

FAMILY TIMES

A Home-school Newsletter for New Testament Christians
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June-August, 2002

TRISMS: A REVIEW

reviewed by Joye Sautter

Last August I saw an ad in the back of Practical Homeschooling magazine for “Trisms: the best literature and research-based curriculum for Jr. and Sr. High.” This caught my attention, so I looked on their web site, www.trisms.com. I learned that two experienced homeschooling moms (each with more than one child) developed Trisms, which stands for Time Related Integrated Studies For Mastering Skills. There are three volumes of Trisms available. Each can be used with group learning, as in co-ops, or with different ages in a family. What I was looking for was a unit study format for high school, but without a lot of teacher-directed/planned work. I also wanted to sharpen my students’ research skills for college, work, etc. Trisms looked like it met my needs. So I bought Trisms Volume 1: The History Makers for my ninth grader and Volume 3: Rise of Nations for my twelfth grader.

The following subjects were covered in volume 1: World history, English (reading, vocabulary, language arts), geography and science. The format of each volume was the same - lesson plans were laid out daily and weekly for the parent to follow along with the student. For volume 1 the student would create four separate notebooks - one each for scientists, inventions, explorers, and language. Scientists, inventions, and explorers were covered chronologically from the beginning (the invention of the wheel), to the present (space exploration). The student would use the questionnaire forms provided to guide him to research. The completed forms along with drawings and pictures would fill up the four notebooks. Included were specific language and science assignments, a timeline for science, explorers, and the Bible, several blank maps, and quizzes and tests. No answer key was provided for the questionnaires – only for the tests. Each week a new bibliography helped the student to choose a book to read for a mini-report. A long research paper was expected as well. All this research could be acquired from encyclopedias, reference books, the Internet, and libraries.

What we learned this past year was that Volume One was geared toward the middle school to junior high level. The vocabulary and grammar especially were quite easy for my ninth grader. The questionnaires though, did challenge her to do independent research and provoke thought and some further research. She used the encyclopedia or reference books she had and when this didn’t work, she used the Internet without a problem. The bibliography was appropriate for all reading levels but was not as conservative as I would like. There were some romantic historical novels recommended that were not appropriate for us, so I screened most of the books myself before recommending them to her. Bible itself was not taught, but a timeline of Biblical events aligned with history was included in the teacher’s manual and brought up some discussion.

At the end of the school year we found that we had used Trisms to create our own course books for history, science, and language. Each day I would add my teacher comments and suggestions. This al-

lowed me more freedom so that my ninth grader could teach me most of the time, instead of the other way around. It also was a good break from "spoon-fed" textbooks and workbooks. The cost was \$125 for the volume that included the teacher's manual and student pack of forms. A blank timeline book was recommended at \$10. Trisms offers other reference material if you need it.

Volume Three: The Rise of Nations covered the following areas of study: World literature, English composition, western civilizations (including government and economics), geography, and humanities. Eighteen units emphasized the rise to power of different world civilizations on a timeline of A.D. 1000 to A.D. 1860. Some little-known countries like Africa (1000-1500), and India (1500-1860), were studied along with the Netherlands, Italy, the New World, the nations of the Enlightenment, etc. Research topics for each unit were: regions, art, architecture, music, map study, famous people, and vocabulary. The questionnaire method was used for this volume as well, with forms and maps included in the student pack. Specific literature assignments were given along with literature selections to read. The bibliography provided was divided into units, and included some Henty books, non-fiction, and videos. A research paper was required and there were vocabulary quizzes, unit quizzes, and tests. Overall, this material was intended for high school students. The cost of Volume 3 was \$100, with a blank timeline for an extra \$10. An answer book was provided with Volume 3 for help with the questionnaires (unlike with Volume 1).

Trisms: The Rise of Nations encouraged my son to search into subjects, particularly humanities that he wouldn't have chosen to study on his own. He used the Internet almost exclusively for the research, and had little trouble finding what he needed for questionnaires, maps, etc. However, the literature selections came partly from The Renaissance Reader by Kenneth J. Atchity. This book was out of print, but I bought it through the Internet. It is a collection of first-hand writings from the Renaissance period – definitely not easy reading. The Institute for Excellence in Writing was also recommended to teach writing structure and style, but we chose not to buy it and worked around it in the curriculum. Because Trisms: Volume 3 was both interesting and challenging, my goal of sharpening my son's research skills was achieved. I also spent time with him discussing the material and letting him teach me what he learned.

