

How To Rear Infants

By Dr. Jack Hyles

FOREWORD

In 1974 my book HOW TO REAR CHILDREN was published. Its first offspring was born in 1978 and was named HOW TO REAR TEENAGERS. Soon I began to travail again, realizing that perhaps the most important time in the molding of a child's character was his infancy. As a result of these labors was born HOW TO REAR INFANTS, which I lovingly and prayerfully present to those excited young couples who are eagerly anticipating the joys and responsibilities of parenthood.

Dr. Jack Hyles

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Chapter One

PREPARING FOR THE BABY

Someone is coming to live in your home. Serious and loving preparations should be made for his arrival. The wise couple will realize that every aspect of their lives is about to change. They should discard the stereotype picture of parenthood which emphasizes the joys, thrills and excitements and deemphasizes the problems that are sure to arise. If these problems are predicted, and if proper preparation is made for them, a couple will not find themselves disappointed and disillusioned by parenthood. Such preparation not only can avoid domestic strife and marital problems, but it can bring the parents even closer to each other, and the baby can be a reconciler rather than a divider. Several types of preparation should be made.

The parents should determine that the baby will not come between them. Definite plans should be made so that there will be ample time for Mom and Dad to be alone. They must be aware that before the first baby arrives, they have been alone together, and that now a very attractive and enticing intruder is about to enter on the scene. Before he enters, they must both promise and plan to spend time alone together after he arrives. They must plan to continue to be sweethearts. They must also face the reality that the baby is only theirs on loan for a few years. In 18 or 20 years he will be gone, and Mom and Dad will still have each other. They must purposely plan to be closer to each other on the day of his departure than on the day of his arrival. There are just a few hours between the bassinet and the honeymoon suite, between the playpen and the college dormitory; between the moment that the proud parents observe the nurse arriving with their new loved one and the moment that together they watch daughter disappear as she leaves the marriage altar. Proper preparation before the baby's arrival can insure that both his coming and leaving will bring Mom and Dad closer together.

The couple should prepare for help when the baby arrives. When Mother and child return from the hospital some assistance will be needed for at least a few days. Careful planning is important for you, for your child, and for the relationship between the two of you. Whatever assistance is secured and arrangements are made, it is vital that you realize that the little one that is coming is YOUR baby and YOUR responsibility. This outside help that comes in must not interfere with the quick adjustment of parents and child and must not retard that spontaneous warmth and affection that is God-given. DO NOT BRING SOMEONE IN TO TAKE CARE OF THE CHILD! Let the assistance be in caring for the meals, the house, etc. This will enable the parents to give more time to the baby and to other children in the family. Too much emphasis could not be given to the fact that the parents should take care of the child. Outside assistance could take care of cleaning, cooking, shopping, and other household responsibilities. Spend your time giving assurance to older children, becoming acquainted with the baby, and offering each other the security of increased love. It is not necessary that the parents employ an experienced nurse to come and care for the baby. It is not necessary that Grandmother be brought in to take care of the baby. This is not to say that Grandmother should not be the one chosen to assist, but whoever it is should confine his or her duties to performing a task that will free the parents so they can spend more time with their new arrival, with each other and with other children. More than your baby needs professional care, he needs you. God has placed emotional appetites within the breast of that little one that can be satisfied only by the ones who gave him life. No one else can substitute. In some cases, this may require a frank talk with Grandmother and Grandfather who oftentimes will remind you that they have raised several children of their own and that they are experts in the field. No such expertise

can take the place of the ones who gave life to this winsome little intruder. No amount of experience can take the place of maternal and, yes, paternal instinct and love. It might even be wise for Dad to take part or all of his vacation for this little period of adjustment. Bear in mind, after marriage, there was the honeymoon so the couple could get to know each other better and adjust and blend. Perhaps at the coming of a child there should be a "little honeymoon" where Mom and Dad and baby can learn to adjust to each other. The wise grandparents will allow for such time. They will give themselves to making it easier and more conducive for the new unit to become adjusted. This is difficult, for there is the unique joy and thrill given to grandparents upon the arrival of their grandchildren. How proud they are! How boastful they feel! This is certainly a natural reaction. This excitement, however, should be properly channeled. Perhaps it would be good for the grandparent to pause and remember. Then he may adjust his behavior to that which he once wanted from his own parents when his children were born. If a couple cannot afford a nurse or a housekeeper, and if relatives are not available or their coming would cause problems, there is yet another place where a mother can turn for help. She could turn to her own husband. Many husbands take vacations during the first days after the baby comes home, and they clean, cook, wash, and in general, help to free the new mother to become adjusted with her baby. One thing is often overlooked, and that is, just as there is a mother instinct, there is also a father instinct. In some cases, perhaps Dad is the best help of all!

Preparation should be made for the feeding of the baby. Serious discussion and consideration should be given to breastfeeding or bottle feeding. Do not wait until the last moment to make this decision. Sometimes the decision is not made until the baby is born, and maybe even in the delivery room the doctor will ask for a decision. This is not the time to decide. Mom and Dad should have spent hours carefully weighing the pros and cons of breastfeeding. In some cases, bottle feeding is best. However, it is the opinion of this author that there are many advantages derived from breastfeeding. In the first place, there is the instinctive desire in the baby to be close to the body of the mother. This instinct carries with it a desire to feel and see the face and to hear Mother's voice. These appetites can be satisfied as the child spends hours with Mother and develops a closeness that cannot be developed when Mother props a bottle on a pillow beside the baby and goes into the other room to watch television, or for that matter, to perform routine chores. If for any reason breast feeding is impossible, I strongly advise the mother (or father) to hold the baby while feeding him, especially in the early days of his life. Close contact is very important! The child could be given a formula occasionally, even though the mother is breast feeding. This will give Dad an opportunity to feed the baby and will also provide a gradual process of weaning. Another advantage of breastfeeding is that it insures the proper temperature for the baby's milk. It also prevents the sour smell when the baby is burped. It insures the fact that the diet has been provided by God rather than by man. It also helps to prevent dental problems later in life, for the breast is an aid in preventing the baby in becoming a tongue thruster. It also enables the proper supply of milk to be available. It certainly is easier for the night feedings (especially for Dad!). Breast feeding usually makes Mother less tense, for it guarantees that she will have a time to relax periodically during some very busy days of her life. I have been pastoring over 30 years. I have never met a mother who regretted breastfeeding her baby. Occasionally I have talked with mothers who wished they had done so. Let me hasten to stress, however, that it is not wrong or sinful to bottle feed the baby. There are some cases (though very rare) when the mother cannot provide enough milk. Then there are some mothers who are so emotionally tense that it would not be healthy for the baby to be breastfed. It is, however, usually best for the baby to be fed from his mother's breast so he can feel the warmth from her body, the touch of her hand, the contour of her face and where he can hear her voice as she speaks and sings to him. A study was once made which arrived at the conclusion that puppy dogs who were weaned too soon became destructive, especially with their mouths, and that this carried even into their adulthood. These dogs who were weaned prematurely chewed up table legs, chairs, beds, curtains throughout their lives. On the

other hand, the dogs that were weaned naturally and later were not destructive. They seemed to be more contented than those who were prematurely weaned. Before the baby arrives, the parents should sit down and talk and pray together. They should seek God's will concerning the child's feeding. They should secure whatever facts are available on the subject. If there is a disagreement, the mother's opinion should be the most important, for if the mother were to breast feed the child against her own wishes, it could cause more harm than good.

Older children must be prepared for the baby's coming. Let me hasten to say in the beginning that this preparation should not be overdone. Some parents become extravagant in their expenditure of money for purchasing gifts for the older children. This is not wise. The children cannot be prepared with presents, things, material objects. They, like Dad, must be assured that the coming of the baby will not lessen their importance in the family, but rather increase it. They must realize that the baby will have a place of his own and that he will be an important part of the family, but that his place has nothing to do with the place of the other children. Each child has the place he has always had and is as important or more so than he was prior to the baby's arrival. Wise parents will see to it that the older child has some of their attention. This attention should not be demanded or even sought, for it is unwise for a child to feel that he must demand attention in order to get it. In some cases he will even resort to misbehavior to get this attention. The parents should explain to the child that there is a unique love for him that can never be diminished or threatened by the coming of another human being into the home. The love that the parent has for the older child is unique because he is unique; it is different because he is different. He must be led to believe that he has a special place in the home that no one can fill. The parents, however, should realize that it is normal and natural for the older child to have some degree of dislike about the idea of competition coming into the home. Because of this, the parents must prepare him before the baby comes by letting him know that he has a place no one can fill and that the baby will provide no competition whatsoever. Again, don't overdo it. Don't try to buy him off with expensive gifts. Rather, with calm assurance give him some undivided attention without his having to demand it to let him know that he will become even more important. Let him know that you will need help-his help-in rearing the baby. Remind him that God has given him to you as a helper during this time. Remind him that he is to be an example and a pattern to whom the baby can look. Remind him that he will be the baby's hero. Remind him that you had him first, and that will always make him a very special person. Take time to cuddle the older child, especially after the baby comes. Be sure he gets his share of attention. Tell him that the baby is coming. Get him excited about it. Tell him some things he can do to prepare. Let him be part of the family preparation. Mother, while you are in the hospital, call home several times, especially after the birth of the baby, and tell the child at home that you have already told the baby how wonderful he is! As soon as possible, introduce the baby to the older child. As you do, tell the baby what a wonderful brother or sister he has. Let the older child become a part of the total happening. It should also be stressed to the older child that the baby will not be able to play immediately. He should be made aware that the baby is fragile and must be treated carefully for a few months. The mother should realize that the child has the same problem that Dad has. Both Dad and child can feel threatened. The wise mother will provide ample security and assurance to these who love her and who need her love in a unique way to them. Never scold the child if he seems to be jealous. Overwhelm him with the positive, do not confront him with the negative. This is a vital part in preparing for the baby. Done properly, it can provide an even happier home. Done carelessly or not done at all, it can provide emotional and psychological marks on the lives of parents and children that will never leave.

The parents should prepare for the baby's coming by the choosing of a name. It is tremendously important that care and prayer be a part of the choosing of a name for the baby. Too many of us think of names as being mere identification tags, but the right name can have a lifetime effect on

the new human being that you are about to bring into the world. In ancient times each person was given but one name and that name usually was a descriptive one that was hand tailored to fit. These names were chosen much like nicknames are chosen now; such as, "Red," "Slim," "Rusty," "Pleasant," "Grace," "Hope," etc. Sometimes these names were related to some circumstance surrounding birth or some quality of character or some achievements performed later in life. For example, Adam means "formed of red earth." Andrew means "manly." Naomi means "pleasant." Later it became popular to name babies after outstanding characters. This meant that many people had the same names. Hence, people began giving family names and later, even middle names. Family names were usually derived from occupations, trades, local events or local surroundings. Here is a fellow, for example, who is named Bill. He is tall, so he would be called Bill Tall. There might be a Bill Short or a Bill Strong. As parents choose the name for a child, there are several things that should be considered. Remember that the name given to the child will be a part of his identity for life. It can affect his personality; it can affect his security; it can even affect his acceptance by other people and his popularity. It could even adversely affect his opportunities for success in his chosen profession. Some parents try to be clever in naming their children and often cause much harm later in life. For example, if the last name is Green, it would be unwise to name the child Kelly, for no one would want to go through life with the name Kelly Green. If the family name is Hill, parents should resist the temptation to be clever by naming the child Ima, for who would want to be called Ima Hill for lifetime!

Care should be taken to be sure that the child's name distinguishes his sex. For example, in some countries a boy could be appropriately named Francis Jean or even Joyce, but in other countries this is not appropriate, for these are names uniquely suited and given to girls. Often religion should affect the choice of the name for the baby. Catholic children are often given the name of a saint. Jewish children are usually named for some member of the family who has passed away. Christian children are often given Bible names such as Jacob, Joseph, John, James, David, Stephen, etc. It is wise to consider rhythm in naming the child. It is usually best when the surname has only one syllable such as Smith that the given name has two or more syllables such as Bobby Jones, Johnny Smith, Betty Cook, etc. When the surname has two syllables such as Parker, Little, etc., a three-syllable first name is often suitable such as Anthony Roberts, Melinda Johnson. If the surname has three syllables, it is good for the first name to have only one or two syllables such as John Peabody, Susie Rosenbloom, etc. A good rule to follow is this: The given name and surname should have a different number of syllables. Now this is not always the case and certainly not a fast rule, but simply a guideline. In naming a baby the parents should also consider the potential nicknames derived from the given name. Robert is usually called Bob, Richard is usually called Dick, etc. Think of all the possible nicknames that people (especially children) could devise.

Also, consider the danger of naming a child after someone whose footsteps you want him to follow. For example, it would be unwise to name a child George Washington, expecting him to become president someday; or Babe Ruth, expecting him to become a baseball star. Parents should not determine the vocation that their children pursue. They should not give them a name with the expectancy of their becoming a likeness of their namesake. Now, it would be fine for someone to name a child Stephen, in hopes that he will have the courage of Stephen; or John, in hopes that he will be as faithful as John, but care should be taken not to expect the child to follow in professional footprints.

Do not leave the child with a name that is a novelty. For example, I know a fine man whose name is Forrest Ranger. Choose a name, but then say the name over and over again to make sure it will not be a cause for embarrassment in years to come. Be extra careful to look into the meaning of names before you name a child. For example, you would not want to choose a name which means "dark" for a child who is of light complexion, or a name which means "small" or "little" for a child

who may someday become huge.

Remember that you are doing your child a favor if you give him a name he will enjoy. Though he can legally change his name, usually he will not. He will bless you if you give him a name that is pleasant to the ear and positive in its impressions.

FOLLOWING ARE THE MEANINGS OF SOME NAMES FOR BOYS:

Aaron - a mountain of strength; he who is exalted

Adolph - a noble helper

Adrian - brave

Allan - harmony, graceful

Albert - intelligent, bright

Alexander - a helper of men; a protector

Alvin - a friend to everybody

Andrew - manly

Anthony - graceful, valuable

Arnold - strong as an eagle

Arthur - strong as a bear; strong as a rock

Arvin - a friend of people

Asa - physician

Aubrey - chief who is fair-haired, rich and mighty

Austin - renowned

Baldwin - prince friend

Barry - son of Harry; also spear

Bart - ploughman

Baruch -blessed

Basil - kingly

Ben - blessed

Benjamin - son of right hand

Bernard - bold as a bear

Bertrum - fair and pure

Boris - a fighter

Boyd - light-haired

Brian - strong

Brice - ambitious; alert

Byron - a clear discerner

Caleb - bold

Carl - strong; manly

Chalmer - king of the household

Charles - manly; of great strength

Chester - fortified

Christopher - Christ-bearer

Clarence - bright; illustrious

Clark - scholarly

Clement - mild, kind

Conrad - wise counselor

Curt or Curtis - courteous

Dallas - skilled

Daniel - God is my judge

Darcy - stronghold

Darrell - beloved
Darren - loved
David - beloved
Davin - the bright one
Dennis - lover of fine wines
Dillon - faithful
Dominick - born on Sunday
Douglas - dark
Drew - skilled and honest
Druce - wise man
Duane - singing
Duke - leader
Durand - enduring
Durwin - dear friend
Dustin - stronghearted leader
Dwight - light
Edgar - good spearman
Edmond - blessed peace; defender of happiness
Edward - happy guard; guardian of happiness
Edwin - rich friend or happy conqueror
Eldon - respected
Eldridge - wise adviser
Eli - highest
Elmer - noble
Elmo - friendly
Emel - industrious
Emery - ambitious
Enoch - dedicated; educated
Eric - lord; hero
Ernest - serious; sincere
Ethan - strength; power
Eugene - well born
Ezra - helper
Farrell - valiant
Felix - happy
Fergus - strong; fierce
Forest - from wooder country
Forestor - keeper of the preservation
Frank - free; courageous
Frederick - peaceful
Gabriel - God is mighty
Gale - lively
Galen - healer
Gardiner - flower lover
Garett - mighty sword
Garner - the defender
Garrick - mighty warrior
Garth - ground keeper
Garvin - friend
Gaylord - joyous
Gene - noble; well born

George - farmer
Gifford - gift
Gilbert - pledge
Gilroy - the king's faithful servant
Godfrey - God's peace
Godwin - beloved of God; a conqueror for God; divine friend
Gordon - a fine man; a strong man
Graham - stern; gloomy; a frowner
Grant - brave
Gregory - watchman
Griffith - red-haired; ruddy
Gunter - bold warrior
Guy - guide; leader, director
Gustave - noble
Harold - leader of the army
Hans or Hansel - a gift from the Lord
Harrison - son of Henry
Harry - son of Henry
Henry - ruler at home
Herbert - great fighter
Hermon - noble warrior
Herwin - a lover of battle or a friend
Hilary - cheerful; merry
Hilliard - protector
Hiram - most exalted; most noble
Holden - kind
Homer - pledge
Hosea - salvation
Houston - from a mountain town
Hoyt - of shining mind
Hubert - a bright mind
Hugh - intelligent; thoughtful; wise; high; lofty
Hume - lover of home
Humphrey - protector of the home
Hyman - masculine
Irvin - friend of the sea
Isaac - laughing
Jack - God's gracious gift
Jason - healer Jay-lively
Jeffrey - joyful peace
Jeremiah - exalted of the Lord
Jeremy - exalted of the Lord
Jerome - holy
Jesse - God's gift
Joab - praise the Lord
Job - one who mourns; one who is persecuted
Joel - he who wills or commands
John - God's gracious gift; grace
Jonah - peace or dove
Jonathan - gift of the Lord
Joshua - saviour or deliverer

