

# FAMILY TIMES

A Home-school Newsletter for New Testament Christians  
Edited by Bev & Dave Hewitt and Karen & Dave Pratte  
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December, 2000 – February, 2001

## A REVIEW OF THE BIBLE STUDY GUIDE FOR ALL AGES

Reviewed by Sherry Shockley

The Bible Study Guide for All Ages by Dr. Donald and Mary Baker consists of four units, each with 104 lessons. Unit 1 has nine areas of study. Some examples are Joseph, Adam, Moses to Exodus 20, and Jesus' Last Week. The purpose of the Study Guide is "to lead the Bible student through the Bible in a systematic manner resulting in a personal and enduring faith, the retention of Bible facts, and the Bible becoming an easily used tool." Another purpose is to help Christians grow in the ability to teach others.

Each lesson contains several sections. The first is Drills. This part suggests certain facts about the Bible that should be memorized. Some of the drills in Unit 1 are the books of the N.T. and their divisions, the twelve apostles, the 10 plagues, and verses about worship. These drills may include visual aids. The drill section sometimes includes a game like "Who Am I?" – a 20 questions type game of a Bible character.

The second section in a lesson is Review. This reviews the students' knowledge of previous lessons by asking a few questions.

The Text for the lesson is next followed by the sections Additional Scriptures and According to the Dictionary. The extra scriptures correlate with information from the text. The dictionary section explains the meaning of certain terms or gives background information about the lessons.

Questions are then given and include the verse with the answer.

The Maps section lists places from the Bible text for the students to label on a map. The Study Guide includes basic maps to be copied and labeled. (A good atlas or geography reference book on Bible lands is very helpful for this section to locate places.)

Then a Time-line suggestion is given. A time-line packet can be ordered to correlate with the Study Guide.

In the Songs section, two songs are suggested that tie in with the lesson. I have recognized many of the names of the songs, but there are some with which I am not familiar. An a cappella cassette of the songs can be purchased; however, one can just substitute another song that is appropriate for the particular lesson studied.

The section called Bible Words to Say Together stresses a particular verse from the text and a concept taught therein to apply in one's life.

The Prayer Time section encourages one to pray for God's help in applying the lesson to life.

The last section is called Visual. For each lesson (except the review and the end of each unit study) there is a sheet of stick figure sketches of the various parts of the story. These pages can be photocopied to simply color in or can be looked at as examples while the students sketch the pictures on a blank sheet of paper. Their sheets then go into a folder, and they end up with their own "Joseph Book," for example.

One of our favorite parts of this study is the Use Your Bible drill that occurs about every fifth lesson. Each student uses his Bible and a highlighter. He highlights particular words in a verse that focus on an important event he has studied. For example, in Gen. 37:3, he would highlight, "Israel loved Joseph

more.” After marking several verses, the students close their Bible and race to find and read a particular phrase they marked in a previous lesson. This technique has been wonderful in increasing my children’s ability to find their way through their Bible and locate information (without a verse being given) more quickly.

I have enjoyed using this material because it is so focused on the scriptures. We read and discuss the actual text. The Study Guide works well to use as a family. All the children can study simultaneously. (I have also used it in children’s Bible classes of the church.) We worked through units 1 and parts of the other units, and I have found no false doctrine being taught. Some of the visuals, however, have been inaccurate. One problem that comes to mind is the way angels are depicted — complete with halos and wings. We have discussed the problems and moved on with the lessons. Actually, as my children grew, we seldom used the pictures. With younger children they were quite helpful. I highly recommend the Bible Study Guide for All Ages.

The ordering information given says to order from: Dr. Donald and Mary Baker, 37 Delsie Street, Clarksville, AR 72830. Phone (501)754-2223.

If anyone has any specific questions, I would be glad to try to answer them. My e-mail address is [kindred5@softdisk.com](mailto:kindred5@softdisk.com).