HOME SCHOOLER WINS NATIONAL GEOGRAPHY BEE

from Ed Facts, May 24, 2002 (Family Research Council, <http://www.frc.org>)

National Geography Bee Champion Calvin McCarter paid a visit Friday to FRC after becoming the youngest student ever to win the contest Wednesday. The 10-year-old homeschool student from Jenison, Michigan, was one of four homeschool students among the top ten finalists.

Calvin was joined by proud parents Parnell and Charlotte McCarter and brother, Parnell, 12, whom Calvin credits for inspiring his love of geography. As they met with FRC staff, Mr. McCarter attributes his son's achievement to God and to the numerous opportunities provided to them through home schooling and Christian education.

Calvin won the geography competition by correctly identifying China as the location of the Lop Nur nuclear test site. He won a \$25,000 college scholarship and a lifetime subscription to National Geographic magazine.

HOME SCHOOLING IN CANADA

from AgapePress, <http://www.agapepress.org>

A new Canadian report reveals that children who are educated at home have better social skills and achieve higher grades on standardized tests than students in private or public schools. The National Post reports contrary to the popular belief that children educated at home are disadvantaged because of a lack of peers, the study by the Fraser Institute shows they are happier, better adjusted, and more sociable than those at institutional schools.

The report says the average child educated at home participates in a range of activities with other children outside the family and 98% are involved in two or more extracurricular activities such as field trips and music lessons per week.

Home-schooled children also regularly outperform other students on standardized tests. The report shows children taught at home in Canada score, on average, at the 80th percentile in reading, at the 76th percentile in languages, and at the 79th percentile in mathematics. Private and public students perform, on average, in the 50th percentile on mandatory tests in the same subjects.

USING CONTESTS AND EVENTS TO ACHIEVE GOALS

by Bertina Smelser

Does it ever seem like your projects are open ended, without having a feeling of closure? Do you ever flounder in your aim to study a particular subject? Are you looking for some fun ways to reach goals? If you answered yes, maybe you would like to try using contests or events to help you reach your goals. Sometimes an outside deadline, especially an exciting one, can be just the motivation needed. We have used this motivation many times, and plan to do it more in the future.

There are activities, contests, and events available in almost every subject. Sometimes it just takes looking around a bit to find them. It also helps when we tell each other when we hear about a special event or activity. Please do spread the word if you hear of a great idea! Following are some suggested routes to try this method of achieving goals. They range from events you create yourself up to national events.

Science: A local science fair is a great way to have a finished product made by your student. The project can be a culmination of work done throughout the year if desired. It can make the student sit back and see what he has really learned in a concrete way. If there is not a science fair in your area, organize one! Science fairs need not be judged unless you wish for them to be. They can merely be a way to show and tell!

State and county parks often have programs for nature study which could be used as a starting point to cultivate an interest in your child.

Exploravision is an annual competition sponsored by the Toshiba Corporation where students have a vision for the future. This competition, which starts at the local level, encourages students to imagine future improvements that could be made to a current technology. Steps include an overview and history of a current technology, a description of a future technology based on the current one, breakthroughs necessary before the new technology can be developed, and negative and positive consequences of such a technology. This innovative contest would be a great way to motivate a student in this area of science. It is open to ages K-12, with various categories for those ages. The deadlines are past for this year, but maybe next year! For more info, see www.Toshiba.com/tai/exploravision.

History: Participate in or organize a history or social studies festival. It can be great fun to get together and portray various people from history, give an oral report, produce a display, cook foods relating to the subject, etc. We have done this in the past, and it has been a hit with my kids. Other local opportunities might include national parks or historic locations. Events and reenactments are often available that could enhance your history class. A geography bee is also an excellent idea!