Joses - helped by the Lord
Junius - born in June
Kemp - a soldier; champion at arms
Kendall - chief of the valley
Kenneth - good-looking
Kerby - from the church village
Kervin - noble; kind; friendly; handsome
Kimbal - brave
Kirk - living close to the church
Knute - kind
Kyle - fair and handsome
Lambert - innocence
Lance - servant
Lang - tall
Lawrence - laurel; crowned with honor
Lawton - man of refinement
Leland - of the lowlands
Lemuel - consecrated to God
Leo - brave as a lion
Leroy - the king
Ludwig - safeguard; good leader
Luther - famous warrior
Lyle - from the island
Madison - mighty
Malcolm - dove
Manuel - God with us
Mark - brilliant; polished; born in month of March
Martin - marshall; warlike
Matthew - gift of the Lord
Maurice - dark complexion
Maynard - strong and mighty
Medwin - strong friend
Meredith - sea protector
Micah - like unto the Lord
Michael - God-like
Miles - soldier
Mordecai - a wise counselor
Myron - myhr; a sweet smell
Nathan - gift of God
Nathaniel - gift of God
Neal - champion
Neil - champion; of a dark complexion
Nestor - continual wisdom
Noah - consolation; peace
Noble - to be admired; renowned
Nolan - renowned; to be admired
Norman - man from the north
Nortan - from the north place
Odel - wealthy man
Oliver - oliver tree; symbol of peace
Oscar - bounding warrior; he who leaps to the fight

Osborne - divinely strong
Osmond - protected by God
Otis - quick to hear
Otto - wealthy; a mountain
Parry - protector
Parker - keeper of the parks
Patrick - noble
Paul - little; small; gentle
Peter - little rock
Philbert - radiant soul
Philip - lover of horses
Powell - alert
Preston - of the priest's place
Prior - superior
Proctor - leader
Quartus - fourth son
Quentin - born
Radburn - he lives by the red brook
Raddiff - from the red cliff
Radford - by the red valley
Raymond - quiet; peaceful; wise protector
Redmond - adviser
Regan - royal
Reginald - mighty ruler
Ruben - behold, a son
Rex - king
Richard - generous; benevolent; liberal; wealthy
Richmond - powerful protector
Robert - bright shining; famous
Roderick - generous counselor; famous king
Rodney - famous in counsel
Rodger - famous warrior
Russell - red-haired
Samuel - asked of God
Saul - longed for; desired; asked of the Lord
Scott - a Scotsman
Shawn - God's gracious gift; grace
Seth - chosen
Sewell - victorious at sea
Shane - God's gracious gift; grace
Sherwin - true friend
Sigmund - victorious protector
Sinclair - saintly; shining
Sloan - warrior
Solomon - peaceful
Sprague - quick
Standley - the pride of the camp
Stephen - a crown
Sterling - honest; genuine
Stewart - keeper of the estate
Sumner - one who summons and calls

Sutton - from the south of town
Tate - cheerful
Tadis - son of David
Ted - happy guard; guardian of happiness
Terence - tender
Thad or Thadeus - praise
Theodore - gift of God
Thomas - a twin
Timothy - one who honors God
Titus - safe or saved
Tobias - goodness of God
Tony - graceful; valuable
Townsend - from the end of town
Tracey - a brave protector
Trent - swift
Truman - a faithful man
Tyler - a maker of tiles or bricks
Tyson - a German son
Val - might; power
Vance - son of a famous family
Victor - conqueror
Vaughan - small
Vernon - flourishing; green
Vincent - the conqueror
Vincin - the conqueror's son
Virgil - strong; flourishing
Wade - mover or wanderer
Waldo - mighty; powerful
Wallace - from Wales; a foreigner
Walter - chief of an army; woodmaster
Ward - watchman; guardian
Ware - always careful
Warner - protector
Warren - protecting friend
Webster - a weaver
Wendell - a wanderer
Wilfred - peaceful
William or Will - determined protector; protector of many; defender; shield
Winfred - friend or winner of peace
Winston - from the friendly town
Winthrop - from the friendly village
Willie - charming
Yancy - English man
York - sacred tree
Zachery - the Lord's remembrance

FOLLOWING ARE THE MEANINGS OF SOME NAMES FOR GIRLS:

Abby - sweet refuge
Abigail - her father's joy
Ada - significant; of great beauty; ornament; joyous; prosperous
Agatha - good
Agnes - pure; chaste; gentle
Aimee' - beloved
Alberta - bright; noble
Alda - rich
Alethea - truth
Alexis - helper of mankind
Alice - noble; illustrious; truthful
Aline - noble
Alma - fair
Althea - wholesome
Alvina - bright; joyous
Amanda -beloved
Amelia - busy; energetic; a good worker
Amy - beloved
Andrea - brave; noble
Angela - angelic
Anita - gracious; merciful
Ann - grace
Annabel - beautiful Ann
Arabella - sweet; a refuge
Aurella - golden hair
Aurora - dawn
Angie - angelic
Anya - grace
Ardis - fervent; zealous
Astra - like a star
Audrey - strong; noble
Barbara - a stranger
Beatrice - blessed; happy
Belinda - graceful in motion
Becky - see Rebecca
Beryl - gem
Bernice - she brings victory
Bona or Bonnie - good; fair
Beth - house of God
Beverly - a beaver meadow
Billie - wise protector
Bina - a princess
Blanche - fair; white
Bobbi - stranger; foreigner
Bonnie - sweet and good
Belinda - dark-haired; dark-eyed
Brenna - with black or raven hair
Bridget - strength
Candace - pure

Cara - friend
Carissa - graceful
Carla - strong
Carlotta - valiant
Carmel - God's fruitful field
Carmen - charming
Carol - joyous
Caroline - one who is strong
Carrie - one who is strong
Catherine - pure; virtuous
Cecelia - gray-eyed; musical
Celeste - heavenly
Chandra - she outshines the stars
Charissa - graceful
Charlene - strong
Charity - lovable
Charlotte - womanly
Charmaine - jittle song
Chlo - fresh; youthful
Christine - follower of Christ
Clara - shining; glorious; brilliant
Claribel - brightly fair
Clarice or Clarissa - fair; pure
Claudette or Claudia - lame
Clementine - mild in temper
Cleopatra - glory of her famous father
Coleen - a maid; little girl
Constance - stedfast; firm; unyielding
Cora - jewel of the sea
Corine - a maiden
Cornelia - symbol of royalty
Crystal - clear
Cynthia - from Mt. Cynthus; also, goddess of the moon
Darlene - dearly beloved
Davina - the loved
Dawn - daybreak; beginning
Deborah - industrious; active
Delilah - delicate
Delphine - a loving sister
Denise - god of wine and drama
Diana - clear; bright; the goddess of hunting
Dina - one who is judged and vindicated
Dolly - gift of God
Delores - sorrow
Donna - a lady
Dixie - girl of the south
Dione - daughter of heaven and earth
Dorcas - she who has beautiful eyes
Dorinda - a gift
Dulce - sweet
Drusilla - soft-eyed

Edith - happiness
Edna - pleasure
Eileen - light
Elaine - light
Eleanor - light
Elen - light
Elizabeth - oath of God
Eloise - much holiness
Elsa - cheer
Elvira - courage
Emily - busy; energetic
Ema - nurse
Earnestine - serious
Estele - a star
Esther - a star
Ethel - noble
Etta - ruler at home
Eudora - a beautiful gift
Eugenea - well born
Eunice - victorious
Eva - a mother; a life-giver
Evelyn - pleasant
Faith - a firm believer
Fanchette - free
Faustina - happy
Fay - a firm believer
Felecia - fortunate
Fern - sincere
Fidelia - of good character
Flavia - blonde
Flora or Florette - a flower
Florabel - a beautiful flower
Florence - prosperity
Frances or Francene - free; courageous; strong
Frieda - peaceful
Fritzie - peaceful ruler
Gail - see Abigail
Geraldine - spear power
Gladys - lame
Gloria - glory
Grace - kindness; patience
Gwendolyn - white-browed
Haidee - modest
Hannah - gracious; merciful
Harriet - rich and powerful
Hazel - one that sees God
Heather - lonely
Hedy - defense
Helen - light; bright dawn
Helga - holy
Henretta - ever rich and mighty

Hilda - battle maid
Holly - friendship and happiness
Hope - trust in the future
Hortence - a gardener
Huldah - quick; spritely
Ida - thirsty
Imagine - beloved child; last-born
Ima - uncertain
Ines - pure
Irene - peace; iris; the rainbow; picture of beauty uniting earth and sky
Irma - friendship; fidelity
Jaquelin - supplanter
Jane - God's grace
Jean, Jeanette, Jennie, Jenny - God's grace
Jemina - a dove
Jennifer - white wave
Jessica or Jessie - wealthy
Jewell - life
Jill - soft-haired
Joy - gladness
Joyce - vivacious
Juanita - God's grace
Judith - one who praises
Julia - soft-haired
Justine - righteous
Karen - pure
Kathryn and Kathleen - little darling; pure; beautiful eyes
Lala - a tulip
Laura or Laurette - laurel; emblem of fame
Lavania - left-handed
Leah - weary
Leila - dark beauty
Lena - peace
Leona - lion
Letitia - joy, gladness
Lida - people's love
Lily or Linda - pretty
Lois - virtue
Loretta - emblem of fame
Louise - protector of the people
Lucretia - a good housewife
Lucia, Lucille, Lucinda, Lucy - light; born at daybreak
Lynn - a pool or lake
Mabel, Mabelle - fair one
May - weeping
Mae - weeping
Malvina - smooth forehead
Marcela - brave
Marcia - brave
Maria - merry
Marie, Marietta - distressed or tearful

Marilyn, Marlene - distressed or tearful
Maxine - the greatest
Maybelle - fair one
Melanie - black
Melinda - sweet as honey
Melissa - honey bee
Merie - blackbird
Mildred - gentle
Mina - beloved
Miranda - admirable
Mona - alone
Monica - one dwelling alone
Muriel - of sweet scent
Mira - weeping
Nada and Nadeen - hope
Nancy and Nanette - grace
Naomi - pleasant
Nina - small darling
Nola - honor
Norma - pattern; example
Octavia - the eighth born
Olga - righteous
Olive and Oliva - peace
Opal - hope
Palma - victory
Pamela - sweetness; a brunette
Patience - afflicted without complaint
Patricia - of noble birth
Paula and Pauline - gentle; little
Pearl - health and long life
Perpetua - lasting
Phoebe - radiant
Phyllis - a reed
Polly - bitter
Portia - safety
Priscilla - old-fashioned
Prudence - wisdom; discretion; knowledge
Rachel - innocence
Rebecca - one who snares men by her beauty
Regina - a queen
Renee - revived
Rhoda - a rose
Roberta - a shining counselor
Rosabel - fair rose
Roselyn, Rosalie and Rosalind - pretty as a rose
Rosemund - rose of the world
Rose - symbol of love
Rosemary - rose of the sea
Rowena - to acquire peace
Roxana - dawn
Ruby - contentment

Ruth - beauty
Sabina - chaste; religious
Sarah - a noble lady
Selma - fair
Sibyl - divine
Silvia - of the forest
Sophia - wise woman
Stella - a star
Stephanie - a crown
Susan, Susanne or Susette - a lily
Tabitha - beautiful eyes
Thalia - flourishing; blooming
Theresa - a harvester; beautiful
Thora - consecrated
Ursella - a little bear
Valerie - healthy
Verna - youth ful
Victoria - conqueror
Viola and Violet - pretty; modest
Virginia - a virgin; chaste
Vivian - lively; merry
Yvonne - God's grace or gift
Zora - dawn

The wise parent will carefully and prayerfully choose a name. That name may be a dream within the parent's breast. It may be a lovely description of the child as the parent sees him. Remember, it is a gift given by the parents to the child that is rarely ever returned.

Chapter Two

THE DAYS AT THE HOSPITAL

1. Extra care should be taken when there are already other children. Junior has been the only child for a long time. Suddenly a new baby appears. The first child soon discovers that his mother has another one. This new one takes most of her time and most of her affection. He has been exiled from his mother while she was in the hospital. Now the new baby moves into her bedroom, feeds from her breast, receives most of her attention, and is the object of most of her affection. The little intruder receives most of the hugs and most of the loving talk from Mother. Jealousy soon creeps in. Mother is weak and unable to run the house. It is all she can do to care for her little one. She cannot possibly give her first child his usual attention. She cannot eat with him, play with him or spend time with him as she could before the new arrival. The child feels neglected. It is a sudden thing. No longer is he the most important and the most attended. He feels wronged by his mother, and he is jealous of the baby. He feels abandoned and isolated. Maybe he has been over loved previously and now suddenly he who was perhaps even spoiled feels that he is all alone in the world.

When the newborn begins to smile for the first time and do cute little things and learn new skills, the older child becomes more frightened and more jealous. He once had it all; now he has only a part. He will never have their undivided love again. He will never receive what he once had—the place of being the only loved one in his parents' hearts. This may result in his wanting to attack verbally the younger child. This is especially true when the older child is the first child. A second child never had all of the attention. Hence, he will not be as jealous as was the first child. The wise parent will take extra care to see that the first child is given extra attention and extra love during these days of adjustment.

Surveys have proven that in a two-child family, the oldest is always more jealous and selfish. He is also more likely to be reared "according to the book," which means he will be more anxious and more restless. The second child comes when the parents are more oriented in rearing children and more relaxed.

Studies show that the older child is more jealous and selfish, and the second child is happier. The first child was trained more severely than the second. He was weaned earlier than the second. He started toilet training earlier than the second, and in general, received more attention than the second child. Because he did receive more attention, he has more attention to miss when the second child appears. Often the first child will try to hit the baby, take his bottle, shove the baby out of Mother's lap, say he doesn't like the baby, or call the baby a puppy. Sometimes the child will even suggest that the baby be given back or sent back to whoever sent it. Some first children even learn to resent the mother. Often the older child becomes sullen and may even hit or kick the mother while she is nursing the baby. This hostility toward the mother is a rare thing, but it does happen. If the first child is very young when his brother or sister arrives, he himself may want to go back to being treated like a baby. He may want to go back to the bottle again or want to stay home from school or to soil or wet his pants. He may show jealousy by wanting to sleep with his mother. He may tease the baby or hide his toys. This kind of behavior on the part of the first child has driven many a mother to despair. However, there are several things she can do.

(1.) Before the baby comes, the mother can prepare the first child for his coming. She can assure him that there will never be another like him, that he will always be the first, and that there is always a special place in the heart of Mother and Father for the first child. She can remind him that she needs his help in rearing the new baby. She can give him chores to perform. It is also wise for the mother to spend a little less time with the first child during the months of pregnancy which will enable her to build up gradually toward the inevitable.

(2.) Once the baby has arrived, let the first child stay up 30 minutes or an hour longer than the baby. Let that be cuddling time and loving time for him. Let it be time that is strictly his.

(3.) Remind the older child of all the things that he gets and of the unique attention he gets that the baby does not get. Ride the bicycle around the block with him, and while you are doing it, remind him that you do not do this with the baby. Remind him the baby does not get these privileges.

(4.) Brag on him when he treats the baby properly. Let him know how proud you are. Tell him there are children who do not do that, and that you are so proud of him because he loves the new baby. Tell him that it makes you love him even more.

(5.) Have scheduled times when the two children play with each other. Do not let them play for too long a period of time, or they will get bored and the rivalry will increase. Let them play at regular intervals by schedule for just enough time before the enjoyment wears off.

(6.) Be understanding and patient. Realize that the rivalry and jealousy will come, but the intensity of such rivalry will decline as Mother exercises patience and understanding.

(7.) The father can help here in the early days by giving extra time to the older child. Father and child can really become better acquainted as he explains that Mother wants to be with the older child very much, but she has to be with the baby. The dad can explain to the older child how happy he is because this gives him an opportunity to spend more time with him. Their becoming buddies can help alleviate the jealousy and rivalry that is so natural.

(8.) Much care should be taken to see that the general home atmosphere is happier now that the baby is here. If it can be obvious to the older child that there is a happier atmosphere at home and that in general everything is better, he will be more apt to accept his new baby brother or baby sister. Some parents have helped solve this problem by gradually lessening the attention given to the first child as the time approaches for the baby's arrival. In other words, gradually less and less time was spent and even a little less affection was given. Then upon the arrival of the baby, they returned to the old expressions and even sweeter ones, thereby enabling the older child to feel that the coming of the baby gave him more attention and more affection from his parents than ever. Subconsciously he could associate this increase with the baby's arrival.

He then feels that the baby's coming is better for him than it would have been had there not been an addition to the family. Regardless of how severe the problem, it must be accepted by the parents as normal, and they must be very patient. The husband must realize how he would feel if another husband came into the home. The wife must realize how she would feel if another wife came into the home. In a sense, this is the way the child feels, for another child has come into the home. Forbearance, patience, understanding, gentleness, longsuffering, kindness and calmness are in order during these important days of adjustment for the young family.

2. The hospital should be carefully chosen. The baby's first days of life are in the hospital. They are very important ones. We do not know just how important they are; nor what impressions are made in the life of a newborn, but I am convinced that early impressions are important ones.

Every effort should be made to give the child an excellent beginning in life. Talk with your doctor about the hospital. Many people do not realize that there is a direct relationship between the doctor and the hospital. Each doctor uses certain hospitals. The parent has a perfect right to know what will happen and what privileges he will receive at the hospital. He should know their procedures. One new mother said to me, "I wish I had known in advance what I found out when I got to the hospital; I would have gone somewhere else." Another said, "If I had known my doctor works with that particular hospital, I would have chosen another doctor."

The prospective parents should choose a hospital where the father is allowed in the labor room. Some may even want the father to be present in the delivery room, though I do not think this is nearly as important as is his presence in the labor room.

They should choose a hospital that will allow some time for Mother and Father and baby to be together alone so they can get to know each other. Some hospitals allow the mother to keep her baby in her room so they may establish an exact feeding schedule and get to know each other better. It should be a requirement by the mother that the baby be brought to her room to spend some time with her.

Bear in mind, as soon as Mother gets home, she will not have all the help she has in the hospital. As much time as possible should be spent with the baby while at the hospital so that the baby may learn to feel instinctively close to its Mother, and to feel loved by the mother. This also helps the mother to gain confidence in the hospital so that she can feel a certain ease in handling the baby when she gets home. Then she can be fortified with enough experience to care for the baby and not feel helpless when she and the baby are at home together.