### **MOTIVATING OLDER CHILDREN**

by Bonnie Forsythe

I’m sure most of you who home school will agree that the hardest part of it all is getting the kids to cooperate. After trying several different tactics, systems and even some commercial home-school “tools”, I fell upon a simple solution for my boys, ages 12 and 14. I have a small jar for each one with his name on it. I put in a designated amount of money in coins: nickels, dimes and maybe a couple of quarters. When I am having trouble getting cooperation, I simply say something such as, “if you do not begin your math immediately, I will take out a nickel.” If I am not obeyed, I calmly walk over to the bar where the jars sit and take a nickel out and put it in my little cup that is nearby. Usually, I have to start walking toward it before they jump to obedience. We “pay up” on Mondays and begin afresh. This has worked very well for me now for quite a while.

I read about this method (I must confess it is not original) years ago when I needed a way to help my, then 7-year-old break a bad habit. He would lick his fingers and rub his nose. He said his nose was dry. Anyway, I put coins in a cup and would take one out whenever I saw him do it. I also tried to put one in when I was around him a while and he did not do it. It helped him break the habit right away.

I use this method to teach them to pick up after themselves. If they are nearby when I see something they have had that needs to be put away, I may give them one reminder. If I return later and it is still there, I usually take a nickel and tell them I’ll have to take another if I find it there again. If they are not around when I find it, I may put it up myself, especially if it is food or dishes, and take a dime. I tell them later what I had to do and it does help them remember more often.

I also try to remember to add a coin when they are being cooperative without my having to “fuss.” For a while I put one in, when someone did a chore without my having to remind them. They got much better at doing things on their own after just a few days of it. This is like anything else, it works a lot better if you are consistent. Even when I get slack with it though, it’s easy to use it again when I realize I’m losing control. You can be creative with it. For instance, my boys will sometimes start aggravating each other. If I’m away from the jars, I may put little marks for misbehavior and say I’ll take a dime for every three marks. I use a timer a lot. When they need to pick up their room, I’ll set the timer for 20-30 minutes (according to how bad it is) and tell them I will take a nickel for every piece of clothing not put away when the time is up.

Some people do not believe you should pay children for doing their work, since they need to have money to learn how to spend it. Well, you may want to give your children an allowance besides the “jar money.” My boys have a little weekend job that they do, so they do have a regular “income” besides. You do not have to put a lot in if your children are like mine either. I only put in \$1.50. I don’t know if it is the competitive spirit that helps or what, but they sure do take a few cents seriously and beg me not to take them out when they get “caught”. Sometimes I give a second chance. Getting their cooperation is the whole idea, right?

Of course, we all know kids are going to be kids and we can’t have little angels all the time, no matter what we do. Training children is a process and we have to just keep plodding along, noticing and appreci-

ating any good changes that are made. We do other things at times like reading an appropriate scripture and praying. I do want them to realize that in cooperating with me, they are serving the Lord. We begin each school day with Bible reading and prayer that we will apply ourselves to the duties the Lord has given us for the day.

Don't forget, whenever appropriate, it is better to have a natural consequence for our children's obedience or disobedience. For example, "You may not go out to play until you do your work." I try to use this method when possible but there are just those other times when I need an instant motivator, and that is when I use "the money jars."

Applying an instant consequence that "hurts" is so effective, as we know by using the rod when they are small. After they reach 9 or 10 years old, however, it has been my experience that other discipline methods work better. I do hope our "money jar" method will help some of you too.

### **THE MATT AND SHERRY HENNECKE FAMILY**

by Sherry Hennecke

Our family consists of ourselves and two daughters: Alyson who is 18 and Megan who is 16. We have lived in Illinois for the past 16 years, presently residing in Elburn, which is about 45 miles west of Chicago. Matt is a self-employed management consultant, who works out of our home office and is also an elder with the Lord's church, which meets in Sycamore, Illinois. Sherry has been a full time homemaker since Alyson's birth and uses her secretarial skills to assist Matt with the business' bookkeeping, seminar planning, and other administrative tasks.

We have schooled our children at home since 1993 when Alyson began 7th grade and Megan began 5th grade. Although we live in a school district which has a grand reputation, we soon found (when Alyson entered middle school) that this reputation was unmerited. Not only were the academics lacking and many teachers very worldly, but safety on the bus and in the school was an issue. We felt that schooling the children at home was the only option for rearing pure-hearted, spiritually-focused and well-educated daughters.