As with science, there are also contests with a broader range. National History Day is an event where students are given a broad theme from which they choose a narrower category on which to do a project. I have known of home schoolers who have entered this contest and highly recommend it! This event also starts at the local level and progresses to the national level. For deadlines and rules, see www.nationalhistoryday.com.

Math: Math is usually thought of as one subject that you must stick to the book. There are ways to incorporate events and contests in this subject as well. Ten Days to Multiplication Mastery is one such way. This program helps a child learn or improve his multiplication skills through competing with others in races, games and drills. The competition and rewards really make learning fun! Math Olympiads and Mathcounts are two more activities available. More information on both of these activities and others may be found at www.pahomeschoolers.com. Click on the contests area.

Language Arts: A local writing club is a great way to provide an audience for your child's writing. You can start a club in your area, which will be a fun time to get together and share poetry, stories, etc. It gives a deadline for your child to finish his work, as well as the joy of sharing it with others.

Poetry and essay contests are a common way to have your student's work read by others. Local VFW and other such organizations often have essay contests. This also crosses over into the social studies and history subjects, therefore killing two birds with one stone. Home schoolers in our area have often been winners of these contests. Receiving prize money for doing schoolwork can be very fun! Contact your local VFW or search the Internet for essay and poetry contests.

Public speaking is a subject that can be difficult to fulfill in home schooling. Forensics clubs are one way to involve your child. Debate, impromptu, duo and dramatic interpretation are some events available. Science fairs, writing clubs and history events can also afford public speaking opportunities. 4-H

has an annual public speaking event allowing students to make presentations or make impromptu speeches. Judges give immediate feedback, which can be helpful coming from another source than mom!

Spelling: The National Spelling Bee is a well known contest for spellers across the country. It is relatively easy to become involved in the local process leading up to this event. Local newspaper sponsors in each area coordinate regional bees which are the step leading to the national level. Schools and home school groups have local bees from which they send champions to participate at the regional level. We participated in this event this year for the first time and found it very exciting and useful. We plan to continue coordinating and participating each year! For more info see www.spellingbee.com.

Art: The county fair is a great place to display your student's artwork. In our area, there are categories for almost anything your child desires to make, bake, sew or grow. Each year my children have multiple entries and always come away with a sense of satisfaction and some prize money! The subjects of home economics or science can be covered in preparing food entries or gardening entries.

There may be coloring contests, recyclable art contests or other events in your area. Keep your eyes and ears open for chances for your child to be creative for a specific cause. 4-H and other clubs are a good way for your child to do various projects related to school subjects. Such projects as rocketry, quilting, electricity, food preparation, etc. are often offered with these clubs. These outside deadlines offer a way for your child to have a finished product for others to see. In August, 4-H has a fair at which projects are judged and receive awards.

If these ideas sound interesting to you, start watching for or creating opportunities for your family. Put the dates on the calendar well in advance to have plenty of time for preparation. We can also use these deadlines to teach our children and ourselves time management! Have fun!

BOOK REVIEW: HANNAH'S ISLAND

Reviewed by Wayne S. Walker, wswalker310@juno.com

"Hannah's Island" is a six-volume series written by Eric E. Wiggin, published by Emerald Books of Lynnwood, WA, and set in rural Maine.

First of all, let me note an interesting connection. We use the Mott Media Classic Curriculum in our home school. It centers on the McGuffey Readers, Ray's Arithmetics, and Harvey's Grammars. The Harvey's Grammars have been modernized and answer keys are provided by — you guessed it — Eric E. Wiggin. Born on a farm at Albion, ME, in 1939, Wiggin has been a minister, schoolteacher, and newspaperman in the Pine Tree State, and is thus intimately familiar with the area. It is interesting too that the home schooling family in the Hannah's Island series uses the McGuffey Readers also.

The first of the series, "A Hound for Hannah," is really not so much a mystery as it is a background setting for the following books. The Hannah's Island books deal a lot with relationships between Hannah, her older brother Walt, their parents, other family members, and friends. There is less emphasis on excitement and adventure, so this series would probably be more appropriate for the 12-16 age group rather than the 8-12, and may appeal more to girls, although boys can enjoy them too.