It is tragic how impersonal some doctors and hospitals make this sweet personal time of life. The mother should not be insulted by the doctor when she asks for his hospital affiliation. The prospective parent has every right in the world to receive information and make a wise choice. The mother should not be made to feel neurotic and should not be insulted when she asks questions that are legitimate. The hospital staff should not accuse the mother of being overly anxious or untrustful. If there is ever a time when a human being needs compassion and human understanding, it is while at the hospital giving birth to a baby and when learning to know him and love him.

"Rooming-in" probably should not be a prerequisite. The mother should, if offered the choice, arrange to care for the baby in the hospital. Some hospitals provide "rooming-in" facilities. This simply means that the mother may have her baby spend much or even most of his time in her room. The more time the mother can spend with the baby, the better. It is better for the mother and for the baby as well. The more handling, cuddling and contact with the baby that the mother can have the better. It gives the mother a sense of importance, confidence and security. Some hospitals allow the mother to have the baby in her room 24 hours a day. Other hospitals permit the mother to have the baby all day but not all night.

Of course, it is always best for the baby to be placed in the nursery during visiting hours. Since the nursery is usually a glass-enclosed room, visitors can see the baby but cannot transmit infections.

What I am saying is that the mother should be allowed to see the baby often and for lengthy periods, and the mother should take advantage of every opportunity. Mothers make a mistake when they take a vacation while they are in the hospital and see the baby as little as possible. This is especially unwise when it is the first child, for the mother needs all the confidence she can gain while she is in the hospital.

3. The father should get to know the baby while at the hospital. The more contact the father has with his baby during the hospital stay, the easier it will be to become adjusted when the baby arrives home. The father should hold the baby when he visits Mother and baby in the hospital. It is also a good idea for him to learn to burp the baby. The baby should, while in the hospital, get to know his father, and the father should get to know the baby. Infants can feel unrest and insecurity, and if they are required to go from the secure hands of the hospital nurse to the insecure hands of Mother and Father, damage could follow. Hence, the father as well as the mother should learn as much of the art of child rearing while at the hospital as possible.

4. If the hospital allows, the older child or children at home should be allowed to visit Mother and to see the baby while in the hospital.

How sad it is to see a mother in a hospital bed looking out the window waving at some children who are going through one of the most traumatic experiences of their lives! Mother wants to be close to the older children, and they are in desperate need to be close to Mother. The children have a new brother or sister but are unable to see him. They are already jealous and lonesome, and now they are unable to see Mother. Some hospitals wisely allow a certain time when older brothers and sisters can visit Mother and take a glance through the nursery window at baby brother or sister. This should not be a requirement of the hospital chosen by the parents, but if it is allowed, it is a delightful bonus.

5. Visitors should be as cheerful as possible when visiting the new mother. They should refrain from giving Mother advice about how to care for the baby.

They should not cause any alarm about how the baby looks. They should be very cheerful and optimistic. So often, guests will try to persuade the Mother not to care for the baby herself when she arrives home. They will tell old wives' tales, elaborate at length on folk medicine, and in general, try to educate the new mother concerning what she ought to do.

If, however, these mistakes are made by visiting friends and relatives, the new mother should smile sweetly, thank them for their advice, and after they are gone, erase it from her mind.

Some of the advice given to new parents is absolutely absurd. I am amazed at how many foolish bits of advice seemingly intelligent and often so-called intellectual people give. For example, the mother is lying in bed with her new baby, the baby's eyes are focused on Mother's face, and the mother says, "Look, my baby is looking at me!" Some well-meaning but foolish self-styled advisor says, "That isn't possible! Your baby can't see yet!"

Now who said the baby can't see yet? Has any baby ever told us that he can't see yet? This is absurd! I am convinced that a newborn can see and does look at his mother's face. Not only is he eating from his mother's body, but he is associating a loving face with that meal. How sweet this is! The sweetest experience that he has learned in life is immediately associated with the sweetest person he will ever know in life. Of course, he is looking at his mother! Of this I am convinced.

Another well-meaning expert says, "Well, maybe he can see, but he can only see light and dark or shapes and shadows," and the saddened mother accepts this as fact that her baby cannot see her. This is foolishness. The baby can and does see his mother.

Lying there with that little immortal soul dwelling in a cute precious body, the mother turns to the father and says, "She's looking at me." Then the baby looks toward the father and smiles. The father turns to the doctor or some visitors and says, "Look, the baby is smiling at me." The self-styled experts reply with a statement something like this: "The baby isn't smiling; he has gas on his stomach."

Now I'm not a medical doctor, and I'm not a scientist, but I do know that stomach gas doesn't make you smile. Gas doesn't make an adult smile; why should it make an infant smile! The truth is, it doesn't! It may be that some child will do both at the same time, but a smile is a smile, and I think that the newborn is smiling-smiling because it is happy, content, and because instinctively it knows that it is loved.

There are many other foolish statements that we make at the bedside. It is wise for those of us who visit to limit our remarks to positive ones and not those that will infringe upon the joy of happy people.

6. Mother should call home to talk to the other children several times a day. She should elaborate as to how much she misses them and how she longs to see them. She should assure them that she is well and that though the baby is cute, it will in no way take the place in her heart of those at home.

The mother could even send a little gift or telegram to the ones at home to assure them. She should pray for them and spend some time consciously loving them while she is in the hospital. She should miss them on purpose so that she will of necessity be so happy to see them when she arrives home.

7. Mother and Dad must be especially loving to each other during the hospital days.

It is not at all difficult for a child to come between parents. This is tragic. Bear in mind, a potential threat has arrived. The wise husband and wife will give to each other even more attention than ever during these days of adjustment. Special courtesies could be done. The mother, for example, could turn the tables and send the dad a bouquet of flowers at home. She could wire him a box of candy, or before she goes to the hospital, purchase a shirt and tie or some other appropriate gift for him. Have it gift wrapped and hidden. Then while in the hospital she can call him and tell him to look in a certain place and get something for her. Here he will find a delightful surprise! Mother could call Dad at work, or Dad can call Mother from work. This is so important, for not only will this give assurance to each other, but it can also prepare both of them for the immediate confusion that will arise when returning home.

The hospital time would be a time when the young mother learns to appreciate her own mother and father. She should not forget them. A special phone call to her dad would be in order. A nice letter written from the hospital bed to her mother would be sweet. The new mother must learn to appreciate more her own mother and to realize the suffering her mother endured bringing her into the world. Then too the grandparents of the new baby are often overlooked. What a nice gesture it would be for them to feel especially loved by a grateful daughter!

The new mother will have some time, perhaps a little more than usual, to pray and to ask God for His blessings on the new baby and the rearranged home.

Vows should be made. Supplication should be offered, and a sweeter relationship with Christ should be enjoyed. Also, the mother could make a schedule of things that she is going to do in training her baby to be all that God wants him to be.

10. The hospital stay could be a time of reading the Word of God. During the pregnancy, the mother could use a concordance to find all the Scriptures in the Bible about rearing children. She could read these while in the hospital. She should read at least once through the entire book of Proverbs while in the hospital and vow to God that she is going to do what she can to teach these truths to her child.

The hospital stay should be a time of reading at least one book on child rearing. Find a book on how to rear children and take it with you to the hospital. Have it packed in your suitcase before you go. (Also, have the Bible packed.) This book on rearing children should be read carefully while the mother is in the hospital.

The entire family should come to the hospital to get Mother and baby. The children should greet her. The moment Mother gets in the car, she should assure the older child or children of her love and of how much she has missed them and how proud of them she is.

Dad and the children should have a nice "Welcome home!" celebration prepared for Mother. This should not be too exciting or exhausting. Maybe a big sign could be placed in the front yard. Perhaps a beautiful bouquet of flowers and a "welcome home" note from each member of the family could be at the bedside. Maybe a tape could be made by each child and the father so that Mother can play the tape while resting after returning home and realize how much she was missed and how much she is loved. Maybe Mother's favorite meal could be ready for her. Perhaps gifts could be waiting for her upon her arrival. Everything possible should be done by Dad and the older children to make Mother feel welcome. Also, everything possible should be done by Mother to let the rest of the family know that the new member of the home will never in any way take the place in her heart of those that God previously has given to her.

Chapter Three

NOW YOU ARE AT HOME!

There are few days in the life of a family that can compare with the day that baby comes home from the hospital, and yet often that day becomes a day of disappointment because the new mother and father had so many wonderful plans. They had planned to sit down and have a dedication service, but baby wasn't in the mood to be reverent. They had planned to sit down and read the Bible together, but baby wasn't very spiritual. Now they are home only to find that it is not what they had thought it would be.

In the hospital Mother spent a lot of time getting organized. She had planned exactly what she was going to do, and in her opinion, she was going to be a tremendous success. Things, however, didn't quite work out that way. Mother soon finds that having a baby at home requires a lot of altered plans and flexibility. In fact, oftentimes it makes parents feel that perhaps it wasn't worth it. Most of us just do not know what having a baby at home would be like. Some might even think that if they had known what it was like, they would not have wanted to have children at all. Sleep, peace, organization and quiet are at a premium, and the sweet, precious plans that have been made for nine months vanish with the colic.

If a couple will realize before the baby comes that it will be hectic for awhile, everything will go better. Babies do wake up at night; many babies wake up many times through the night; some babies wake up four, five, six times a night. Maybe these suggestions will help:

Both parents should help with the baby through the night.

Someone will say, "Well, the father has to work, and because he has a job and the mother is at home where she can sleep some, she should take care of the baby through the night." Someone else will say, "The father should do it because the baby needs a mother who is rested, not one who is haggard, tired and impatient." Now a happy solution to this problem is to have the parents take shifts. One parent could take from 9:00 p.m. to 3:00 a.m.; and the other, from 3:00 a.m. to 9:00; or one parent could take from 9:00 p.m. to 1:30 a.m. and the other, from 1:30 a.m. to 6:00 a.m. This insures each parent some sleep that is uninterrupted, and perhaps during the rest of the night, he will get a little bit of sleep.

Do not have the baby in the room with you, Mother and Father. Protect your privacy! Of course, it will require you to walk a longer distance to get to the baby, but it will give you time alone together, and your privacy is protected. This is so important!

This is also not good for the older child. If Mom, Dad and baby are together in one room and the older child is in another, this causes the child to think that the baby is getting preferential treatment, and he will feel like an outcast, exiled to his own room.

It is also wise not to put the new baby in the same room with the older child. Let the baby have his own room, if possible. If, for example, there is a three-bedroom house, Mom and Dad can have one bedroom; the older child, another; and the baby, another. If there must be some doubling up because of older children, let the older children sleep in the same room, and let the baby have a room of his own. Older children like their privacy. They feel it has been infringed upon if the baby moves into their room. This concern causes him to be overly protective of his own toys, his own bed, and his own private things. Have the older child or children sleep under the new arrangements

several weeks before the baby comes. The older child will not associate his new sleeping arrangements with the baby's coming.

It is best for the new baby to have his own crib. I would not suggest that the same crib be used for each child. It could place in the mind of the older child the thought that someone has taken his place. It might even be wise to put the crib of the older child somewhere in a very special place leaving it empty so that he can see that his crib is still his. If for any reason the older crib must be used, it should be repainted or redecorated so that it will not look the same.

Plan visiting hours. Visitors can rudely interrupt well made plans. A good way to prevent this is for the new parents to predict the most likely visitors and to call them upon returning home from the hospital, inviting them to come at a certain time. The mother might call her closest friend and say, "Mary, I'm home from the hospital, and I can't wait to see you. Could you come by tomorrow afternoon about 2:00?" An appointment can be made, and this will become a part of the schedule for the parents.

The parents should have time alone for privacy and intimacy with each other. When a child comes, Mom and Dad will have to fight for such time. It may be that they will seldom sit down to dinner together. Before the baby came, they ate alone. Now it's hard to eat at all. Before the baby came, the meals were prepared. After the baby comes, the husband often eats leftovers. The mother is tired; the father needs attention. Before you know it, both will think the other is being selfish. Bitterness can develop toward the innocent child who has placed a wedge between them. If such resentment builds up, the husband and wife should discuss it openly before it becomes serious. The truth is that neither the husband nor the wife knows how the other is going to react after the baby comes. It is a stimulus that they have not faced. They must have privacy with each other. It must be remembered that in a few years that baby's crib will become a honeymoon suite and that an older and wiser couple will say, "Goodbye," to their offspring. How important it is that they cultivate their relationship and see to it that this newborn cements their relationship and makes it deeper and sweeter!

Chapter Four

TEACHING CHARACTER

Someone has said that character is the subconscious doing of right. It is when right and the doing of right becomes a reflex. This can happen only by continued practice of doing right in response to certain stimuli. Basically, it is the forming of proper habits. Naturally, the earlier these habits are formed and the earlier the doing of right becomes a matter of reflex and enters into the subconscious, the stronger will be the character of the adult. Hence, proper habits should be started at birth.

Proper eating habits.

Babies are people, and all people enjoy eating. We learn very early in life that eating brings us pleasure and delight. This pleasure is caused not only because eating brings relief from hunger, but also because of the byproducts that eating brings. In the infant, for example, eating will bring the joy of being close to Mother, the warmth of the mother's breast, the feeling of being loved and cared for, and the joy of being held and rocked. As the baby grows older, there are other extras he receives from eating. Because of this, it is very important that proper eating habits are developed so that the child can derive these pleasures from the eating of good, nourishing food along with other proper eating habits.

The first development of proper eating habits is the first nursing from his mother's breast. The baby will no doubt be hungry and perhaps will be crying. Hence, the first nursing should be a happening. The baby will at least by instinct enjoy such a feeding. Let him snuggle for awhile; do not hurry him, and when he is ready he will begin to eat. Let him hear soft words. Commune from your heart to his. Sing gently to him, and let his first association with nourishing eating be that of many other pleasantries. At each nursing that follows, make it a real happening for the child. Then as he grows older, is weaned, and settles down to a child's diet, continue making mealtime one of the most delightful of the day.

Remember, taste is cultivated. The reason that our generation loves junk food instead of good, nourishing food is that we have cultivated a taste for food that is less healthful. During infancy is the time when children should be led to develop a spiritual appetite. A child can learn to like nuts more than he likes junk snacks if his taste is so trained. He can learn to like fruit more than he likes candy if he is trained properly. Good vegetables can appeal to him as much or more than excessive starches if he is led to develop the proper eating habits from infancy.

The child should also be trained to eat on schedule. One of the great secrets of life is to live by schedule, and the healthy person is one who eats by schedule. A good little slogan for the feeding of an infant, and for that matter for the feeding of people at any age would be, "Eat the proper food at the proper time in the proper environment."

Sleep habits.

Sleep habits are developed just like eating habits and should be established in early infancy. These habits, like eating habits, will only be developed and maintained if pleasure is derived. Hence, the

wise parents will make the sleep time as pleasant as possible. Sleep habits, like eating habits, should be on schedule. A very young baby will probably sleep 18-20 hours out of the 24.

This need for sleep gradually diminishes until a six-month-old baby is likely to sleep 14-15 hours of the 24. During the first year of life, most babies require one long nap during the day and one short one. At 12-15 months of age the child usually gives up the short one and has one long nap a day plus the night sleep. The number of hours a child sleeps or the number of hours of sleep he requires is not as important as the fact that his sleep is regularly scheduled. The child is learning in infancy to live by discipline and by schedule. The child should go to bed the same time every night, get up at the same time every morning and take his daily naps at the same time, and the naps should be for the same length of time. Many mothers could have avoided nervous problems in their own systems had they worked a little harder at first in securing the baby's schedule.

Now, let us get back to the happening of sleep. A child should learn to associate sleep with being comfortable, being at the right temperature, being changed, being loved and being fed. If extra affection and attention can be given at sleep time, then the sleep time can become one of the highlights of the day for the child. He soon develops a positive association with sleep. This is vital.

Several things should be avoided in making the child's sleep habits desirable.

(1.) Do not let the baby get into the habit of going to sleep with a bottle. Under such circumstances neither eating or sleeping is as pleasant as it should be.

(2.) Do not let the baby sleep alone in the house. In fact, an infant should not be left alone in the house at any time, even if he is sound asleep. Once the baby has gone to sleep, do not wake him up. Oh, yes, friends will come in to see him; let them see him asleep. Do not wake him up to show him off after he has gone to sleep.

After dark, do not take the baby out for too much excitement. Taking him to the church nursery is certainly proper, but too much noise and too many bright lights before bedtime will cause him to be restless.

By all means, do not give the baby any kind of medicine to make him sleep unless it is done with doctor's orders.

There is so much in the subconscious and in the instincts that it is very important not only to let a baby have a daily schedule but also a weekly schedule. He can look forward to the nursery on Sunday and on Wednesday night and to other pleasant activities that are regularly scheduled each week.

Few of us as adults know our own bodies. Few of us know how much sleep our bodies need. Much of this is due to the fact that from infancy we have led undisciplined, unscheduled lives and among these undisciplined activities are our sleeping habits.

Toilet training.

Every young mother anticipates the day when her baby can stay clean and dry. Because of this, many begin this training too early. A baby is nearly a year old before his nervous system is developed enough to warrant the beginning of toilet training. At this time, the child usually is becoming aware when you praise him for doing well. It is then time to begin serious toilet training.

Subject to schedule and discipline, the child should be put on the toilet at certain regular times. These times should be when he wakes up in the morning, at the conclusion of each meal, before he takes a nap, when he wakes from his nap, etc. If the mother will keep a record for a week or two of the hours the baby is wet or has had a bowel movement, it will help her in planning a schedule so as to anticipate his needs. Do not use the scolding method. Do not be negative. Do not spank him. Rather, use the praise incentive. Let him associate proper elimination with Mother's pleasure and praise. Be patient with him, it will take time and understanding.