This spring Alyson graduated, and now she is attending Florida College. Megan has just begun her junior year. We have mainly used A Beka's video school and Saxon math, supplementing this curriculum with Bible study, foreign language, home economics, piano, art, and other electives. Alyson earned college credit during her senior year at our local community college. This experience was very beneficial for her and has helped her make a smooth transition into FC's course work.

Having Alyson graduate and move away to college is a major change for our family. This makes us doubly grateful for the years that we had her close at home. It is a great joy to see one's children grow physically, educationally and—especially—spiritually.

### **TEACH YOUR CHILD TO READ IN 100 EASY LESSONS, BY ENGELMANN, HADDOX AND BRUNER AND ALPHAPHONICS, BY S. BLUEMENFIELD**

Reviewed by Sally Perz

We love to read and we have always sought to encourage a love of reading from a young age, reading daily to our babies from day one and filling our home with books. We wanted our reading lessons to accomplish a few things: to be challenging for eager learners, to be "natural" and relaxed, to be phonetic, to be non-consumable. When it came time to teach our children to read, we found these two books to be the perfect method for our family. We have used this successfully with our two oldest and are now using it with our third child. We have two very advanced readers thus far, and a very excited five-year-old learning to read! All this is available for only \$45 dollars, so it is economical as well. No flash cards, no fancy games, and no preparation are involved – just you and your child cozy on the couch reading together for a few months and then your child will be reading to you!

We began our road to reading with *Teach Your Child*, taking about twenty minutes per day, and finished in less than four months. We did the book as it is laid out, with one exception. We did not do the handwriting section of each lesson, but used an Italic handwriting book instead (and not at the same time as we did the reading). This change did not hinder us at all. The book begins with single letter sounds, then begins blending them into words, finally the child is reading sentences and stories by the fourteenth lesson. The kids loved the silly stories and progressed very quickly through each lesson. There are pictures included with questions to teach comprehension with each story. Some of the lettering is in strange

fonts and there are a few symbols to aid in recognition. This does not seem to hinder them at all and they are “weaned” off of it toward the end of the book. They do not learn all of the rules and exceptions, simply how to read phonetically and a few words that are not phonetic. By the end of the book, they are reading at a second grade level and can read most Dr. Seuss books and easy readers with a bit of help.

However, they have not learned all of the sounds at this point. The book basically assumes that you will go on with progressively difficult books to gain the rest of the sounds. At this point, I began *Alphaphonics* to reinforce what they had learned and to teach the remainder of the sounds. *Alphaphonics* is a book which is considered “intensive phonics.” It is simply a word book, no pictures or stories. It sounds boring, but can be enjoyable with a bit of imagination. Since the kids had already learned to read with *Teach Your Child*, they could do several lessons of *Alphaphonics* per day until over halfway through the book. We often made up sentences with the words for fun, we also got some laughs out of their sentences at times, so it was not boring at all. As an aside, we put stickers over the euphemisms that are used. Like the other, this is no frills. We did not read and write, we simply read together each day for twenty minutes or so. We chose a time when we would not be interrupted and when the child was “fresh” (as opposed to nap time, or just before a meal).

Though I have an English background, all I really needed was to know the sounds and a few basic rules so that I could relay this to the kids (this information is found in both books anyway). By the time we finished *Alphaphonics*, the kids could pick a book off the shelf and read it aloud to me. I had them read some little easy readers each day for a few months and then they were reading everything and loving it. Our 8-year-old can read the New King James Version of the Bible quite well. It was really as simple as could be and we all look back on it as great fun. We are very happy with these books and plan to use them again with the rest of our children. In addition, we encourage reading daily, make frequent library visits, read aloud together as a family, read on our own, and are slowly building our home library.

#### STATISTICS ABOUT YOUNG PEOPLE

Submitted to an e-mail list by Jim Deason <jhdeason@peoplepc.com>

*These statistics are taken from Steve Farrar's Point Man, an excellent book for your reading list.*

A. One out of every two marriages end in divorce. The median age for divorce is 34 for men and 30 for women.

B. In 1960, one out of every ten households was maintained by a woman with no husband present; in 1986, one out of every six households was maintained by a woman with no husband present.

C. Tonight, enough teenagers to fill the Rose Bowl, Cotton Bowl, Sugar Bowl, Orange Bowl, Fiesta Bowl, and the average Super Bowl will practice prostitution to support drug addictions.