Hannah Parmenter lives with her family at a lodge, which her parents bought and run as a tourist hotel, on Beaver Island in Maine's Moosehead Lake. Hannah and Walt are home-schooled but do attend a "Christian school" in nearby Laketon - which I believe is a fictitious town - from time to time to get some things that they do not get in home school. The books are not mysteries in the classic sense, but they do involve mysterious circumstances which Hannah investigates and finds the answers. There are many good lessons about perseverance, exercising caution, and the importance of planning.

In the second book, Hannah finds a sunken steamboat not far from their island. In the third book, a mysterious stranger appears who eventually moves his family to the one area on the island that the Parmenters do not own and he becomes their friend. In the fourth book, Hannah discovers an ancient Indian (Native American) burying ground on the island. In the fifth book, she discovers an underground vault dug by a previous resident where he housed some mastadon bones which he found. I liked this one best of all because it gives a very passionate defense of creationism over evolution. The sixth book involves Hannah's participation in a rodeo.

The Hannah's Island books are very wholesome with respect for parents, belief in prayer, regular church attendance, an emphasis on helping people in need, and no bad language. They do present a fairly typical denominational view of religion, so there are a few things to which we might object. But as I have said before, it is easier for me to explain those things to children than fornication, drug abuse, and filthy language. I ordered the books from YWAM (Youth With A Mission) Publishing, P. O. Box 55757, Seattle,

WA 98155; phone: 1-800-922-2143, although they may also be available from other sources. I enjoyed reading them and would certainly recommend them, but, again, for a slightly older age group.

HOME SCHOOLERS FIND INTACT DINOSAUR SKELETON

reviewed by David Pratte

WorldNetDaily.com recently carried a copyrighted article about a group of home schoolers who found a nearly dinosaur skeleton. Since the article was copyrighted, I can't quote it all, but will include some interesting selections.

Under the leadership of Doug Phillips, president of Vision Forum and an adjunct professor of apologetics with the Institute for Creation Research, and Peter DeRosa, a veteran archaeologist and paleontologist with Creation Expeditions, the team of 30 home schoolers spent a week earlier this month hunting for and excavating fossils in a privately owned location in the Skullcreek Basin of northwest Colorado.

They discovered a nearly complete skeleton of an allosaurus dinosaur. We are told:

Of the 37 allosauruses that have been discovered around the globe, only 13 have been found with more than 25 percent of the fossilized remains intact, explained a statement released by Phillips and De Rosa. Of those 13, just three complete skulls have ever been recovered. Nearly 70 percent of the Skullcreek allosaurus has already been found, lending credence to speculation that it may prove to be the best-preserved and most fully articulated, or connected, allosaurus yet to be excavated, the statement said.

"Most people do not realize that there is a tremendous paucity of dinosaur bones available to scientists," said Phillips. "Ninety-five percent of all the fossils in the world are marine invertebrates; 95 percent of the remaining 5 percent are plants. The vast majority of the rest of the fossil record are fish and insects. Only a fraction of a percent of the remaining fossil record includes land vertebrates, and those finds usually consist of less than one bone. To find a complete allosaur is simply historic."

DeRosa explained that the flood of Noah's day is the most reasonable explanation for the skeleton as they found it situated. Phillips added:

Up to now, a well-funded and insular community of evolutionary theorists have dominated the field of paleontology, directing most of the large dinosaur finds to research and museums committed to interpreting the fossil evidence through the faith-driven assumptions of evolution. To have a dinosaur of this size and significance within the camp of scientists committed to the creation model is nothing short of a coup d'etat.

I suggest you read the whole article at www.WorldNetDaily.com.

THE HOME - SCHOOL INTERNET SURFER

by Martha Hollingsworth, momathome@ncci.net

Here are a few sites that I lean heavily upon for supplemental worksheets and helpful information:

<http://www.sssoftware.com/freeworksheets/index.html> - This site carries printable math worksheets in whole and decimal numbers.

<http://www.learningplanet.com/index.asp> - Here you will find activities, articles and news.

http://www.geocities.com/tolerance_diversity/HomeschoolerFreebies.html - For those of us with a craving for frugality and freebies...this site has lots of both!!

<http://www.easytype.com/> - Here is a free on line typing course.