Keep the baby in diapers until he learns to walk, and then replace them with pants. This will help him get the idea there is a change in his elimination habits. By the way, do not leave the child wet. If he has an accident, go ahead and change him. Do not scold him. When he does wait until potty time, give him such praise that he will want to earn this praise again.

Thumb sucking.

Sucking is natural with a child. He began his life by getting his food that way, and since he is a born explorer, he usually puts an object to his mouth quickly after birth. Thumb sucking is a prevalent problem for babies. It usually becomes intense somewhere around 6 months of age. Occasionally the baby also finds that he can suck his fingers. Usually he will overcome his habit if the parents do not make too much fuss over it. It is never wise to punish for this. It is often wise to use a toy or other attention-getters with which to divert the attention of the baby from his sucking.

Thumb sucking becomes a problem usually while the baby is being weaned. Since babies are born with a tremendous instinct to suck, even apart from the instinct of hunger, it is often difficult to cure him quickly from his sucking desire. Hence, when the cup takes the place of the bottle or the breast, the most convenient thing for the baby to do is suck his thumb.

A mother came to me and told me that her 3-year-old son was still sucking his thumb. She told me she had done everything she could do to stop him. I asked her what she had tried. She said she had tried to make the boy ashamed. She had made such statements as, "I'm ashamed of you, and your daddy is ashamed of you." She then told me she had ridiculed him, calling him a "little bitty baby." Then she tried the tactic of the fear of father: "I'm going to tell your daddy when he comes home! What will he think?" Then she had tried spanking the thumb after she had worked it out of his mouth. At night she had tied his thumbs in mittens. There are other things she had tried which she included in her statement of, "I have tried everything!" I reminded her that thumb sucking itself was not nearly as dangerous as the improper handling of the situation by the parents and that the most dangerous thing about the child's thumb sucking was the action that it had prompted the parents to take.

Then the mother told me of the fears she had concerning her son's thumb sucking. She was afraid of a permanent injury to the thumb. She was afraid that it would spoil the shape of his teeth and his jaw. She was afraid that it would cause the child to be withdrawn and introverted and, of course, she was afraid that it would go on and on and on into his school days. Now in rare cases, such damage is possible, but in more cases, the damage is done by the parents' overreaction.

The matter that should occupy our time is that of learning WHY the child sucks his thumb. There are many reasons. The thumb becomes a comfort to the child. He turns to thumb sucking when he wants comforting or when he feels he is not loved enough or safe enough or not good enough. The thumb comforts and assures him. The wise parent will realize this and will give the child sufficient comfort, assurance, self-confidence, self-esteem, etc. Again, the positive approach is the best one.

When you see the child not sucking his thumb, brag on him, make him feel like he has done something great. Reward him for it with the feeling of satisfaction and accomplishment. What the child has been doing subconsciously is telling you that he is not completely satisfied with everything about life. There is something missing which he needs. Asking, pleading and scolding will not solve his problem, for it is not his problem. Putting pressure on it only adds to his need and to the frame of mind which caused the thumb sucking in the first place. Hence, the parents' efforts prolong the habit.

Some feel that if a child is allowed to suck his thumb all he chooses, he will relinquish his thumb sucking sooner than if he is urged to stop it. Let the parent be comforted in the fact that most children give up their thumb sucking shortly after they enroll in school. When they come in contact with other children, pride develops and the child is embarrassed to have his peers see him with such an infantile habit. The wise parent will not try to stop the thumb sucking but will rather try to stop the causes for the thumb sucking.

Remember that alarm and force will lengthen rather than abbreviate the longevity of this habit. Do not punish. Do not remind him constantly. Do not threaten him that he will injure his fingers or buck his teeth. Do not remind him that if he loves you, he would stop sucking his thumb. Do not use such phrases as, "You are a big boy now!" "Aren't you ashamed of yourself!" "You are such a baby!" Do not wrap his hands or use mittens. Do not use elbow splints or anything to keep his arm from bending. Do not use sleeping garments which hold his arms down. Do not put bitter, disagreeable, distasteful substances on his fingers. Let him know that you love him so much and are so proud of him that he will have so much assurance and security that he will not need his thumb. Have him trade the comfort of his thumb for the comfort of a secure relationship with Mom and Dad. By all means, do not panic.

There are some things that can be done. Let the child suck longer when he eats. Let him nurse as long as he wishes. If he is bottle fed, get another nipple with a smaller hole so that it will take him longer to drink his milk. As he grows older, don't let him get bored. Be sure he has enough toys, enough things to stimulate his mind and to attract his attention. Also notice when he sucks. Does he suck when he is lonely? Does he suck when he is frightened?

Does he suck when he feels deserted? Once you have found the cause, then you can satisfy his need and over a period of time eliminate the thumb sucking altogether.

As he gets older, see if you think he gets too much or too little attention, has too many or too few companions, is mothered too much or too little, gets more or less attention than the other children. Take an intelligent survey and set up a diligent plan to eliminate excesses and fill voids.

Bedwetting.

By the time the average child reaches the age of 2, he can stay dry during the daytime. However, it is usually a year or more before he can stay dry while asleep. The average child is able to stay dry during the nighttime by the time he is 3, but not all children are average. Approximately 25% of all children wet the bed after the age of 7. It is thought by some that boys have some more difficulty in bed wetting than girls. It is comforting to know that usually this problem is hereditary and that the parent of such a child had the same problem when he was a child.

Because the problem is such a messy one, parents become excessively alarmed and overreact in an effort to execute its cure. It may be true that early training in an effort to correct bedwetting may actually be the cause of bed wetting later on. Take it easy; don't rush; a few extra months of

diaper washing when a child is one or two may save months of panty and sheet washing two or three years later. Accept the fact that children differ in this as they do in other things. Some achieve success many months before others. Keep in mind the following things when wetting is a problem.

- Do not ridicule or give the child the idea that you would love him more if he would stop wetting.
- Do not show annoyance. Try not even to feel annoyed. The child needs your help. No doubt he is nervous and insecure. He does not need to feel your nervousness or insecurity.
- Try to be casual. Build his confidence. Assure him that he will do better someday. Give him extra affection. Praise him more than usual. Brag on him when he does well. Brag on other things he does perhaps better than other children. Do not make him feel inferior. You will help him a lot more by leaving him to be relaxed than making him tense because he feels he is a failure.
- Do not give him prizes for being dry. Give him praise and love at all times but especially when he does well. Do not make a big deal of toilet training. By all means, don't use threats, shaming, rewards, punishment as methods with which to train your child.

If you will follow these suggestions, you are not going to make the child dry right away, but you will make him happier, you will make him more relaxed, you will make him more of an extrovert, and you will give him more security. A secure, confident, happy child will achieve dryness much earlier than one who is made tense and high-strung by overly anxious parents.

If the child who has become dry has an accident, treat it casually. Do not scold. Follow the advice given concerning thumb sucking. Do not be as concerned about the act itself as by the cause of the act. Correct the causes; fill the voids; stop the excesses; give security, love and praise, and unless there is a medical reason (and there usually is not) the problem will be solved in due time. By all means, be patient. The child is like you. His troubles pile up on him. Too much is expected from him and he becomes frustrated. This is when things fall apart. Bear in mind that his problems are as serious to him as yours are to you. Calm, rational, tender treatment will win out in the long run.

A number of things could cause his insecurities. Something in his life could be troubling him, making him tense and anxious. Perhaps he is not on schedule in other activities of his life. Maybe his parents create tension in the home. Maybe the child lacks self-confidence. Maybe he has an inferiority complex because of older brothers and sisters. Maybe he does not feel approved. Maybe he does not feel he excels in any area.

Of course, there are a few things that can be done. Some parents take the child to the bathroom when they retire. This often enables the child to go through the night dry. The best thing to do is take it in stride, not make an issue of it, and soon the problem will solve itself.

Fingernail biting.

Children have many nervous habits. Many of these are typical such as blinking the eyes, picking the nose and, the most common of all, fingernail biting. It must be understood that children are perpetual motion. Freedom of movement is necessary part of their development. To tell a child to sit still is asking for a miracle. Hence, if a child is forced to be still for a long period of time and if he is asked to keep from talking, he becomes fidgety. Habits like nail biting soon develop. If you

will notice carefully, nail biting usually occurs when the child is repressed or is unduly excited or unhappy. There are several sets of circumstances that usually increase nail biting. Anything that causes the child inner tension such as fear or worry make conditions right for the habit. A nervous mother, an anxious parent, or quarreling in the home can upset a child and lead him to nail biting. If too much is expected of him, he may turn to his fingernails. The wise parent should watch the child to see when he bites his nails and then seek a trend. Parents will notice there are certain things, times or experiences that prompt the biting of the nails. After such a study has been made, the parent can eliminate the conditions that warrant the nail biting.

There are several things that can be done after the cause of the strain has been eliminated. The child can be given something to do with his hands that will keep him busy. The child's nails should be kept in good condition. They should be short and smooth with no hang nails, which will help remove the temptation to bite them. It is not a good idea to put bitter tasting substances on the nails. However, sometimes some clear nail polish on a little girl's nails will give her pride in them and often eliminate the nail biting. The biting of the nails is another one of those nervous habits which are likely to develop when a child is not serene and happy, whose routine is not planned and who is put under strain, giving him too much with which to cope. Sometimes having to play with older children can stimulate nail biting.

Living in an unhappy home where there is fussing can have the same result. If a child is not allowed to play outdoors enough, it can drive him to this habit. One thing that must be remembered is that children are often too overprotected, over-mothered and over-managed. Once again, assurance, love and security can go a long way toward correcting the biting of the nails. Do not resort to scolding and threats. Do not make constant mention of the biting; that will only make it worse. Nail biting, like bedwetting and thumb sucking, is best corrected by a quiet study of the conditions surrounding the habit and then eliminating them. Once again, the wise parent should not make a big issue over it, for big issues are causes, not cures.

Try bragging on the child when he does well. Tell him how pretty his fingernails are when he does not bite them, but even then, a calm type of complimenting should be carried out. Do not panic. Set out to provide a serene, assuring, securing atmosphere by eliminating boredom, tense or overly emotional radio and television programs, insecurities, etc.

Temper tantrums.

You will find excellent cooperation in a normal baby. However, when the baby is becoming a child and is walking and talking, probably in the late part of his second year or the early part of his third year, some changes take place. He suddenly has a tremendous desire to assert himself and to be heard! This assertion may show itself in temper tantrums. What is happening is that the child is becoming a human being. He is walking and talking now, and he suddenly has a desire to make some of his own decisions. He expresses this desire with temper tantrums. He decides that he is restricted too much. He may decide not to dress when you want to dress him or he may choose not to give up some object that you want him to surrender to you. He may decide he doesn't want to eat, and if he does eat, he doesn't want to eat what you want him to eat. He wants to do things by himself. Now there are several things that can be done.

(1.) The parent must set a good example by having an even disposition. You yourself must not have a "short fuse." If the child sees you losing your temper, he will soon decide that is the way to express one's self when he is not pleased. On the other hand, if the child sees the parent manifesting behavior that is calm and quiet, he is more likely to perform in the same manner. Avoid having a nervous, loud environment, for the child will eventually pattern his behavior after

that of his parents and his home atmosphere. If you do not control your temper, he will not control his. If you are loud and angry when you do not have your way, he will be loud and angry when he does not have his way.

(2.) Do not let your child's temper tantrums cause you to lose your temper. Never reward his tantrums. If a child cries to get something, never give it to him. Let him know that the way to get what he wants is by behaving properly, not by exposing his temper. Never, never, never reward him for his temper tantrum. Many parents become so exasperated by the child's behavior they attempt to bribe him to be good by giving him what he wants or what he would enjoy. This is a tragic mistake. Reward goodness, not badness. Reward a pleasant personality and disposition, not an unpleasant one.

(3.) Build such a close relationship with the child that the breaking of fellowship with the parents will be the worst punishment possible. The worst thing about a punishment and the worst punishment should be the fact that fellowship is broken between the child and parent. When there is a relationship that is sweet and enjoyed by both, the child does not want to have that relationship broken. Hence, the parent can simply ignore the child when he is having a temper tantrum (that is, if the tantrum is not caused by some health problem or severe discomfort). Make the child realize that fellowship with the parent is good when he is quiet and bad when he is throwing a temper tantrum. It is often good to let the child cry it out. In the case of a baby, the parent should see if the diaper is dry. He should be sure no pins are sticking the child's body. He should convince himself that the child is not crying excessively because he is ill. He should be sure the child is not crying because he is hungry or covered too tightly. He should be sure the child is not crying because of a stomach ache. Once he is convinced these things are all in order, he should then let the child cry. Simply close the door to his room, go in the other room and be about your responsibilities.

When he does stop his crying and is quiet for a few minutes, go to his room and brag on him for being quiet. Let him realize that the fellowship is restored when he does not cry and that it is broken when he does cry. Do not let him think the way to get picked up and be babied is to scream. It is better to prevent the temper tantrums than to cure them.

It is wise, as has been stated previously, for a child to live by schedule, thereby developing lifetime habits. It will help his disposition tremendously if he is getting enough sleep and sleeping on schedule, if he is having his meals on time and is living a scheduled, disciplined life. Sometimes the parent spends too much time with the child. This time should also be scheduled time. A child should learn to be alone. He should learn to enjoy being alone. It will give him security and assurance for the rest of his life. Suppose, for example, that he wakes up around 7:00 in the morning. His mother gives him some words of assurance, a hug and a kiss, feeds him, bathes him, changes his clothes and puts him back to bed. He should be taught to spend some time alone then. Perhaps at mid-morning the mother could come in at a scheduled time, take the child up and spend 30 minutes playing with him and loving him. The child could then be put back to bed to spend some more time alone. Soon comes lunch time. After lunch the child can be changed and put to bed for his afternoon nap.

After his nap Mother can take 30 minutes more and play with him and love him. Then he should be put back to bed or in his playpen or in his room if there is an accordion door to keep him from escaping, where he can spend some more time alone before Daddy comes home. This means that Mother has not only spent some time bathing and feeding him, but she has spent 30 minutes in the morning and 30 minutes in the afternoon playing with him and loving him. It is my feeling that many children go bad because their parents spend too much time with them.

It is not how much time a parent spends but what kind of time he spends. A child needs to feel the security of genuine love and interest from his parents and the security of the enjoyment of being alone. Both are important.

Many parents spend much time with all their children and little or no time alone with each child. I think it is best for there to be a scheduled time for each child. The child thereby gets to know his parent on personal basis. He doesn't feel like one of a group but one that is very special. This not only enables the child to know the parent better but it enables the parent to know each child as an individual. This does not have to be a lot of time. When our children were small I would take them on dates. For example, I would take one of the girls up to the shopping center. Then I would purchase for her whatever her need was at the time-a dress, a pair of shoes or some underclothing.

Sometimes I would even buy her a little toy. Then we would go to the park to swing. An hour is a long time to a child. It does not seem very long to an adult, but when a parent spends an hour alone with a child, it seems to him a very long time. This planned fellowship should start in infancy.

A planned time when the child is alone should also start in infancy. He should get to know himself. When our children were small, I would go outside and the child and I would sit on a quilt in the front yard together. I would then, after awhile, tiptoe into the house and watch him through the window. I would let him play alone for awhile. This would help teach him not to be afraid of being alone. He also needs to learn not to be afraid of the dark. Both are lessons a child needs to learn early in life.

It is usually best not to spank the child for throwing a temper tantrum. Brief isolation would be better. Especially is this a tremendous form of punishment when the child is close to his parent. A spanking would be more in order if there is direct disobedience. I am not saying that spanking is wrong. Quite to the contrary, spanking is right, and we are admonished in the Scriptures to do so, but during these early days of life, a child is using a temper tantrum to get what he wants. He wants Mom to pick him up; he wants attention. If he learns that he does not get the attention by crying and exposing his temper, he will soon try other methods. It is the parent's responsibility to let him know what methods will work. When he finds that goodness will work, he will then use goodness to get his desired result. However, if the parents' actions let him know that being bad will work, he will then be bad for the rest of his life to get what he wants.

A generation ago noted child psychologists who knew little about psychology and less about children advanced the theory that the child should not have his progress retarded. "Give him what he wants," they said. "He is only trying to express himself." We gave these children what they wanted because we did not want to impede their progress. That generation is now grown up. They are still getting what they want! They are rioting, demonstrating, burning buildings, destroying property, infringing on the safety of society, and in general, are ruining the greatest country on the face of the earth! They were taught to get what they wanted by bad behavior. We gave it to them then and we are giving it to them now, and the greatest nation on the face of the earth is crumbling before our eyes. If a nation's character is salvaged, we will have to begin where its deterioration began-in the crib. It was in the crib where this generation of lawlessness was spawned. It will be in the crib where another generation of law and order is conceived. Through all of this a child MUST learn to respect his parents. This respect will be caused by a parent being firm but calm, manifesting the spirit of Christ in gentleness yet firmness. A parent who responds by jerking a child or throwing a temper tantrum of his own is joining the child in his crime and mixing wrong with wrong.

(4.) Brag on the child when he is good. I remember my mother saying to a neighbor while I was in another room (she made a special point to say it loudly enough so I could hear her), "My Jack is a good boy! I know some boys who are bad boys who scream and cry, but my son is a good boy. I'm so proud of him!" I would hear her from the other room, and my hat size would double as I would hear my mother brag on me to a neighbor. She was setting for me a reputation that I wanted to fulfill. When I did enter the room, I would be the picture of goodness, a model son, for I was trying to live up to my reputation and prove to the neighbor lady that my mother was right. Sometimes my mother would set me on her knee and tell me, "Son, I was in another home the other day, and they had a boy about your age. He was so rowdy and loud we could hardly talk. I am so proud of you because you are such a fine fellow. You are never rowdy and you never interrupt. You never embarrass me when we have company. I'm sure glad that little boy isn't my little boy; I'm glad you are my little boy because you are not like him." Once again she was setting for me an ideal and a reputation that I wanted to uphold. This tactic certainly is far better than a slap across the face or the jerk of the arm or the screaming voice.

Speech defects.