D. One million teenage girls will get pregnant out of wedlock this year.

E. Five hundred thousand of those girls will abort their babies.

F. Of all the fourteen-year-old girls alive today, 40 percent will become pregnant by their nineteenth birthday.

G. Sixty percent of all church-involved teenagers are sexually active.

H. Sixty-six percent of American high school seniors have used illegal drugs.

I. Every 78 seconds a teenager in America attempts suicide.

*On the other hand, consider this: A survey of more than 1,000 spiritually-minded kids revealed that...*

A. 95% of the boys say their fathers regularly tell them, “I love you”.

B. 98% of the girls say their mothers tell them regularly, “I’m proud of you” or “You’re doing a great job.”

C. 91% of the kids say their parents play games with them.

D. 94% say their fathers attend their athletic events.

E. 97% of the boys say they get hugs from their dads.

F. 100% of the girls say they get hugs from their dads.

G. Recalling their childhood, 100% of the girls remember having stories read to them by their mothers. 85% of the boys recall having stories read to them by their dads.

H. 89% of the boys say their fathers have taken them fishing.

I. 100% of the girls said that their parents have taken them to Bible Study.

## A PENNY SAVED AND A STITCH IN TIME

by Janet Metzger

\*\*\*\*Another money-saving website is [www.coolsavings.com](http://www.coolsavings.com). I mostly use this one to print coupons for 20% off any 1 item at Kids-R-Us. If you check the clearance rack, you can usually save a bundle. They do have a large selection of other printable coupons available.

\*\*\*\*Price Matching – Some stores will honor competitors' prices or even beat them. Our local Wal-Mart honors most prices of the other local grocery stores, and even has the sales circulars at the check-outs. You just need to tell the clerk so they can enter the discounted price. It saves time going to more than one store, if you can cash in on all of the bargains at one place. Most clerks are happy to do this. Some like to be shown in the specific sales bills, while others will take your word for it. Again, be sure to check your receipt, because if the clerk isn't used to doing it, sometimes they may actually charge the original price AND the discounted price.

\*\*\*\*When planning meals, look around in your refrigerator or freezer and cabinets to use what you already have, and possibly save an unneeded trip to the grocery. Do you feel "all cooked out" at times? Ask for suggestions from family members. Sometimes they are happy with a much simpler meal than you would have prepared.

\*\*\*\*Quick and easy chicken casserole – This recipe is quick, easy, and delicious. It's great for putting together quickly for a meal or a potluck. Place 1 lb. boneless chicken breast in baking pan. (You can cut in 2" chunks for easier serving or leave whole.) Place a slice of cheese on each breast. (You can use American or experiment w/ Swiss or other kinds.) Mix 1/4 c. water w/ 1 can cream of chicken soup. Spread over cheese to cover. Put 1-2 c. herb seasoned stuffing mix over top of soup. Drizzle about 1/4 c. melted butter or margarine over. Bake @ 350 for 50-55 minutes. Enjoy!

\*\*\*\*You may be a dollar stretcher, if you finally buy a vehicle made in the current decade, and your child wants to know who you borrowed it from!!!

\*\*\*\*If you have any time or money-saving advice you would like to share, please send it to me at [metzger@kih.net](mailto:metzger@kih.net) or to Dave. Happy saving!

## UNIT STUDIES

by Katy Jones

Having home schooled two active boys for 12 years, I've been inspired by the advertisement for Konos curriculum: "Work with the wiggles." Without the resources to buy Konos or other pre-packaged unit studies, I've put together several on my own through trial and error. Creating a unit study only requires a little imagination and an insatiable curiosity to make it interesting for both parent and child!

These topics have worked best for me as unit studies: Creation science, music & art history, transportation, world history, American history, Texas history, and presidents. In this article I'll use Texas history as an example, since curriculum covering each state's history is not as readily available as other subjects.

For every unit study, my child makes a permanent book for future reference. A good quality two or three inch, three ring binder works well. I use pre-made subject dividers, but they can be made with cardboard and a three-hole punch. I have the child design a cover, either using cutout pictures or original artwork glued to the front and covered with clear contact paper. (Some notebooks have a clear plastic pocket on the front.) Then we follow a general outline of the subject, utilizing as many other subjects as possible (reading, writing, art, geography, history, science, even math). If the subject is not familiar to you, I suggest finding a book in the children's section of the library that will give you a good overview and a rough outline of where everything will fit in your study.

