV. Research sources: *The Gift of Music*, pp. 263-269. Suggested piece for listening: *Peter and the Wolf*. Other possibilities: *Symphony No. 1 in DM "Classical,"* piano concerti, excerpts from *Romeo and Juliet*, *Lieutenant Kije Suite*, *Love of Three Oranges Suite*, *Scythian Suite*.
65. ARTHUR HONNEGER. Research sources: *The Gift of Music*, pp. xix, 266, 276. Suggested piece for listening: *Concertino for Piano and Orchestra*. Other possibilities: Honneger was not a prolific composer, but some of his works like *Pacific 231* and *Rugby* are interesting.
66. DARIUS MILHAUD. Research sources: *The Gift of Music*, pp. 205, 266, 273, 275-277. Suggested piece for listening: *La Creation du Monde*. Other possibilities: *Le Boeuf Sur le Toit*, *Harp Concerto*.
67. PAUL HINDEMITH. Research sources: *The Gift of Music*, pp. 34, 205, 225. Suggested piece for listening: *Mathis de Maler*. Other possibilities: *Symphonic Metamorphosis on Themes of Carl Maria von Weber*, *Noblissima Visione Suite*.
68. GEORGE GERSHWIN. Research sources: *The Gift of Music*, pp. 270-274. Suggested piece for listening: *Rhapsody in Blue*. Other possibilities: *Piano Concerto in FM*, *An American in Paris*.
69. FRANCIS POULENC. Research sources: *The Gift of Music*, pp. 275-281. Suggested piece for listening: *Les Biches (The Does) Ballet*.
Other possibilities: Poulenc was a prolific composer and many of his pieces are fun to listen to, albeit somewhat urbane.
70. DIMITRI SHOSTAKOVICH. Research sources: *The Gift of Music*, pp. 282-286. Suggested piece for listening: *Symphony No. 1*. Other possibilities: Any other of Shostakovich's symphonies, *Concerto for Piano and Trumpet*, other concerti, *Age of Gold Ballet Suite*, other ballet music.

71. OLIVIER MESSIAEN. Research sources: *Spiritual Lives of the Great Composers*, pp. 194-202. Suggested piece for listening: *Turangalila Symphony* (this is LONG, so you may only want to listen to a portion of it). Other possibilities: *L'Ascension*.

72. BENJAMIN BRITTEN. Research sources: *The Gift of Music*, pp. 214-215. Suggested piece for listening: *Variations and Fugue on a Tune of Henry Purcell* (better known as the *Young Person's Guide to the Orchestra*). Other possibilities: *Variations on a Theme of Frank Bridge*, *Simple Symphony*, *Sinfonia da Requiem*, *Four Sea Interludes* and *Passacaglia* from Peter Grimes.

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Homeschooling Thru High School Brochures Available

HSLDA's High School Coordinators have written three brochures to provide concise information on topics of interest to families who are homeschooling teens. Check out the brochures online (requires Adobe Acrobat Reader: <http://www.hslda.org/elink.asp?id=3614>):

Developing a Plan for High School – Sample 4-year plans <http://www.hslda.org/elink.asp?id=3611>

Recordkeeping for High School – Simplifying the Process <http://www.hslda.org/elink.asp?id=3612>

Homeschooling the College Bound – Navigating the Road to Admissions <http://www.hslda.org/elink.asp?id=3613>

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