Since speech is the means humans use to communicate one with another, anything that interferes with this type of communication becomes a real handicap. Most speech defects can be cured in the home by the loving help of wise parents.

Children begin to use words during their second year. Much care should be taken to help the child speak properly. If a child should go into his third year or even very far beyond his second birthday without developing normal speech, the parents should examine the following possibilities. The child may not need to talk to get what he wants. Perhaps he can grunt and the parent knows what he wants. Perhaps he can simply make a gesture to receive his desires. The parent should in such cases require the child to speak before he gets what he wants. In other words, the parent should see to it that the child needs to talk. Mother and Dad should lead him to make his wants known by the communication of speech.

Some parents give too much attention to the child's words and speaking. In some cases they even show off the child for visitors, and he may be asked to repeat the same words over and over again. This often leads the child to become embarrassed and in many cases it slows up his speech progress. When this is true, the wise parents will leave the child alone and try not to show him off to guests. When a child does speak, the parent should show definite interest, but not undue excitement.

Sometimes the parents do not talk enough. Many children do not talk because they do not hear enough talking. Read to the child. Talk to him. Let him hear you talk. This will stimulate the child to join you in conversation. The child of a non-talkative parent will usually talk later than children whose parents communicate often with them and read to them.

Sometimes a child may talk for awhile and then slow down his talking. This may be because he has other interests. Perhaps he has found some other avenue of development that temporarily intrigues him more. Maybe he is learning to do something else for the first time, and talking is not new to him anymore. In such cases, do not be alarmed; simply keep talking, singing and reading to the child. Keep on loving him. He will return to his vocabulary after he has mastered the thing that is occupying his mind.

An undisciplined life can cause the child to talk later than normal. So many things depend on schedule. The child that gets up on time, eats on time, sleeps on time, is bathed on time, is dressed on time, is loved on time, etc. will be in general more normal and more healthy. He will come nearer talking on time. Some children talk late because of strife in the home. If a child hears fussing and screaming, he will not be interested in developing the art of speaking because the spoken word will become distasteful to him. If, however, kind words are spoken, and if speech is an expression of love, kindness and gentleness, the child will be impressed by its use and will usually want to talk earlier. Of course, there is always the possibility of some illness which makes it difficult for the child to talk. If he is nearing his third birthday and still is not talking much, his hearing should be tested. He should be given a thorough check-up and maybe be taken to a neurologist. Of course, sometimes the child has a speech impairment due to a harelip or a cleft palate. In this case he should be taken to a speech therapist for special training.

There are three times in life when stuttering is a temptation:

(1) When a child is around 2½ years old and is just beginning to talk freely, (2) When he enters school, and (3) When he becomes an adolescent. These are times of big adjustments and because of this, stuttering may develop. Speech difficulty is caused by emotional strain and frustration. When a child is 2 or 3 years of age, he is so desirous to make himself understood. He is just beginning to talk freely and does not have a large enough vocabulary to express his thoughts. He is not able to put into words what he wants to ask or tell. Because of this bother he sometimes stutters. It is a good idea not to have him in close contact with an adult or teenager who stutters. At least such a person should not be a constant companion to the child.

Do not correct or scold the child for stuttering. Repeat or talk more slowly. Do not fuss at him. If he appears to be looking for a word, fill in the extra word for him. Listen to him carefully and patiently. Do not make him feel that he must hurry when he tries to express himself. The stuttering child feels he will not have time to give his expression. Do not tell him he has plenty of time; simply show him by being patient. Rearrange his schedule; keep tension from his life. Lessen the rush-rush atmosphere of the home.

Sometimes the stuttering will take place after he has been playing with several children and has become too excited. If this is the case, let him play with one or two children at a time. In other words, take away from him temptations to nervousness and frustration. Act like nothing is wrong. Take him as he is. Don't lead him to think you wish he would hurry up and say what he is trying to say.

Like bedwetting, thumb sucking, nail biting and other nervous expressions, stuttering is usually caused by a home situation that is too tense, too hurried, or where there is too much strife. Its cure comes by eliminating these causes. The parent should not expect miracles. It may take some time. Do not panic. Be calm, loving, patient and understanding. In almost every case in due time victory will come. If the stuttering is not cured when the child is nearing four or five, professional help should be sought.

If a child is left-handed, let him be left-handed. It has been thought by many that there is a connection between left-handedness and stuttering. There are those who believe that when the left-handed child is encouraged to use his right hand, this causes stuttering. This is probably not necessarily true. Rather, the type of parent who would be embarrassed to have a left-handed child and who would attempt to coheres him to use his right hand might be the type of parent who would cause stuttering anyway and to whom a child would usually speak with caution and tension.

It would be far better for the parent, with patience, to lead the child to become efficient with his left hand rather than causing him to become nervous by being a less-than-average right-hander.

There are other speech problems besides delayed speech and stuttering. There is the problem of omission of a sound in words. For example, a child may say, "pease" for "please," which means he is omitting a certain sound. Then sometimes the child will have an enunciation problem. There is also the problem of careless and inaccurate sounds such as misuse of the letter "s." Sometimes the child will even add unnecessary sounds. Regardless of the problem, unless it is a physical one, the parent should first attempt to have a quiet, peaceful setting in the home. He should be the type of person to whom the child likes to speak. He should not expect the child to act like an adult or speak like an adult. He should avoid undue excitement, hurry and pressure. He should not expect the child to recite too much, and he should not show off the child. In other words, just a normal, kind, peaceful atmosphere in the home and a sweet relaxed atmosphere with the child is the best treatment. Add to this, proper pronunciation by the parents, and you will usually find the answer. This, of course, is the best cure and should be tried at length before consulting professional help.

Chapter Five

SPEND SOME TIME AWAY FROM YOUR BABY!

You must realize that you can't spend every minute of the day with your baby. Time should be carefully planned where the mother can be away from the baby some. This time should not be for long periods, or the child may begin to fail to respond to the parents. The baby will sense if you like to be with him or not, and he will detach himself from you if you are not careful. In the first year or so of life, even short periods of separation can cause the baby to react negatively and even to ignore the parents after they have been away for two or three days. It is also possible for the child to become attached to the person who cares for the baby and to turn to him for his security and comfort. Because of this, the time away from the baby should be brief and planned as follows:

Have several baby sitters on whom you can call. Choose baby sitters who like children and enjoy playing with them and who express warmth while they care for your child. Do not choose a baby sitter who is more concerned about neatness than warmth and love. Choose babysitters who will carry out your wishes and instructions to the letter.

When the babysitter comes to the house, have her come a bit early. Have her there long enough before you leave so the baby will become familiar with the babysitter. I would suggest that the babysitter should arrive at least a half an hour early. This should be done regardless of the age of the child. The babysitter should come while the child is awake. It is quite a shocking experience for a child to wake up and find a stranger with him. Be sure that the child is awake and that the babysitter spends some time with the child gaining his confidence before you leave. Otherwise, the child may begin to associate sleep with your leaving. This may cause the child to be reluctant to go to sleep for fear you will not be there when he awakens. It is best that your child know that you are leaving and that he be aware of it even if he cries.

Even though you have a list of babysitters, it is best to use the same one as much as possible. Children do not like strangers. They should not have to associate the arrival of a stranger with Mother's departure. Serious emotional difficulties can arise.

Plan a schedule of time or times that you will be away from the baby. I would suggest that the parents use a babysitter at least once a week. This would be for going to a restaurant to eat or having some recreational time together. This could be for an evening out or an afternoon and evening out. I would also suggest that at least once every two months the parents take an overnight outing. Perhaps they could go to a motel for the night and then spend the day shopping or participating in some type of recreation. I would not suggest that parents take long vacations away from their infant child. Several brief absences a year would be much better than one lengthy one.

The mother should resume her spiritual activities as soon as possible. The good Christian mother will want to go soul winning every week as soon as she is strong enough. She will want to participate in church activities such as missionary societies, class meetings, etc. She will be a better mother if she spends time fulfilling her Christian responsibilities outside the home. Go ahead, Mother, and teach the Sunday school class. Go ahead and work with the young people. Do not spend your entire life or even a majority of your life doing it, but you do need outside interests.

Use the church nursery. New mother, as soon as you are able to go to church, you should return to the services. You can have some time apart from the baby while you are in the services and the baby is being cared for in the church nursery. Now the nursery may not be as nice as you wish it were, but God is able to care for your baby. I would rather see the baby in a nursery that is not quite the picture of cleanliness than for mother not to receive the spiritual food that she needs. Do not take the child to the services! Babies can disrupt the services and prevent people from coming to Christ. A little baby can also keep the mother from getting what she needs from the services.

You need your spiritual food. You need edification that comes from the preaching of the Word of God. Put your baby in the nursery. Trust him to the Lord, and you go to church.

If the mother works, she should try to come home in the middle of the day. There are cases, of course, when Mother must be away at a secular job. If possible, the mother should cut down on her working hours during the first two years of the child's life. If this is not possible, the mother should try to come home for lunch. I would suggest that the mother try not to be away from the child for more than four hours at a time. If the mother cannot come home during the day, perhaps the father could come home during the day and spend some time with the child.

Now I am not advocating mothers working. I am saying that when mothers have to work they should make every possible effort to be with the child as much as possible. The wise employer should make it possible for parents of children under the age of two to organize their schedule and consider the needs of the children. Maybe our friends south of the border have the best idea after all with their siestas. In summary, the best thing is for the mother not to work. The next best thing is for her to cut down on her work and just work part-time. If that is not possible, then she should be able to come home sometime during the day. If this is not possible, she should have a babysitter who is like a second mother who will love the child and give it motherly care.

Parents should have their own lives together. The child should not ever sense the fact that he has come between Mother and Father. Regular times should be set when Mother and Dad are together alone for pleasure, recreation, conversation and romance. Psychologists who say that Mother and Dad should make love in front of the children, or for that matter even expose their bodies in front of the children, either do not know the Word of God or they do not care about its truths. They use the argument that children should become familiar with the human body, the differences between males and females, and the changes that occur as a person matures. They encourage that the parents let the children see their private parts and that they appear nude in front of the children. This is not only foolishness, but it is not Biblical! The father represents God in the home and should be treated with respect by the child. This respect is broken down when the parents, sincere though they may be, heed the wicked counsel of people who know little or care little about the Word of God and advise them to let their children see them in the nude. This was one of the sins that Ham committed that drew God's displeasure. Parents appearing nude in front of their children always draws God's displeasure. These so-called child-rearing experts say that extreme parental modesty leads a child to develop a desire to see naked people and that this is the way "peeping toms" are born. Nothing could be further from the truth! This is a part of the modern sex education trend.

The baby is here. Your lives are changed tremendously, but you must not completely consume your time with the baby. You must be away some and have other interests and other activities. Though these times of absence should be brief, at least as brief as possible, they nevertheless should be a part of your schedule. You will always return to your baby more refreshed and more able to care for him properly and to express your love more beautifully.

Chapter Six

DISCIPLINING AN INFANT

The last chapter in this book covers the general subject of the discipline and punishment of children; hence, we will deal in this brief chapter only with the unique way to discipline infants. Disciplining infants is extremely difficult, but it must be done. Discipline teaches that there are limits in life and that within those limitations life can be beautiful. It must teach, however, that living outside those limitations is painful. Because of this, the parent must see to it that pain of some kind is inflicted when wrong is done—pain of loneliness, pain of being hurt because you disappointed someone you love. It may be physical pain, but the child must be taught that doing wrong hurts in some way and that the hurt that wrong brings is far greater than the enjoyment it gives. Proper discipline teaches a child to learn to accept these limitations. It must be understood that a child is going to test a parent concerning his discipline. Because of this, the parents must be consistent. The punishment for a certain crime must be consistent. Some rules to follow are:

Always have the same punishment for the same crime.

The child then can associate certain types of pain to certain types of deeds. He can remember that pain that follows each deed. In other words, there is a predictability and steadiness in the punishment of a child.

Always inflict the punishment for the crime.

If the child knows or feels that there are times when he can get by with committing the crime, and if there is at least a possibility of his escaping the punishment, he may well choose to run the risk. However, if he comes to the conclusion that punishment is always given, he will come nearer deciding against the doing of the wrong deed.

If a child gets the idea that he has freedom of expression that will not be repressed at all, he is being given a false impression of what society will expect of him later. The parent should, by his discipline and punishment of the child, teach him what to expect in years to come. Parents must prepare him to be a law-abiding citizen. The child must be taught the boundaries of the law and the penalty received by living outside those boundaries.

Spanking should begin by the time the child is able to walk. I'm not talking about beatings, slappings, etc. I am talking about firm, but gentle and loving spankings. There are things, for example, that will endanger a child's life, such as crawling too close to the window or playing with the electrical plug. It would be far better for a child to receive the pain of a spanking than the pain of serious injury or death by being electrocuted or falling from the window.

Develop a consistent pattern in your behavior.

The infant will probably repeat his actions several times. In order to establish for sure that you are responsible, always be the same. Be sure that your response is the same so that the infant will see a predictability about it.

When our children first learned to walk, I took them on a tour of the house. I pointed to certain objects and said, "No, no, no, no, no!" Again I pointed to the objects and said, "No, no, no, no, no!"

I did this until the children associated the object with "No!" When I felt that they had associated the word "no" with objects they should not touch and things they should not do, I then proceeded to let them know that pain was associated with disobedience. I did not take a stick and hit the child; neither did I beat him with my fist, but lovingly and gently and tearfully I used the place that God has provided for spankings, and I gave him a spanking with whatever intensity I felt the crime demanded. The intensity should not be determined by the anger of the parents or the discomfort that the crime caused them. It should be commensurate with the crime. The parent should remember that the most important thing is to develop a close relationship with the child. I recall when my mother used to give me long talks. I would rather have had a spanking any day because the worst thing about the punishment was that Mother was displeased and that our fellowship was broken. When the parent and child have a sweet, close, intimate relationship, it enables the punishment of a breach of fellowship to be the worst punishment of all. This does not mean that the child should never be spanked. It means that even in spanking the child knows that Mother or Father is displeased.

Chapter Seven

TEACHING THE CHILD ABOUT GOD

Once a little child drew a picture. One of his parents asked him who it was he had drawn. The child replied, "That's a picture of God." The parent said, "Why, honey, no one knows what God looks like," whereupon the child replied, "They do now."

Faith comes natural to a child. The best time of his life to teach him about God is in his early days. Our Catholic friends have said for years that if they can have a child until he is seven years old, they have him for life. This is probably right. Someone has called these years the seven vulnerable years. How foolish it is for parents who have faith in God to use such philosophies as "Let the child decide for himself," "We don't want to push religion on the child," etc. During this brief period of childhood, youngsters are especially vulnerable to religious training.

Somewhere I read that a little baby goose has an unusual characteristic along this line. It is said that the first thing he sees moving near him after he is hatched, he will follow. Of course, if the mother goose is this first object, he follows her. If for any reason she leaves him, he will follow any other object. In other words, there is a time in his early life when he will attach himself to anything that moves which is near him. This is true with a child. Because of this we should seize upon the opportunities to train the child from birth. There are several things that must be done.

Teach him that there is a God and that God loves him.

Once a little child asked, "Mother, what does the world stand on?" The mother stuttered timidly and replied, "The world stands. . er. on the shoulders of a big strong man."

The child waited a moment and said, "Mother, what does the man sit on?" The confused mother stuttered a while longer and said, "Well, honey, the man stands on . . . er, ah. . . ah. . . on a big rock. That's right, a big rock!"

The child replied after a few moments, "Mother, what does the rock stand on?" The bewildered mother hesitated for a moment and said, "Sweetheart, the . . . er . . the rock ... er. . .ah . . the rock. . .ah. . .sits on a big pole."

The child then asked, "Mother, what does the pole stand on?" An angry mother said, "Oh, the pole just reaches all the way down to the bottom!"

This is often the extent of training about God given to a little child. We teach him to bathe, to brush his teeth, to eat, to sleep, to develop good habits, and yet we fail to teach him about the most important thing in his life-an individual's relationship with God.

It is important that a child's first impressions be of spiritual matters.

This is why it is important to pray with the child when he is still an infant. He should have impressions made quickly concerning Mom and Dad having their head bowed. Early impressions should include his parents holding a black book, going to church regularly, singing from a hymn book, etc. As soon as possible he should be taught to fold his hands and bow his head in prayer and

though these things are no more religious to him as far as his consciousness is concerned than any other gesture, he will soon associate them with regular habits, and these habits will lead him one day to know their meaning. These impressions will linger with him.

The infant should have pleasant thoughts about these impressions. He should be comfortable during them and learn to associate pleasantness with their performance. His first impressions of the church nursery should be associated with pleasantness and comfort. (This is why it is so important to have a cheerful, clean, comfortable church nursery.)

The young child should be exposed to proper heroes.

Children are great to emulate other people. They make heroes and want to be like them. This is why parents should expose little children to the best patterns possible and should from childhood point them to adults whom they can emulate as their heroes.

The parents should build proper respect for God's man.

Children should be taught that God has given to them a preacher. That preacher is God's man to lead them, to teach them, to preach to them, and to guide and instruct them concerning their lives. It is important for a family to have a man of God just like it is important to have a family doctor, a family dentist, etc. For that matter, it is even more important! The parents should never criticize God's man but should train their children to love and respect him.

This can be done in many ways. One of the most important ways is to lead the child to pray for the preacher many times a day. Every time he bows his head to say grace or to say his "Now I lay me" prayers, he should pray for his preacher. He should get an early impression that one of the most important persons in the world is God's man, his pastor.

The nursery workers at First Baptist Church have little bibs made for the babies. On each bib is printed, "I love my Preacher." This is very important. The child should feel that he has a friend in the pulpit and that that friend loves him and is very wise. The time will probably come when the parents will need the pastor in the rearing of the child. It often is true that a time comes when the only hope of saving the child is the pastor. If the parents have been critical of him or have a negative attitude toward him, the children will develop such an attitude and will not come to the pastor when they need him in a period of crisis.

From infancy the child should be taught that Jesus is the Son of God and that the Bible is the Word of God.