To begin Texas history, I have my child learn the state song ("Texas, Our Texas"), say the pledge to the Texas flag, learn the state motto ("Friendship"), bird, flower, grass, tree, stone, gem, state dish (chili), and draw the state seal. This information is available from the Texas State Tourist Bureau. Each state has a similar organization with a wealth of information, including maps and brochures. We subscribe to *Texas Highways Magazine*, which has great photographs to cut out and use, and we collect "live" specimens of bluebonnet, pecan leaves, and sideoats grama (the state plants), which we press and put in the notebook. I received a map of Texas from the Texas General Land Office showing all the counties, and we try to find out who or what many of them were named for, as well as major towns, cities and rivers, which we identify on a blank map.

Then we study the original inhabitants of Texas — the different Indian tribes (Jumanos, Caddo, Wichita, Comanche, Apache, Kiowa, Karankawa, Atakapan, Tonkawa, Coahuiltecan) and find library books about them, including one with instructions on making Indian crafts. Depending on the age of the child, writing assignments begin (choosing a tribe on which to write a short report, with illustrations — I make these assignments in each section).

Then I divide the rest of the study into six sections covering the “six flags over Texas”:

1. Spain — We find Spanish place names on the Texas map and learn what they mean (“Corpus Christi” is Spanish for “Christ’s body,” and the Brazos River was originally “Brazos de Dios,” or “arms of God,” showing the early Spanish Catholic influence), indicate the forts and missions on a blank map of Texas, and read and write about Spanish explorers in Texas (Cabeza de Vaca, Coronado, etc.) using library books. In San Antonio there are five missions (including the Alamo), a great IMAX movie about the battle of the Alamo, re-enactments, and the restored Spanish Governor’s Palace and the San Fernando Cathedral. This makes a great family field trip! The Texas Tourist Bureau has information on these and other historical sites of this period.

2. France — This country didn’t have a big presence in Texas, but it’s helpful to read about the French history of neighboring Louisiana, which influenced East Texas. We also read (and write) about the pirate, Jean Lafitte, who lived on Galveston Island near present day Houston, as well as nearby Fort Saint Louis.

3. Mexico — There are quite a few books covering Mexico’s independence from Spain and Texas’ independence from Mexico, both fiction and nonfiction. Interest in the Alamo battle seems to have sparked it all. There are lots of Mexican craft and cooking ideas, including pinatas and tamales!

4. Republic of Texas — Since I didn’t know much about this period (as a Georgian), we read biographies of the two Presidents, Sam Houston and Mirabeau Lamar, which lead us to make connections with U.S. History to see why Texas eventually became a state. If you like keeping vocabularies, words like “treaty” and “sovereignty” would be good ones here.

5. Confederacy — Many states have more Civil War history than Texas, but it is interesting to learn how it all fits together. In Comfort (northwest of San Antonio) there is a monument to Texas Unionists who were killed for their beliefs by Texas Confederates. Boys tend to like reading about the battles, and there are re-enactments to attend.

6. State of Texas — This follows the history of the state from 1845 to the present. It’s a great time to make a trip to the State Capitol, where you can include civics as well as history! Every community has field trip opportunities that can fit into the unit study, even if they only show the resources of the state (dairy farm, cotton field, oil well, etc.).

The great thing about unit studies is that you can tailor them to each child. One might be interested in historical times and like to “act out” the period with costumes or weapons. Another will want to know more about foreign terms, which could branch off into learning another language. Some children love to make crafts or cook a meal that a historical person might have eaten. An interesting event might spark a young writer to create a poem or short story (or novel!) to capture the tale in words. This is the best thing about a unit study — it can conform to the interests, learning style and ability of each child. It takes a little more work than pre-planned curriculum, but the joy in learning and thirst for knowledge it creates (in the whole family) is worth the extra planning time.