<http://www.tut-world.com/> - This site has printable worksheets in English, Math and Science.

<http://www.randomhouse.com/kids/magictreehouse/home.html> - This site brings me to a book review of sorts. My youngest son is not an avid reader. But I finally found a set of books that he really enjoys. The Magic Tree House series is written by Mary Pope Osborn. They depict a brother and sister who discover a tree house that takes them to places in the past or far away. Some of the titles include: Civil War on Wednesday, Revolutionary War on Sunday, Night of the Ninjas, The Knight at Dawn. Each title alludes to a term of time. Thus far the only thing objectionable would be the evolution in the first book that deals with dinosaurs. The web site gives a listing for the books, and in addition has a worksheet to go with each book. Scholastic has the best price on these, sometimes you can get one for \$1.95 or sometimes even as low as 95 cents. I highly recommend these, the chapters are not very long which is a plus for kids who are easily overwhelmed by longer books.

WRITE TO US ABOUT GROUP DISCOUNTS FOR HOME SCHOOL LEGAL DEFENSE ASSOCIATION.

GREAT SUPPLEMENTAL BIBLE MATERIALS

By Sally Anne Perz, sallyanne@juno.com

Our family has found some wonderful Bible study material on the Internet.

Two of our favorite sites are: <http://akidsheart.com/bible/biblev.htm> and <http://calvarychapel.com/children/site/curriculum.htm>

The first site, <http://akidsheart.com/bible/biblev.htm>, is a simple site with lots of cute activities for toddlers as well as for older children. We use the puzzles, coloring sheets, activities, and Bible verse memory cards for all of our children (aged 2-10). There are a variety of coloring sheets and worksheets available, as well as some really nice bookmarks to make; we use the print out versions rather than interactive ones. We have made many of the bookmarks, printing them out in color on high quality paper, and laminating them. They are cute, sturdy, and very kid friendly. We have also given them as little treats in cards to adults and children alike.

We have utilized the memory verses for the past two years. They began posting one per week, but now have moved to quarterly verses. This is more convenient as they are on the site longer—twelve at a time with memory cards to print, and two “featured verses” without accompanying cards. We don’t usually go on schedule with the site; rather I cut and paste the memory verse cards into Microsoft Word so I can print out four on each sheet as well as save them. I then laminate them, cut them out, and hole punch one corner so we can bind them together. I keep up with all of the verses on the site and have quite a stack of them for our use. There are no archives on the site, so I don’t ever miss saving the new ones! The pictures are really nice and it makes memorizing fun for all of us. The site also has handwriting sheets that look like fun; however, we don’t use these as we had already begun the Getty/Dubay italic. They have three versions to choose from and like everything else on the site, it is free!

The other site we really like is <http://calvarychapel.com/children/site/curriculum.htm>. This site contains 325 Bible Stories — 163 from the Old Testament and 162 from the New Testament. They are in Adobe Acrobat format and are very user friendly. Each packet contains a cover sheet, a coloring sheet with a memory verse, question sheets, and activity sheets. I have been using this for quite some time with our children and we really like it. So far we have found the studies to be accurate and sound. However, as with anything, the lessons may contain false doctrine, so please review them first! We always read the Bible Material from which the story is taken using the New King James version so the kids can understand it well, and answer the questions easily. After reading the selected verses, the older children do the questions and puzzles on their own and I help the younger children. This has also worked well with our Bible Class at worship as we have a group ranging in age from 2 to 8 and the older children are occupied while I am working hands on with the toddlers and preschoolers.

While we like to use the Internet for supplemental study materials, we base the majority of our study in God’s Word. We are very fond of our *Precious Moments Illustrated Family-Time Bible*, which we use in our daily study. It is the New King James Version with accompanying devotional material and character studies, published by Nelson Regency. In past years we have also enjoyed reading the following Bible Storybooks: *The Read and Grow Picture Bible*, *Mrs. Lee’s Stories About God’s First People*, *Mrs. Lee’s Stories About Jesus*, *Egermeier’s Bible Storybook*, *The Beginner’s Bible*, *The Children’s Bible* (Golden), *Bible Stories* (DP). Having read these through a number of times, our all time favorite storybook Bible is *The Read and Grow Picture Bible*.