When I was an infant my mother started a little ritual. Every night she would put me on her knee, hold her Bible in front of me and say, "Son, the Bible is the Word of God." Then she would ask me to repeat after her those words. Three times she would do this. Then she would tell me that Jesus is the Son of God. I would have to repeat it after her. Again she would say it and again I would repeat it. A third time she would say it and a third time I would repeat it. She then told me that I should always believe those two great truths. Now I do not recall when she started it; I do know she started this practice long before I could comprehend what was going on, but as far back as I can remember I can see my mother teaching me that Jesus is God's Son and that the Bible is God's Word.

She would then mention some kind of sin and warn me concerning its evil. One night she would take a whiskey ad. She would hold it up before me and say, "Whiskey - bad, bad, bad, bad! Whiskey

- bad, bad!" Then I was required to say, "Whiskey - bad, bad!" She would then get a frown on her face, tear up the ad, throw it on the floor and stomp on it. She would shout, "WHISKEY - NO, NO! WHISKEY - BAD, BAD!"

Mother was trying to associate bad words with whiskey. I do not know when she started this. I do know it was before I realized it, and the association between the words "whiskey" and "no" made a lasting impression on my mind and life.

The wise parent will act out Bible stories.

For our children I would take a Bible story like "The Good Samaritan." I would be the man who was attacked. I would rock and reel like I had been attacked. I would then lie down like the man beside the road. I would then become the priest and Levite who came by and looked on him. Then I would come by and be the good Samaritan. I made it as interesting as possible. This was a regular ritual at bedtime at our house. As long as our children were small they looked forward to Dad telling them stories from the Bible and acting them out.

Once a little girl was being told the story, "The Good Samaritan," by her Christian worker. The teacher described how the man had been beaten, stripped of his raiment, was lying there bloody and hurt. Then she asked her class, "Girls, what would you have done if you had seen a man in that shape?"

A little girl said, "I would have thrown up!"

Stories are real to little children. One of the best ways to train a child is to take Bible stories and truths and teach them night after night and day after day.

As soon as possible the child should be taught to memorize Scripture.

Start off with simple ones like, "God is love," "Be ye kind one to another," etc. As soon as possible, teach verses that are more difficult. It is very important that a child be taught to memorize the Word of God in the early days of his life.

The father image is very important in teaching the child about God.

The father is God's representative. God calls Himself our Heavenly Father and then gives a father to each home. The child should respect, revere and love that father. When he hears of his Heavenly Father he will find it easy to respect and obey Him. This means that the child's earthly father should do his best to emulate the Heavenly Father. For the child who has a Christian father, his thoughts of God are those of being a man, for the Christian father is the nearest thing on earth to God to the little child.

The infant should be taught to respect authority.

This means all authority. When he is taught to obey every authority such as his father, his mother, his Sunday school teacher, his baby sitter, etc., it will not seem difficult for him to obey God when he hears and understands the plan of salvation.

The father should punish the child for doing wrong, even as the Heavenly Father punishes His children for doing wrong.

In infancy this punishment should not be associated with the Heavenly Father, but the law of sowing and reaping can be taught in infancy and early childhood. Since the father is God's image and representative in the home, he should, of course, act as much like the Heavenly Father as possible. As the Heavenly Father punishes wrong, so should the earthly father punish wrong. As this punishment breaks the heart of the Heavenly Father, even so it should break the heart of the earthly father. As this punishment from the Heavenly Father is prompted by love, even so should the punishment from the earthly father be prompted by love.

Perhaps there is no better way for the child to learn about God than for him to have the proper relationship with his father. Respect for God's deputy in the home will lead to respect for God and to an early conversion.

Chapter Eight

EXPRESSING LOVE TO YOUR CHILD

For most of my days at home, I was the Only child. Lorene was the first child; she was afflicted. Lorene never walked or talked; in fact, she never got out of bed. She lived to be seven, and at that age, God took her to Himself.

The second child was a little girl named Hazel. Hazel was in every way a normal child. When she was seven she had a serious case of the measles and appeared to be well. Suddenly, however, there was a relapse and God took her to Heaven to be with Lorene.

The third child was Earlyne, my sister, who is eight years my senior and who is now Bursar at Hyles-Anderson College. When I was a young boy, Earlyne married. Not long after that, my father left us, and Mother and I were left to live together. Maybe it was because I was the only boy, maybe it was because Mother's two oldest children went to Heaven at the age of seven, or maybe it was because of my father turning to alcohol and leaving home that caused my mother to be very loving and affectionate to me. I do not ever recall as a child going to bed at night without my mother saying, "I love you, son." I do not ever recall to this day ever being at my mother's or with my mother for a small period of time without hearing her say, "I love you, son," as we parted. I am assuming in this chapter that you do love your child. There are millions of parents who sincerely love their children who are unable to convey that love. There are several ways that love can be expressed.

Express your love with words.

Start at birth saying, "I love you." Let it be one of the first things that register in the mind of the child. Let it be one of the first sentences the child learns to say. These "I love you's" should be appropriate. When the child is an infant, this poses no problem, for an infant cannot be embarrassed by such treatment. However, as the months and years pass, the verbal expressions of love should be fitly spoken at appropriate times and in appropriate ways. It should always be said at bedtime. For the smaller child it should be said when he goes out to play. It can be said later as the child leaves for school. The wise parents will be careful, however, when the child grows older to become more private with their verbal expressions of love.

It must be remembered that when a child comes into the world his first impressions are through feelings. As soon as he begins to talk, he soon learns to ask the question, "Do you love me?" He is grasping for affection.

Express your love with physical contact.

Words are wonderful, but they are not enough. I John 3:18, "My little children, let us not love in word, neither in tongue; but in deed and in truth." When the infant has physical contact with his parents, he has a tremendous urge to be cuddled, held, hugged and kissed. It is tragic but true that most parents do very little of this, especially as the infant becomes a small child and as the small child becomes a bigger child and as the bigger child becomes an adolescent. As the little child grows older, the touch of the parent is basically given only when necessary, such as when dressing the child, putting him into his high chair, helping him into the car, etc. The wise parent will find ways of giving physical contact to his child. When the stage of infancy is over, the cuddling and "goeey" physical contact should transfer into a more casual behavior for a boy than for

a girl. For a boy, the contact should be diminished gradually, and as he becomes an older child, such affection in front of others should be almost eliminated. When our son, David, was a boy, I would poke him in the ribs, tassel his hair, slap him on the knee, pat him on the back, trip him as he walked down the hall, "accidentally on purpose" bump into him as we met, etc. In times of serious conversation, I would place my hand casually on his shoulder. This was not seemingly a planned kind of a thing as far as he was concerned. It was casual and apparently nonchalant.

As he became older, his needs for physical affection such as hugging and kissing lessened. However, he still needed physical contact. I turned to such methods as jostling, boxing, giving bear hugs, wrestling, etc. These physical contacts were never showy or obvious but were relaxed and natural.

For the daughters, the physical expressions were different. Of course, as infants there was the same type of "goochie-goo" that I gave to David. I would pat them on the cheek, touch them on the shoulder, lightly touch the hand, arm or shoulder. I might even place my arm around a daughter with a half joking little pull or jerk toward me. I might slip up behind one of the girls and put my hands over her eyes and say, "Guess who!" in a disguised voice. I would maybe casually hold her hand as we strolled down the sidewalk, and in more tender moments I would gently kiss her on the cheek with a soft, "I love you," whispered into her ear.

While a boy's desire for the affectionate type of physical contact lessens as he grows older, a girl's increases, and her need for tender affection is greater. Perhaps the boy's lessens because this type of expression is considered sissy or feminine. As I gradually decreased my affectionate type of physical contact, while during the same years I increased this show of affection to the girls.

Bare in mind, I gave David this affection in abundance when he was an infant. It is sad but true that infant girls under the age of one receive much, much more affection than infant boys. This should not be the case. Maybe this accounts for the fact that many times more boys need psychiatric help than do girls.

The wise parent will use physical contact to express love to his small child. It must be noted, however, that this physical contact should decrease sharply as the child approaches adolescence in the case of mother to son and father to daughter.

Express your love with time.

Each parent should spend time alone with each child. Children are important.

Notice how Jesus regarded them in Mark 10:13-16. Notice how important children are in Psalm 127:3-5. Because each child is important, then each one should feel that he is a specially designed gift from God. He needs individual attention from the parent. Gifts, ice cream and candy, etc. will not take the place of time. It is very important that a child have definite personal attention given to him. Find time to be alone with him. Let this time be free from distractions. Let it be his time. Many times when the children were small, I made appointments with them. When others would seek my attention at that time, I would not grant it to them. I would say that I had an appointment. I realize that finding time to be alone with each child is difficult, but the good parent will find such time. This special treatment when parent and child are alone together giving their undivided attention to each other will be sacred. The child will never forget it as the memories grow sweeter with the passing of the years.

With our urban society, it is extremely difficult to give time to each child. We only have 7 days a week, 24 hours a day, and 60 minutes to the hour. This means that it is impossible for one to fulfill

all of his obligations. Hence, it becomes a matter of priorities. This is where your child fits in. He must be given some time! It will not take a lot of time. It just takes a small amount of time which is all his. He must feel that there is nothing else you want to do, and he must feel that he is very special. It must be time spent with him alone. This is a critical need in the life of every child.

One of the dangers with the kind of relationships we are talking about is the possibility of developing a possessiveness which means the child is too dependent upon the parents. Before a child is born, he totally dependent upon his mother. When he is 4 and 5 years of age, he is 90% dependent. When he is 6 and 7 years of age, he is approximately 75% dependent. When he becomes 9-12 years of age, he is about 50% dependent. In his early teen years, he is about 25% dependent. When in high school he is about 10% dependent. Notice that he is gradually through the years becoming independent. Now while we are attempting to be close to him, we must of necessity realize that he is going through a process of leaving us. Hence, we must not smother the child, but we should give him some time that is all his.

Another danger with parents who spend time with their children is the danger of trying to live their lives through their children. In other words, the mother leads her daughter to do what the mother herself has always wanted to do or what she tried to do and failed to do. This often happens with the father. This is a form of over-possessiveness where the father identifies with the son or the mother identifies with the daughter in an effort for the child to succeed where the parent failed. This is very dangerous. The father could want to make his son perform athletic feats which he himself could not perform. The mother could wish to live vicariously through her daughter's educational life or even romantic life.

The wise parent will give the child some time that is his own, and when natural separation takes place, the parent may perform it graciously and admirably to the child's happiness with the new mate's gratitude, and the parent will have some justifiable feeling of accomplishment.

Love the reluctant child too.

There are some children who resist receiving affection; that is, they resist the usual ways that parents give love. They would not like to be touched by the parent, they do not want individual attention from the parent, and they may reject verbal expressions of love. Usually they are not rejecting love; they actually WANT love but will not allow themselves to appear to like it. This child should be treated rather normally. However, since he feels uncomfortable in receiving love, or at least appears to do so, a gradual increasing in showing love is in order.

It is wise for parents not to demonstrate love at times when the child obviously prefers not to receive it. It may manifest itself when the parent is obviously planning to give affection. For example, suppose the parent has planned a time for being alone with the child and the child gets the idea that it is going to be a love-making time; he then builds up a resistance. Often a child refuses love when he is not well. This also is a time when he knows the parent is going to offer it. The child knows that it is the time to receive love. He knows that this is a good time for his parents to come to his rescue and demonstrate their affection. Now since these are usual times of expression, he openly rebels against them. He wants these tender moments to be spontaneous, unique to him. He may even feel that the parent feels obligated to show his love and that it is not sincere.

(All of us have a little bit of this resistance in us when it is the time expected for people to do something kind for us. Many of us would rather have attention for no seeming reason which comes because of spontaneity.) To conquer this problem, the parent should try not to be predictable in

showing his love. He must win the child's confidence by spontaneously at different times expressing love. Gradually, the child can become confident of the sincerity of his expressions. He will then accept affection at the traditional times also.

All children need these natural ways of receiving love. They need special attention, they need physical contact, they need to be loved when emotionally upset, when ill, when victorious, on their birthdays, at Christmastime, etc., but often they will not receive it because it is the time expected of parents to give it. Of course, a normal parent is going to want to show affection at the traditional times. This will develop later if the parent is patient by starting gradually with little surprising, spontaneous displays and gradually increasing until the child is happy to accept the parent's affection in its completeness.

Chapter Nine

QUESTIONS AND ANSWERS

Following are a few of the questions that have been asked me through the years concerning the rearing of infants:

QUESTION: Is it better to teach children in a group or on a one-to-one basis?

ANSWER: A child who early in life does not develop deep one-to-one relationships often has difficulty developing these relationships in adult-hood. This is why it is better for a child to grow up in a home than in an institution; that is, if the home is what it ought to be. In institutional living, the child relates to many people but without close contact to any one individual. Children raised in institutions often are delightful people, but they have not been trained in giving themselves to an individual and to a meaningful relationship.

Though I do believe that families should spend some time together, I also believe that every parent should spend time alone on a regular basis with each child in order that he may get to know him as an individual. Susanna Wesley, the famous mother of John and Charles Wesley, did this. Though she had many children, she gave each one an hour a week when she taught him and trained him.

It is, I think, very important that even in infancy this one-on-one relationship be established. Not only should there be times when Mother and Father and all the children get in the car and go somewhere or fellowship in a room together, it is also important that each child get to know each parent in a personal way.

QUESTION: What is the most important need in a parent's personality?

ANSWER: Consistency! It is vitally important that the parent be consistent in his reactions if the baby is to learn properly. The baby learns from each situation that he encounters. His mind records parental response. It is vital that this parental response be consistent. Suppose, for example, that he points his finger to you and says, "No, no, no, no, no!" and the first time he does it, you laugh. Then the next time he does it you become angry. Then your child will have to test you again and again in order to see which reaction will be the most prevalent one.

Suppose one time he throws his cup on the floor. You smile because you are in a good mood, and very lovingly you say, "Don't do that again." Then the next time he throws the cup on the floor in the same manner, he wants another smile. This time you are not in such a good mood. You become angry. You spank him on the hand, and scold him vehemently. The child has no way to record a consistent pattern of behavior on your part. He may continue throwing the cup on the floor until he finds what your usual reaction is going to be. In other words, it confuses the child when the parent acts inconsistently. The child needs to know what his behavior will do to you and what kind of response each action on his part will bring from you. The truth is, your baby is a research scientist, and you are his laboratory. He is studying to find out what responses you will give to various stimuli. This little scientist will discontinue his experiment when he finds a definite trend. Hence, it is tremendously important that the parent be predictable and consistent in his behavior and his response.

QUESTION: Pastor, I am expecting a baby, but I am not married. Should I keep the baby or place it for adoption?

ANSWER: There is no set answer to this question. There are, however, a few guidelines by which I go in counseling unmarried expectant mothers.

If you love the baby's father and he loves you, and you want to marry and you are mature enough to marry, then do so. If you are not mature enough to marry (seek wise counsel about this), then do not let the fact that you are pregnant lead you to the marriage altar. One mistake doesn't correct another, and two wrongs don't make a right!

Do not marry just to give the baby a name and a father. Sometimes the girl's parents rush their daughter and the young man involved to the altar in order to save face. The two marry so the baby will not be born without a mother and father who are married to each other. As soon as the baby comes, separation comes and soon, there's a divorce. This type of convenient marriage doesn't save face and is not wise; in fact, it is not right! People should marry for love, not because of obligation.

If it is impossible according to the aforementioned guidelines for you to marry, then I would suggest that you place the baby for adoption. Contact a godly pastor. He will have people in his church, or in his acquaintance, who for some reason cannot have children. The pastor and the couple may contact an attorney who can make legal arrangements according to the laws of the particular state involved. In such a situation, the unwed expectant mother should not know now or ever who the adoptive parents are. The adopting parents should pay for the legal expenses, the hospital bill, the doctor bill, and if possible, even provide money anonymously for maternity clothing for the unwed expectant mother.

This kind of advice is not very popular today with all the illegitimate children there are, but it is far better for the baby to have a Christian father and mother and a good, solid home than to grow up in a situation where there is no father and where soon he will learn that he is an illegitimate child and that his mother conceived him in sin. People sometimes argue with this advice, but they don't have to see the child at school filling out the form that says, "Father's name." They don't attend the first piano recital and hear the other children say, "Where is your father?" They do not see the child as he grows up having to answer on questionnaires and application forms hundreds of times the name of his father and there is no name to put there. (Every reader would agree with this writer if he had had the experience that I have had in dealing with such cases.)

QUESTION: At what age should I put my child in the church nursery?

ANSWER: Put him there as soon as you, Mother, are strong enough to come to church. Usually this would be within two weeks. The child should get the idea immediately that there is a big building that you go to every week. His little mind thinks, "Some real nice people see me there. Those real nice people all have big black books with them and they seem so happy." These things should register in the child's mind as soon as possible.

Yes, I know that all the church nurseries aren't as clean as they should be, but all of your houses aren't as clean as they should be either. Take the child to God's house, and put him in the nursery the first Sunday and every Sunday when the parents are able to attend.

QUESTION: When is a child old enough to be spanked?

ANSWER: This is a disputed question. I will tell you what has been done to our children. I spanked them as soon as they were able to walk. This may be as early as nine months. In the case of our children, it was nearer to a year. When I say spank, I do not mean slap, hit, attack, or beat, I mean, spank. I recommend using the open hand on the child's little bottom.

In my book, **HOW TO REAR CHILDREN**, I go into great detail explaining how to spank. It is, however, important for an infant to be spanked sooner after the wrong is done than for an older child. A spanking should always be associated with a crime, and the child should know that the spanking is associated with the particular wrong that he has done. Time moves much slower to an infant which means the spanking cannot be quite as planned as it is with an older child. It must be almost as soon as the crime is committed so that he may connect the wrong and the punishment.

QUESTION: What is the main reason babies cry if they are not sick or hurting?