### **WE NEED YOUR INPUT – AN OPINION POLL**

Throughout our years of publishing *Family Times*, each year we have included a list of State Contacts and a Hospitality List. For several reasons, it seems to me that this may be a good time to discontinue publishing these lists. If you have found these lists to be of special value to you or consider them to be of special value to others, please let me know. Unless there is considerable “popular demand,” these features will not be continued. So if you have an opinion, please contact us soon. Please email us at [dave@gospeway.com](mailto:dave@gospeway.com) or write to us at the address in our heading.

And, no, we will not allow recounts, re-votes, hand counts, or dimpled ballots, and definitely no lawyers and no courts!

### **AND WE NEED YOUR REVIEWS**

Last month we requested reviews of magazines or web sites that our readers thought would be helpful. Rhonda Bosworth has sent some (see next page). We would love to have others from our readers.

## MAGAZINE REVIEWS

by Rhonda Bosworth

**Nature Friend** is published by “a conservative Christian publisher” and focuses on God’s World. Each magazine (6” x 9”, 35 pages) has articles about plants and animals and is written for 8-12 year olds. Regular features include a science project, “search and find” pictures and other activities based on nature, a mailbag where questions are addressed, a “how to draw from nature” section, and a section where readers can submit their own pictures and poems. In addition to the many illustrations, *Nature Friend* is filled with magnificent photographs that would rival any other nature magazine. This is a nice magazine to have tucked with a Bible to give to a restless child when the need arises, as it is a learning tool and supports God as creator (instead of just leaving Him out). It is \$22.00 a (school) year (or \$18.00 if you have 10 or more in a group) and you can contact them at Nature Friend Magazine, 2727 TR 421, Sugar-creek, Ohio 44681, (330) 852-1900.

**Boy’s Quest** and **Hopscotch** (for girls) is a fun magazine, similar to *Highlights* but with the focus of supporting traditional family values, instead of reflecting what the world does. Each magazine (7” x 9”, 50 pages) is based on a theme such as Pets or the Circus, and is written for 8-12 year olds. Regular features include informative articles, lots of activities, jokes, a comic series, and lots of things to do - some science, some not. These magazines focus on fun, although the articles are educational and the word activities, for example, will help them with language. While not as “polished looking” as many other magazines, due to the lack of glossy color photographs, *Quest* and *Hopscotch* are full of color and illustrations and therefore appeal to children. It is \$17.95 for six issues (1 year) or less if you buy more years at one time. Back issues are available for \$4.00 each if you are interested in some of the themes previously covered. You can contact them at Boys’ Quest/Hopscotch PO Box 227, Bluffton, OH 45817 419-358-4610.

### **Seven Keys for Raising Godly Children (a series continued)**

#### **KEY #6: MOTIVATION – PUNISHMENTS AND REWARDS**

Our previous article discussed the Scriptural basis for spanking. This article continues a defense of Scriptural spanking.

#### **B. SPANKING WORKS WHERE OTHER METHODS FAIL.**

People who deny the value of spanking, offer no workable alternatives.

**Some authorities say to “reason” with the child till he agrees.**

“Intelligent parents rarely resort to corporal punishment ... An intelligent disciplinary method is the use of reasoning at the child’s level of understanding...” — *Growing Superior Children*, pp. 452 (via *Plain Truth about Child Rearing*, p. 26). My translation: “You spank your children only if you lack intelligence. If you had enough brains, you could talk them into obeying!”

This statement flatly denies Bible teaching. Reasoning with children is important and should not be neglected. But it also has limits. Often there is no time to reason with the child. Immediate obedience may be needed, as when a child is playing in the street and a car is coming! Often the child is too young and inexperienced to understand the wisdom of the parents’ reasons. And often the child is just too stubborn and self-willed to listen. In such cases, no amount of reasoning will change him.

Dr. Dobson, in *Dare to Discipline* (pp. 18ff), uses the following example that proves our point:

I dealt with the mother of a rebellious thirteen-year-old who was totally beyond her parental authority. He would not come home at night until 2:00 A.M. or later and he deliberately disobeyed every request she made of him ... She said she clearly remembered where it all started. Her son was less than three years old at the time. She carried him to his room and placed him in his crib, and he spit in her face to demonstrate his usual bedtime attitude. She attempted to explain the importance of not spitting in mommie’s face, but her lecture was interrupted by another moist missile. This mother had been told that all confrontation could be resolved by love and understanding and discussion. She wiped her face and began again, at which point the youngster hit her with another well-aimed blast. She began to get frustrated by this time, and shook him, but not hard enough to throw off his aim for the next contribution. What could she do then? Her philosophy offered no honorable solution to this embarrassing challenge. Finally, she rushed from the room in utter exasperation, and her little conqueror spat on the back of the door as it shut. She lost; he won! She said she never had the upper hand with her child after that night.