BOB JONES MATH REVIEW -

by Stephanie Farmer

Last summer, I came to realize we needed a change in math curriculum. We were at the vet’s office as one of our boy’s show lambs was sick. The vet was not busy so he asked our son to help him figure out the dosage for doctoring his lamb. It was basic math, which required thinking in terms of addition, subtraction, multiplication and ending with division. The problem was not hard, but my oldest son locked up. He could not do it. He had just finished 4th grade. After that I started to watch him closely and our curriculum we had used since kindergarten. I noticed that when the math was about adding decimals **all** the word problems only dealt with that. When the math that day was division, **all** the word problems dealt with that. There was no thinking involved as to what method to use.

So, we switched to Bob Jones math and love it! It actually makes our son think. When he does their word problems he really has to think and reason it out. If he does a division page, the word problems

have a mixture of any type of math and sometimes using different procedures. He was flustered at the beginning of the year, because he had to think. But, now he loves the challenge.

The math lessons don't have 50 redundant problems, but about 20 to a lesson. The explanations are easy enough, that our son sometimes teaches himself how to do that day's lesson! Our son wanted me to tell everyone that he likes how the lessons are gradually developed. Instead of learning a new concept every day for a week and then practiced for a couple, he likes how it is gradually done. There were many times with our old curriculum that he would get hit with **so** many new concepts he would get flustered. I would then slow down the lessons to a creep and make sure he **knew** the concept before moving on.

I love the spiral bound teacher's manual! It has poster ideas that I put on a small sized poster and we use as a game before each lesson, when necessary. Marcus and Matthew often ask to do the poster, as it makes review fun and only takes a few moments. Bob Jones is often reviewing past lessons, which develops a firm foundation. Our youngest son has dyslexia, so I do a lot of modifying of his lessons around whatever curriculum he has. But this curriculum works well with him.

I would recommend **any** parent switch to Bob Jones for 4th grade up to expand their thinking!! The math seems to deal more with daily matters we **all** run across too. Even if you never use Bob Jones during your school year, check out their Stretch Your Mind series from Bob Jones. It is really good for critical thinking. I tend to use that in the summer months, while school is "out."

Here are a few extra tips. Have your kids help you bake with a twist. For instance if the recipe calls for 1.4 teaspoon give them a 1.8 teaspoon and have them figure it out themselves. Teach them decimals **before** fractions. Many studies have been done that prove that kids that learn decimals first can handle fractions easier. I have a copy of the study which includes how they did the study for anyone interested.

Remember, if your kids **know** their times tables math is easier! If you teach in groups like 8's this week, 9's next week it helps them learn. Start them by teaching 0-9 up to 5's, then once mastered 0-9 up to 11 and finish with the 12's.

Buy your kids a watch and encourage them to use it! It is amazing how quickly they teach themselves time. If your child is not dyslexic, only buy analog to make them think! If you have a dyslexic child, buy them a digital. It really helps them with their numbers. In fact Matthew, if he is not sure how to make a number, will refer to his watch.

Whatever you do, chose your math curriculum with your goals and kids' needs in mind. Not every curriculum works with every kid. And don't forget prayer!

A PENNEY SAVED AND A STITCH IN TIME

by Janet Metzger, metzger@kih.net

*****If you have a Rite Aid in your area, they have an excellent rebate program. You can enter a few numbers online from your cash register receipt and don't have to mail anything in. The rebates accumulate for a month, and then you can click a button to request your rebate check. I've been doing it for a couple of months, and it is a simple process. Each week they feature a free item, but it can also add up to get a \$2 or \$3 rebate on some of the items. The website is www.riteaid.com.

*****Another website is www.freelancebyu.com. The lady who maintains this website updates it almost daily and she features special deals that may be going on at Sears, Target, etc.

*****An acquaintance of my husband's told me that when she and her brother were old enough for college, her father stopped claiming them as a tax deduction for their senior year. While her parents lost a little on their taxes for that year, it qualified the children to be independent and then they qualified for more grants and financial aid for their college years.