ANSWER: Boredom! When the baby is born, he is capable of doing several things. He can feel, he can taste, he can see, he can hear, he can smell, etc. The baby has a natural desire to use these gifts called senses. If he does not have ample opportunity to use these gifts or senses, he becomes bored.

When babies become bored, they show their boredom by crying, and they usually cry until somebody does something to alleviate the boredom. This means the baby should have sufficient toys, attachments to his crib and, yes, even attention from the parents to keep him from being bored.

QUESTION: Is it true that a child cannot see until he is six weeks old?

ANSWER: Absolutely not! The child can see his mother while he is still at the hospital, and no one can disprove this.

QUESTION: Is an infant's smile caused by gas?

ANSWER: Absolutely not! An infant smiles because he is happy or pleased. He may smile at his mother immediately. Do not forget that the infant is a human being; so I am; so are you. Having gas on the stomach doesn't make me smile; it doesn't make you smile; and it doesn't make a baby smile. It may be the baby will smile at the very moment there is gas, but this does not mean the gas causes a smile.

A baby is human. He smiles like any other human. He smiles because he is pleased or happy or because he loves you or is expressing that love.

QUESTION: I have an adopted child. When and how should I tell him that he is adopted?

ANSWER: By all means, tell him. Start when he is a little child telling him that there are two ways mothers and fathers get babies. One is that God brings them into a home and they stay there. The other is that God sometimes lets parents go to another home and choose their baby. Make this last method seem very appealing to the child. Keep teaching it to him until he is five or six years of age. Tell him that you were very fortunate in that you got to choose your baby. Let him know that he was born of someone else but that God gave him to you for a special reason. Handled properly, the child can feel even more loved than the one naturally born.

QUESTION: I am a mother rearing a child alone. What can I do to substitute for my child not having a father?

ANSWER: My mother faced the same problem. I can tell you how she solved it. She chose men whom she admired and whom she wanted me to emulate, and she let them be a father-image to me. She pointed them out and told me what qualities they had. She would ask me to see what qualities I thought they had that were good.

We discussed them, and she told me that was what she wanted me to be like when I became a man. She would often talk to one of these men and ask if he could be a little bit close to me.

She also saw to it that I was around masculine men. She encouraged me to participate in sports so that I would be around coaches and men that are athletic. In other words, she encouraged me to get to know masculine men, to be around them. Then in a subtle way, they helped me.

QUESTION: What can I do to prevent my child from becoming a homosexual or a lesbian?

ANSWER: There is not one definite answer to your question, but there are a few things worth remembering. First, I would suggest that little boys play with little boys, and that little girls play with little girls. This is not to say that little boys should never play with little girls, and that little girls should never play with little boys. It is to say that by far the majority of a child's playing should be with his own sex. So much of the sex drive is caused by the unknown. If a little boy plays with other little boys, there will be a mystique about girls, but if he plays with little girls too much, they will become commonplace and there will be a mystique toward little boys. The human race is so constructed that when something becomes commonplace, it is not nearly as attractive to us. The old adage, "The grass is greener on the other side of the fence," applies here. In childhood this grass on the other side of the fence should be the opposite sex. If it is one's own sex, there would be a curiosity about that. Now I'm aware that the modern psychologists will say, "Let little boys see little girls, and let little girls see little boys, and let them become acquainted with the biological differences, and let them see each other unclothed." Let me remind you that that same generation of modern psychologists is turning out an unbelievable amount of homosexuals in our country!

The wise parents of a little boy will teach him that the body of a little girl is sacred, and they will see to it that he plays with other little boys. As he grows older, this mystique will follow its normal course, and he will be attracted to the opposite sex or "the grass on the other side of the fence."

One of the best ways of doing this is to lead the boy to develop interests that are masculine. This means his hobbies, his activities and his interests should be masculine to the extent that it will require him to be around other boys. The same is true for little girls developing feminine interests. (Please obtain and read the author's booklet, "Is the Homosexual Sick or Sinful?" It will throw added light on your question and its answer.)

QUESTION: Does my child hate discipline?

ANSWER: Quite to the contrary! Children actually like discipline; they enjoy it. Life is more predictable when parents set rules and enforce them with consistency. Children like things that are predictable and that have pattern. There is also security in having boundaries set by strong leadership.

Quite often a teenager will come to me and ask me if I will spank him. When I ask him why, he says, "My mother and dad never spanked me. I wish someone loved me enough to spank me now."

Of course, this discipline must come from loving parents to children who trust them. When the child learns to trust Mom and Dad, he will be glad for the boundaries they set, for he will know it is for his own good. This discipline, regardless of what shape it takes, should teach the child, even in infancy, that doing wrong brings discomfort and not comfort and that the pain of doing wrong is far greater than its enjoyment.

All over America today older people with nothing wrong with them are lying in rest homes forsaken and forgotten. There are those for whom it is best to be in such an environment, but there are tens of thousands of these dear older people who, because their children do not want to bother with them, are placed in these homes. These are the parents who did not have a close relationship with their children and/or who did not punish them for wrong. They helped to teach their children irresponsibility. Now that the children have grown up and the parents have grown old, the sons and daughters lack the responsibility to take care of their obligation toward the ones who reared them.

QUESTION: What are the most important things to remember as I discipline my child?

ANSWER: First, always warn the child in advance of what the punishment will be for his wrong. This warning can be by telling him if he is old enough. If he is not old enough, he must learn it by the consistent and predictable punishment meted out by the parents. This is what makes punishing infants so difficult. You can't tell a one-year-old child in advance what the punishment will be for his wrongdoing, but he must be taught the pain of doing wrong. This is where spanking enters. A child must be spanked when he gets close to danger. You can't tell a child who is 11 months old that he will be electrocuted if he plays with a wall socket. You cannot tell him that he will fall out of a window and kill himself if he crawls near the windowsill. It is far better to give spankings than to endanger his life.

The pseudo child psychologist will preach from the housetops against spanking a child; he would do better to realize that it is better for a child to have a little physical discomfort on his bottom end than to be lying dead. Self-styled experts had better understand that it is more child abuse to risk the child's chances of being electrocuted than to sting his bottom a little bit in teaching him not to play with a wall plug. There are those (who, by the way, have never successfully reared a decent child) who believe that anything a child does willfully should be accepted and that he is only expressing his feelings, and if we limit him in his behavior, it will cause frustrations in his personality. Nothing could be farther from the truth! The child should be frustrated in his attempt to do wrong! When he is old enough to walk around, he is ready for discipline, punishment and, yes, spanking. He will be a lot less frustrated concerning what he can and can't do.

When each of our children was about a year old, I took him on a guided tour of the house, and when he felt he wanted to go his own way, I gently but sternly spanked. We didn't move the vases in our house, rearrange the furniture or take the pictures off the walls. We are reminded in holy Scripture, "Whom the Lord loveth He chasteneth." Hence, chastening should be an expression of love. Suppose a child tears a paper. Scold him when he tears it the first time. When he tears it again, include a mild spanking and a disturbed "No." If he tears it again, react in the same way. In a while the child will get the idea that the parent is consistent, always rendering the same punishment for the same crime. This same procedure may have to be carried out about many, many things until the child knows and can see that a pattern has been set.

When David was a little boy, he would throw his chocolate milk on the floor. He turned over the chocolate milk and laughed as it spilled on the floor. I reacted firmly with both displeasure and punishment that he shouldn't do it. He enjoyed seeing the floor colored with a chocolate color. Following this deed that caused this enjoyment was a painful punishment. He finally got the idea that the enjoyment was not worth the pain. He was convinced that seeing a chocolate covered floor through tears with a hurting bottom was not as much fun as he thought it was.

He then looked at the chocolate milk, looked at me and I was still frowning. I raised my hand as if to punish him again. He then said, "No, no, no, no!" He took the chocolate milk and held it in his hand and did not spill it. Immediately a smile came across my face, and I hugged him and told him how proud of him I was. He soon discovered that restraint was more fun than yielding to his temptation. He discovered that his dad was consistent and predictable and that the pleasure from his dad's smile and loving gestures was more fun than a chocolate covered floor.

If the child is allowed to do things that are destructive or dangerous without seeing the obvious displeasure of his parents, he will continue with his wrongdoing.

Some parents who find punishing and spanking unpleasant to their own taste remove every object in the house that they think could cause trouble and thereby preserve the child from ever facing a situation where he could do wrong. Because of this, the child is never taught to control his own appetites, to discipline his own taste, and to learn self-control. It is far better to have him find the little pain that comes with little wrong when he is little than to leave him undisciplined and have him know later the big pain that comes from big wrong when he is big and then finally have him know the eternal pain that comes from the eternal wrong of rejecting Christ when he is in eternity!

QUESTION: Just exactly what does it mean in Proverbs 22:6 when the Lord says, "Train up a child in the way he should go; and when he is old, he will not depart from it"?

ANSWER: In the original language, the word for "train up" has to do with the inside of a mouth. To be quite frank, it compares a child with a horse, and his training is compared to the use of a bridle placed in his mouth. James 3:3, "Behold, we put bits in the horses' mouths, that they may obey us; and we turn about their whole body." An untamed or untrained horse has a bridle put in his mouth. That bridle is used by the trainer to teach the horse to obey him in the way the trainer would have the horse to go. Just as the horse trainer brings the horse into submission to the will of the trainer, even so it is our job to train up a child so that he will submit himself to the will of God.

QUESTION: What influence does television have on an infant?

ANSWER: Researchers tell us that very young children watch television for ¼ of their waking hours. This limits the growth of a child's brain capacity! It makes him more restless and fussy. It is too noisy and stimulating. It has contributed largely to the changing pattern of behavior among our children. It also takes him away from one of the most important things of childhood and that is reading.

I would suggest that if a child is allowed to watch television at all, it be for not more than one hour a day and that the program be carefully chosen by the parent.

QUESTION: During the nine months of pregnancy, what are some things the expectant mother can do?

ANSWER: In general, be as happy as possible. Avoid tension and strife. Be as calm as possible. Live by a planned, disciplined schedule. Think happy thoughts. Read good books, and enjoy the days of waiting. I do not know how much is translated from mother to baby during pregnancy, but I do know that such habits will make for a better mother.

(Much of the material throughout this manuscript pertains to the preparation of the mother for baby's arrival.)

QUESTION: What are some negative attitudes that develop in the heart and mind of the new mother?

ANSWER: The new mother may become unsure of herself. She may feel a sense of inadequacy. Then a new mother may even feel resentment. Up until now her time has been her own. She has been free to go and come. She has not been tied down. Suddenly this freedom has been taken away from her, for the little one demands most of her attention. During pregnancy the mother should be aware of these possible reactions and prepare for them.

This resentment could come because of a false assumption that the baby will draw the mother closer to her husband. Then she finds that this little peacemaker can become a divider, and instead of bringing them together, the newborn can become a wedge to separate them. This possibility should be realized and preparation during pregnancy should be made.

QUESTION: What are some negative things that can enter into the father's mind?

ANSWER: The father could become jealous of the attention his wife gives the new baby. His wife's total life has belonged to him. Now she has so much responsibility for the child, and he may feel abandoned. These possibilities must be considered.

The couple must not only prepare for them, but the young mother must give extra attention to the husband, and both of them must work hard to be close during these important days.

QUESTION: What is the most important thing for a father to be?

ANSWER: The most important thing for the father to be to the child is a good image. The first idea that the child has concerning what God is like is that of his father. He has never seen God; consequently, his earthly father is an image of his Heavenly Father. Because of this, the earthly father must be as near as possible what the Heavenly Father is. One day the child will know the Heavenly Father in a personal relationship, but until he is old enough to transfer that image, his father is God to him. Now don't misunderstand me. The father is not in a real sense God, but the father represents God and has power of attorney from the Heavenly Father, and he is to present God's image to the child.

QUESTION: At what age should the parent begin teaching the Bible to the child?

ANSWER: I taught the Bible to each of our children as soon as he was home from the hospital. Every night I would tell a Bible story. I would act it out. I would take stories like "Jonah and the Whale," "David and Goliath," "Daniel in the Lion's Den," etc. and tell the entire story using such

things as pantomime, monologue, etc. I did this practically every night at bedtime from the time the children were a week old.

QUESTION: At what age should the child be taught the plan of salvation?

ANSWER: I taught our children the plan of salvation regularly from the time they came home from the hospital. Now I do not know when such truths begin to register in the mind of a child. Since I do not know when, I want to be sure I am telling the child the truth of God and the way to Heaven when that time does arrive.

QUESTION: What are the consequences in failing to discipline?

ANSWER: Hebrews 12:8, "But if ye be without chastisement, whereof all are partakers, then are ye bastards, and not sons." What this verse really says is that an undisciplined child is like an illegitimate child. Because he is not disciplined, he will feel like he belongs to no one and will have the feeling that he is illegitimate. Disciplining with love and consistency gives the child security of sonship and true parenthood.

QUESTION: What are the basic needs of the infant?

ANSWER: Food, sleep, love, expressions of that love, exercise, and freedom from boredom. (For a small infant, exercise is very limited since he is confined to the swinging of the arms and legs. This means that the child should not be covered too heavily and that the room should be kept at a warm temperature so the child can have freedom of movement.)

QUESTION: What is the most common mistake concerning the house itself?

ANSWER: The house is too often designed for adults and not for children. When the child comes, he should be given a room if at all possible that is designed for him. Then the house should take on a new atmosphere. A person should be able to go into any room in the house and realize a child lives there.

QUESTION: Are the child's adult years affected by what happens during the first year of his life?

ANSWER: Definitely! The impact of a child's first year on his adult behavior has been documented again and again. For him to be a well established child in his first year with his emotional needs satisfied will help give him emotional stability during his adolescence and adulthood. Meeting these first-year emotional needs, however, is a great task which requires time and patience. The parent must learn to see the world through the baby's eyes. The parent must realize that the newborn baby is not a vegetable; he is a human being, and the foundation is being laid for an entire life.

QUESTION: Does a baby require extended care by his parents?

ANSWER: Extended care is not as important as the kind of care. The baby needs to feel, even by instinct, a sense of self-esteem. When this is established along with emotional security during the first year of a child's life, it will help him throughout the rest of his life.

QUESTION: Should the mother of an infant ever work?

ANSWER: There is no ironclad answer to this question. My answer would be, "No, unless it is necessary for the mother to help in the making of the living or if the mother is rearing the child

alone, such as in the case of a widow, etc." In other words, there are circumstances that would require the mother to work during her child's infancy. This should not be done, however, just to drive a nicer car, buy a nicer home, buy nicer furniture, or enjoy more luxuries in life than could be enjoyed if the mother were at home.

QUESTION: If the mother works, should the father help in caring for the baby, doing housework and other duties which are normally wifely ones?

ANSWER: If both the husband and wife have full-time jobs, then they should share the work at home. The wife, for example, could do the cooking and the washing of the dishes, and the husband could do the laundry and some of the housework. The Bible plan is for man to make the living and the woman to do the housework. If, however, the woman must share in the making of the living, then the man should share in the work at home; that is to say, if the woman must help the man do his part, then the man should help the woman do her part.

QUESTION: Is traveling harmful to a baby or small child?

ANSWER: Usually it is not. Babies seem to adapt easily, and as long as safety rules are adhered to strictly, it should not hurt the baby. It is a good idea, however, to take baby's familiar objects along on the trip. Of course, Mom and Dad are most familiar to him, but he should have his own blanket, pillow, toys, etc. so as to make the car, train or plane as much like home as possible and give a homey atmosphere even to a motel room.

It is also a good idea to keep the baby on schedule as much as possible. Travel changes the baby's routine. The wise parent will try to keep the baby as near to his schedule as possible.

QUESTION: How can I alleviate the baby's fear of going to the doctor?

ANSWER: Make going to the doctor a delightful experience by having some enjoyable things to do on the same trip. Teach the child that going to the doctor is associated with a fun time on the way and returning. The parent could make the trip to the doctor a venture which includes going by the park to swing or going by the amusement park for a few minutes and getting something to eat or drink that the child enjoys. Whatever activities that are chosen should be limited to this one venture-that of going to the doctor. Then the child can delight in the trip to the doctor, and the particular day chosen for this trip can bring a smile instead of a frown to his face.

Chapter Ten

DISCIPLINE AND PUNISHMENT

A generation ago child psychologists came out with the theory that spanking a child may leave him with inner rebellion. They proposed that his desires should not be thwarted. Child psychology courses emphasized this theory. Unconverted professors and Bible-rejecting lecturers joined with misguided authors in spreading the theory that spanking a child would leave him with certain repressed desires and would thwart his progress. Sincere, but deceived parents and educators swallowed this poison. Hence, we did not spank the child's hands when he did wrong. We took the paddle out of the schoolroom and the bite out of the law. Those unspanked children are now grown. Whereas they were throwing vases in living rooms, they are now throwing stones through storefront windows.

Whereas they were lighting matches in kitchens, now they are setting fires to shopping centers, R.O.T.C. buildings, and banks. Whereas they were holding baby brothers hostage in basements, they are now holding principals and college presidents hostage in administration buildings. Whereas they were rebelling against mothers and fathers, now they are rebelling against God and country.

Whereas parents would not force them to bathe when they could have done so, now society cannot make them bathe as adults. Because they were not forced to dress properly as children, they will not dress properly nor assume responsibility in society now.

These prophets of anarchy taught us that spanking a child would cause the child to hate the parents. Now these unspanked children, who are supposed to love their parents, embrace a philosophy whose first premise is hatred and even a willingness to kill Mother and Father, but the young folks who were spanked as children and disciplined in adolescence have a love for their aging parents that is envied by those who were deceived by these pseudo psychologists.

Headed by their messiah, who was a leading children's physician, and inspired by his disciples who led this movement in the schoolroom, the followers of this heresy accused the Bible-believers of ruling by force and not by love. They included in their gospel such foolish statements as, "I love my boy too much to whip him," etc. They refused to accept God's admonition in Proverbs 13:24, "He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes." In Hebrews 12:6 we read, "For whom the Lord loveth He chasteneth, and scourgeth every son whom He receiveth." Now we face a generation of anarchy, rebellion, and yes, even revolution which has been sown in doctors' offices, classrooms, and nurseries by such tools as typewriters, office pens, and the silver tongues of orators.