We need to reason with our children as part of our instruction, as we have already discussed. But there are times when every child is disrespectful and determined to have his own way. No amount of rea-

soning will convince him. The attempt to “reason” soon devolves into an argument. If there is no way to cut it off, he will argue till he wears you down. It becomes a war of attrition.

He must be taught that respect is essential and “crime does not pay.” Pain works wonders.

**Again, some suggest that we just “control the child’s environment.”**

We are told to just remove all temptation, and instead give the children interesting toys and recreation, so they will never want to do bad things. Don’t be demanding and children won’t rebel. My translation: “Just let the kid have his own way, and there will be no conflicts.”

Again, there is value, in some circumstances, of keeping temptation out of the child’s way. But to deny the value of spanking and offer this as an alternative is to contradict the Bible, and experience shows that it simply does not work.

In practice, what happens is that the child never learns self-sacrifice and self-denial. He thinks the world must always adapt itself to him, but he never has to submit to the will and needs of others. It makes the child self-centered, thinking others must always give in to what he wants. As he grows up, his demands become bigger and bigger, till finally his parents cannot satisfy his demands. Major problems are sure to follow. He thinks the world owes him a living, but the world will not give in to him constantly. His environment cannot always be controlled.

Because he has never learned self-control and self-sacrifice and respect for others, the child will be maladjusted for life. This philosophy often produces the delinquents, rebels, and criminals that now flood our land.

Consider another example from *Dare to Discipline* (pp. 14f):

Mr. Holloway was the father of a teen-age girl named Becky. He came to see me in desperation one afternoon and related the cause for his concern. Becky had never been required to obey or respect her parents ... This child held her parents in utter contempt from her youngest childhood. She was sullen, disrespectful, selfish, and uncooperative. Mr. and Mrs. Holloway did not feel they had the right to make demands on their daughter ... [They] were afraid to antagonize her in any way because she would throw the most violent tantrums imaginable. They were victims of emotional blackmail. They thought they could buy her cooperation, which led them to install a private telephone in her room. She accepted it without gratitude and accumulated an \$86.00 bill during the first month of usage. They thought a party might make her happy. Mrs. Holloway worked very hard to get the house decorated and the refreshments prepared. On the appointed evening, a mob of dirty, profane teen-agers swarmed into the house, breaking and destroying furnishings as they came. During the course of the evening, Mrs. Holloway said something that angered Becky. Mr. Holloway had been away from home, and he returned to find his wife lying in a pool of blood in the bathroom. Becky had struck her down and left her helpless on the floor; he found his unconcerned daughter in the backyard, dancing with her friends ... Mrs. Holloway [was taken to] the hospital contemplating her parental failures.

This is a rather extreme example. But many families, including many in the church, have a lesser form of the same problem.

The fact is that methods of child rearing, if they eliminate spanking and physical punishment, are doomed to failure. Spanking inflicts pain, but it is a relatively mild and temporary pain, and by means of it the child learns lessons that will save him much greater hardships and trouble later in life and in eternity. In this way, spanking benefits the child and is therefore an act of love.

#### EDITORIAL NOTES

Once again we express our appreciation to all who have submitted material for this issue of *Family Times*. We have received some excellent reviews and advice. We hope all of you appreciate the work of those who submit material.

Our special thanks to Sherry Hennecke for her family profile. Thanks also to Sherry Shockley, Bonnie Forsythe, Sally Perz, Katy Jones, and Rhonda Bosworth for their reviews and material. We appreciate so much the material sent each issue by Janet Metzger. And we hope you found the material by Jim Deason to be informative.

We hope to hear from you in response to our poll, and we appreciate whatever material you can submit for our future issues. Thanks again.

**Please tell your friends about *Family Times***