*****Summer is upon us! Here is an economical ice cream recipe that is also delicious!! It's my family's favorite.

Wendy's Frosty Ice Cream

-1 can Eagle Brand milk

-1 8-oz. container cool whip

-enough chocolate milk to reach the fill line (may use whole milk, 2% or 1%) The consistency is not as good if you use skim.

Process in ice cream freezer and enjoy.

TRY OUR BIBLE COURSES FOR OLDER STUDENTS:

WWW.BIBLESTUDYLESSONS.COM

Seven Keys for Raising Godly Children (a series by David Pratte) Key #6 – Motivation (continued)

IV. GUIDELINES FOR PROPER USE OF PUNISHMENTS AND REWARDS (CONT.)

D. MEASURE THE EFFECTIVENESS OF YOUR METHODS BY THE CHILD'S OBEDIENCE.

Don't judge your effectiveness by how much the child cries, fusses, or throws a fit.

Some parents give little smacks that wouldn't hurt anybody, but the child fusses so the parents think they've done the job and stop punishing. And the child continues to do as he wants. Once when my mother spanked me, I told my sister, "It didn't hurt. I just cried so she'd quit." My sister told Mother, and Mother did the job again to make sure it hurt!

The fact a child cries does not prove he is sorry for his wrong and won't do it any more. Sometimes crying is a form of rebellion, protest, or expression of anger. Some children expect their crying will get on their parents' nerves, make them feel guilty, or embarrass them if others hear it. Or maybe the parents will just get tired of all the fuss and trouble, and decide to drop the matter. ***But if the child isn't doing what you told him to do, your job isn't done yet, no matter how much he cries. Punish him till he obeys you!***

Determine the methods you use by what WORKS.

Do not automatically resort to spanking. Maybe with a certain child in a certain situation, just a good discussion will solve the matter. Or maybe you can give a lesser punishment, or take away a privilege. Different children react differently to different approaches. Learn what works best with each child under various circumstances. ***But use what produces the desired obedience.***

Be sure your rewards are really something the child likes, and your punishments are something he dislikes. In Uncle Remus' tales, Br'er Fox caught Br'er Rabbit and wanted to make him suffer. Br'er Rabbit convinced Br'er Fox that, if Br'er Fox would fling him into the briar patch, Br'er Rabbit would endure terrible suffering. But when it happened, Br'er Rabbit was happy as could be, because the briar patch was his home! So sometimes we may think we are causing terrible punishment to our children, but if they don't change their behavior then apparently they don't consider the punishment to be severe enough.

Continue working on the problem till the child acts as he should.

Never let the child win a battle of wills. The child must learn that, when the parent "puts his foot down," then the child is not going to win. This is not a matter of stubbornness and egotism by the parent. It is a principle of authority for everyone's good.

If the child finds out that, if he is stubborn long enough, he can get his way, he will be ten times more stubborn next time. But if you can prove without question, while the child is a pre-schooler, that what you say is the way it will be, then there will be far fewer challenges to your authority in later years, including the rebellious teen years.

This is not to say we should be unwilling to listen to reason. If the child can give good reasons for us to change our minds, that is one matter. But we are discussing a conflict of wills in which we are convinced a course of action is best, but the child just doesn't want to do it that way. In that case, you must keep on punishing until the child submits. You must not let him have his way!

(to be continued ... again ...)

EDITORIAL NOTES

We appreciate so much the generous responses we received for contributions to this issue.

We especially want to thank our regular writers: Janet Metzger, Martha Hollingsworth, Sally Anne Perz, and Wayne Walker. They are such an important part of our work. I hope all of you appreciate their efforts. I have included their e-mail addresses with their articles so you can contact them with your comments or suggestions for future columns, if you wish.

In addition, we want to express our thanks to others who contributed: Joye Sautter, Bertina Smelser, and Stephanie Farmer. Their reviews and suggestions deserve your careful consideration.

We encourage all of you to think about sending us articles. If you know a subject you wish would be discussed, write an article and e-mail it to truth@gospelway.com. Please send reviews of curricula or books to Wayne Walker at wswalker310@juno.com.

And don't forget to tell your friends about *Family Times*!