Since disregarding the Word of God concerning discipline has led us to arrive at our present destination, let us seek the reversal of such a trend by examining the Scriptures and heeding them.

The Bible is clear that little children are born in sin. Psalm 51:5, "Behold, I was shapen in iniquity; and in sin did my mother conceive me." Psalm 53:8, "The wicked are estranged from the womb; they go astray as soon as they be born, speaking lies." Because of this God has given parents to children to discipline them, to spank them, and to teach them the awful results of wrong. The plain teaching of the Scripture is that the parent who disciplines his child does both child and parent a great favor. Let us notice these favors.

The parent who spansks the child teaches him to have wisdom.

Proverbs 29:15, "The rod and reproof give wisdom: but a child left to himself bringeth his mother to shame." The child is taught the wisdom that sin does not pay and that it brings displeasure, discomfort, and heartache. He will learn to associate wrong with punishment and thereby flee from it.

The parent who spansks his child provides himself with a happy future.

Proverbs 29:15b, "but a child left to himself bringeth his mother to shame."

Oh, the heartbreak endured by parents who have failed to discipline their children. Many such are decaying in old folks' homes across the nation and around the world. They sit by silent telephones and search through empty mail boxes made so by the ungrateful child whose life is bringing shame and reproach to Mother and Dad. While these lovely souls pine their hearts away in remorse, their old-fashioned counterparts enjoy security, protection, provision, and love from those whom they spanked and disciplined as children.

The parent who spansks his child guarantees him a clean life.

Proverbs 20:30, "The blueness of a wound ~lean seth away evil: so do stripes the inward parts of the belly." In other words, the parent who disciplines cleanses the child from evil character and inward sin. The child has been taught that sin brings trouble. He learns to fear and hate it. Someday he will rise and call his parents blessed.

The parent who spansks his child offers for himself more opportunities for service to God.

In writing to Timothy in I Timothy 3:4, S, Paul says that a pastor should be one who "ruleth well his own house, having his children in subjection with all gravity; (For if a man know not how to rule his own house, how shall he take care of the church of God?)" He also disqualifies from the office of deacon one who does not control his children properly. I Timothy 3:12, "Let the deacons be the husbands of one wife, ruling their children and their own houses will." Hence, one who does not follow God's plain teaching about discipline is not qualified to hold either of the offices in the New Testament church. God will not use men who disobey Him in this vital matter. One reason God blessed Abraham so mightily is the fact that He could trust him to "command his children and his household after him," according to Genesis 18:17-19.

Eli, the high priest in the days of Samuel, forfeited great blessings from God because he did not properly discipline his sons. His two sons, Hophni and Phinehas, were both wicked men. In I Samuel 3:12-14 we have God's judgment upon him. Notice very carefully in verse 13 the words, "because his sons made themselves vile, and he restrained them not." Judgment fell upon Eli and upon his house because he did not discipline his sons.

The disciplining parent adds years to the life of his child.

Exodus 20:12, "Honour thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee." What a favor the parent does for the child when he disciplines and spansks him! He literally adds years to his life.

Such a parent guarantees his own child a happy old age.

The Bible teaches in Proverbs 22:6, "Train up a child in the way he should go: and when he is old, he will not depart from it." In other words, when the child is away from home without the presence of the discipline of his mother and father, he will not depart from his training. He will become a happy and prosperous member of society and will be a properly adjusted adult. This Scripture should be observed very carefully. Many parents of children who have gone into deep and terrible sin comfort themselves in the fact that the child will come back because Proverbs 22:6 promises it. This is not the teaching here! The Bible never promises that a child who goes off in deep sin will come back, but rather teaches that a child reared properly will never depart from the way he has been trained. In other words, it does not say, "he will come back to what he has been taught," but rather it says, "he will not depart from what he has been taught."

The parent who corrects his child will probably save the life of the child.

Proverbs 23:13 says, "Withhold not correction from the child: for if thou beatest him with the rod, he shall not die." Now at first reading we might be led to believe that the teaching of this verse is that the rod itself will not kill the child and certainly this is true if administered properly, but there is another teaching here:

The child who has been spanked and taught that doing wrong brings bad results, tragedy, and punishment will less likely brawl or be killed in a car wreck because of drinking while driving. He is not as likely to die of some terrible disease caused by sin. In other words, he will be taught to live a safer life than he would have lived had he not been disciplined. Ah, how fortunate is such a one!

The parent who spansks the child keeps him from going to Hell.

Proverbs 23:14, "Thou shalt beat him with the rod, and shalt deliver his soul from Hell." A child who is spanked will be taught that there is a holy God Who punishes sin and wrong. Hence, he will learn to heed authority and obey the laws and rules. When he then hears the Word of God he will obey what he hears and will accept the Gospel as it is preached. The parent has kept his child from Hell by teaching him truths that can be learned only by discipline and the use of the rod.

The spanking parent teaches his child how to equip himself better for the future, for he will obtain a better education.

When the child has been taught to respect authority, obey the rules, and keep the laws before he starts to school he then transfers this obedience and respect to his school teacher. Because of this he receives a better education, better equips himself for life, and will be of more value to society and reap a larger financial reward. Hence, the parent who disciplines his child Scripturally is putting money in his pocket and success in his future.

Many parents are willing to abide by the aforementioned principles, yet do not have the knowledge of the practical side of administering such discipline. Some practical suggestions follow:

(1.) Let the child realize that you are simply representing God in the execution of the punishment. Explain to him that parents represent God before their children and that they are ministers to execute His judgment. Psalm 103:13 says, "Like as a father pitieth his children, so the Lord pitieth them that fear Him."

So God is like a father and He chooses fathers and mothers to represent Him in the punishing of little children. Let the child realize that if you as a parent do not punish him properly, you are being disobedient to God and committing the same sin the child is committing. Explain to him that you are a child of God and if you refuse to obey God in the execution of His judgment upon your children, God will pour out His wrath upon you. For you to be a good child of God requires that you be a good parent to the child. Let him understand this. He will get the idea that God is a holy and just God, One Who loves and yet One Who wants us to become our best. For this to be so He must punish us when we are deserving.

(2.) Sometimes spanking should leave stripes on the child. Proverbs 20:30 says, "The blueness of a wound cleanseth away evil; so do stripes the inward parts of the belly." Our natural man rebels at such punishment, but we are reminded in I Corinthians 2:14 that the natural man cannot understand the things of the Spirit. Hence, we have to trust the God Who knows more than we and obey Him.

I can well recall when I was a boy we had a peach tree in the back yard. I do not ever recall seeing a peach grow on that tree. When I think of the old peach tree I think of Mother walking back from it with a branch in her hand, peeling the leaves off as she came. I then recall her using that switch to spank my little bare legs. I can still see the stripes often left by that switch, and I thank God for every one of them. Today I call her "blessed" because of her faithfulness to the teaching of God and her willingness to obey Him. Placing stripes on me as a child kept me from bearing more painful ones as an adult.

Ephesians 6:4 says, "And, ye fathers bring them up in the nurture and admonition of the Lord." The word "nurture" means "chastening." It is the same word that is used concerning the scourging of Christ as He was beaten with the cat-o'-nine-tails. The wise and spiritual parent obeys God and follows His commandments, not his own reason.

(3.) Begin early in spanking the child. Susannah Wesley said she spanked John and Charles before they were a year old. Certainly the wise parent will start by at least this age. Proverbs 19:18 says, "Chasten thy son while there is hope, and let not thy soul spare for his crying." This means there is a time in a child's life when no hope is left. During the formative years, yea, the infant years, the child should be spanked. As soon as he is old enough to walk away from his parents he should be spanked if he does not walk where they say he should walk. As soon as he is old enough to understand what they say, he should be spanked if he disobeys what they say. This Scripture admonishes us that even when a child is so young that his crying reaches our sympathy, and though it is hard for us as compassionate parents to spank one who seems so innocent, we should nevertheless discipline him. Parents should not have to remove vases and delicate glass ornaments from living room tables. A house need not become disorderly and full of riots because a baby has come. Start early in disciplining the child.

(4.) The parent should build such a close relationship that the worst part of the spanking is the broken fellowship between the child and parent. I can still recall how disappointed my Mother's face looked when she spanked me and I can recall how I dreaded displeasing her even more than I dreaded the spanking, (and believe me, I DID dread the spanking). When the love and affection is close between the child and parent and the relationship is what it ought to be, the worst part of a whipping is the broken fellowship. In other words, when the parent is not disciplining, the relationship should be so wonderful, the fellowship so sweet, and life so happy that the severance of that in itself is terrible punishment for the child to endure.

(5.) The spanking should be a ritual. No mother or father should jerk the child up and in a fit of temper administer a spanking. In fact, no punishment should ever be given in a fit of temper. The ritual should be deliberate and last at least ten or fifteen minutes. (In the long run time will be saved using this method.) It should be a ritual dreaded by the child. He should not only dread the pain but the time consumed in the ordeal.

(6.) The punishment should always be far in excess of the pleasure enjoyed by doing the wrong. The child should realize he will always be the loser by far and that the discomfort will be so multiplied that soon he will have forgotten the pleasure derived from the wrong.

(7.) The parent should state very clearly to the child the wrongs and the punishment for each one. As near as possible these wrongs should be listed with the punishment that is to be inflicted for each one. If the punishment does not seem to correct it, then perhaps it should be increased. Some parents have made lists of possible wrongs and have carefully gone over this list with the child explaining exactly what each punishment would be. The punishment is inflicted without exception so that the child will know exactly what to expect.

(8.) Before punishing the child tell him clearly what wrong he has committed. Talk sternly and deliberately without a display of temper. Let him know exactly what he has done wrong. Then require that he state to you exactly what the wrong was so that what he did is very clear to you and to the child. Then, ask him what the punishment is. By this time he will know. Let him know that to be just and righteous you must inflict the punishment reminding him that you are doing it in the place of God against Whom he has really sinned.

(9.) Never give a child that for which he cries. The baby who cries for attention and gets it will become a child who cries for a toy and gets it, then a teenager who whines and complains for his every whim and gets it, and then a young adult who will demonstrate and riot in order to get his wishes. Riots are not started in the streets but in the crib.

(10.) The spanking should be administered firmly. It should be painful and it should last until the child's will is broken. It should last until the child is crying, not tears of anger but tears of a broken will. As long as he is stiff, grits his teeth, holds on to his own will, the spanking should continue.

(11.) After the spanking, tell him why you did it. While he is still crying have him sit down. Explain to him again what the crime was and that you had no alternative but to obey God and punish him for the crime. Ask him again to repeat to you what he did that was wrong. Allow the impression of the association between the wrong and the penalty to be cut deep in his mind.

Then the wise parent should assure the child of his love and explain the reason he spanked him was because of that love. He should then have the child remain in the room alone. (All spankings should be administered in privacy and with a closed door.) The parent should have a brief prayer with the child. Lead him to realize his sin was really against God. Ask the child to pray asking God to forgive him. He should then have time to be alone in the room to think over his wrong for a few minutes. After two to five minutes the parent may open the door and allow normal activity to resume.

(12.) Parents should always support each other in the disciplining of the children. Sometimes the mother may think the father is too harsh or too mean. Sometimes the father may think the mother is illogical or unreasonable. Such feelings should never be expressed openly. (Perhaps a discussion can be carried on privately, though in some cases this would not be advisable.)

Sometimes older teenagers say to me, "Brother Hyles, at our house we have two sets of rules: my mother's and my father's." This causes frustration in a child's life. The ideal situation would be for the mother and father to agree on what is wrong and what punishment should be inflicted. If this is not possible, there should certainly be support for each other on the part of each parent. It is always best for the parent to be on the side of authority, hence, stripping the child of his desire to seek sympathy from one parent after punishment is meted out by another.

Happy in old age is the parent who obeys God in these matters. Happy is the child who feels the security of such punishment. When Becky, my oldest daughter, graduated from high school and was preparing to go to college, I took her out to eat. I asked her how she was going to rear her children. She looked at me and said, "Dad, exactly as you have reared me." When I asked her why she replied, "Dad, I always knew you loved me when you said, 'No!'"

How To Rear Children

by Dr. Jack Hyles,

FORWARD

Recently while visiting southern California and preaching twice daily in the Central Baptist Church of Pamona, California, in the greater Los Angeles area, I was riding down the freeway with Pastor Batema when the conversation suddenly turned toward the rearing of boys. For several minutes I spoke with Pastor Batema concerning what I think is the proper way to rear children. He suddenly looked at me with a serious countenance and said, "Dr. Hyles, you ought to publish those remarks. Why don't you write a book on rearing children?"

When I retired that evening my mind was fastened on his suggestion. I could not sleep until I had promised God that I would obey the command given to me through His servant, Pastor Batema, and put in print the ideas, philosophies, and methods that I believe are necessary in the rearing of children to become well-adjusted adults possessing character, integrity, and chastity.

This is not a textbook; it is a workbook. It is not exhaustive. Nevertheless, it is offered to you, dear reader, with a sincere prayer that it will help you to train up your child in the way that he should go.

MEET THE AUTHOR

Jack Hyles began preaching at the age of 19 and has pastored for over 33 years. These pastorates include churches that varied in membership from 19 to over 48,000. As of these pastorates, other than the present one, were in the state of Texas: First, the Marris Chapel Baptist Church of Bogata, Texas; then the Grange Hall Baptist Church in Marshall, Texas; from there to the Southside Baptist Church of Henderson, Texas; and then to the Miller Road Baptist Church of Garland, Texas. He pastored the Miller Road Baptist Church for over 7 years and saw this church, under the Lord, grow from a membership of 19 to over 4,000. It was from the Miller Road Baptist Church that he was called to his present pastorate at the First Baptist Church of Hammond, Indiana.

Dr. Hyles has been Pastor of the First Baptist Church since August, 1959. This church has a membership of over 48,000 and has averaged for the past 6 years over 23,000 conversions and 7,000 baptisms per year. For many years the church has been acclaimed to have the "World's Largest Sunday School." During Dr. Hyles' ministry the First Baptist Church has increased in property evaluation to over \$21,000,000.

Besides his position as Pastor, Dr. Hyles is Founder-Chancellor of Hyles-Anderson Schools, which enrolled over 3500 students last year. The schools are operated by the First Baptist Church and are housed in separate facilities away from the church property. Dr. Hyles has served as President of the Baptist Bible College in Denver, Colorado.

Dr. Hyles is the author of 29 books and pamphlets, exceeding over 6 million copies in sales. One long-play record by Dr. Hyles is also available, "Let's Go Soul Winning" (awarded by the Evangelical Film Foundation an Oscar as the outstanding talk record of 1967), as well as many tape-recorded sermons.

Dr. Hyles' experience covers numerous evangelistic campaigns, Bible Conferences, etc. He has preached in virtually every state of the Union and in many foreign countries. His annual Pastor's School attracts thousands of preachers from every state and many foreign countries.

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Chapter One

Developing The Will

"He that is slow to anger is better than the mighty; and he that ruleth his spirit than he that taketh a city." -Proverbs 16:32

A paraphrase of the above Scripture would be, "Who is the hero? The hero is the man who restrains himself." Supreme in the rearing of a child is the developing of character. It is more important for a child to be what he ought to be than to do what he ought to do or know what he ought to know. If the child is what he ought to be, he will do what he ought to do and learn what he ought to know. In our generation the cultivating of the intellect is thought to be the answer; consequently, the child is taught, school is emphasized, and higher education is considered imperative. To be sure, the intellect is a part of the mind. There is, however, another part of the mind that is far too often overlooked - the will. For the intellect to be trained and the will to be untrained is dangerous. Susanna Wesley said she disciplined each of her children until his will was broken. The wise parent starts when the child is and infant in the training of the will.

The training of the will means the child is taught to do right by constant practice so that the mind rises to action by reflex just like the body. When the will has been brought into subjection to do that which is right the child learns to make his decisions by mental reflex. This is accomplished by applying a certain stimulus to the child and having him practice the proper response. For example, when I was a boy my mother used to have me practice standing when a lady would walk into the room. I would be seated; Mother would go outside and reenter. As she entered I would stand. She would go out again; I would stand again. Over and over this was repeated until it became almost a reflex for me to stand when a lady entered a room. This was continued day by day until I never had to decide to stand when a lady entered the room I stood by mental reflex.

Hour after hour Mother would practice with me on giving a lady my seat when there were no others seats available. I would sit down and Mother would walk out of the room. She would reenter. I would stand and say, "Ma'am, would you like my seat?" She would sit down. This was done over and over again until it was a subconscious thing for me to rise and offer a lady my seat.

It is only logical to assume that the more things a person does the more chances he has to do something wrong. Hence, the more decisions one has to make during a day the more likely he is to make the wrong decisions and the more wrong decisions he is likely to make. Consequently, if one lets his principles make his decisions for him, he will make fewer mistakes and yes, commit fewer sins.

This means that one decides what he will always do under any given stimulus or circumstance and this is practiced until it becomes part of the subconscious. He will have spared himself the temptation of facing a decision each time a certain stimulus or a certain circumstance confronts him. Hence, one's principles will make his decisions and he decides only once and for all what the principles will be.

Luther Burbank said that you can fix a desired trait in a human being by constant practice like you can fix a desired trait in a plant.

This is done only by constant practice. Recently I was entertaining a famous preacher. I was driving when suddenly we came to a stoplight that was changing. I jammed the brakes and threw my right hand in front of the preacher. He grinned and asked what I was doing. I laughed and said I was

trying to keep the baby from hitting the dash as the car stopped abruptly. Now "the baby" is married and has a baby of her own; yet after all these years the subconscious caused me to try to protect the baby. I had done it so often that by reflex I jammed the brakes and threw my hand in front of the famous preacher.

Recently, on a given Sunday I baptized over 100 people. When I baptize a convert I raise my right hand in the air and say the following words: "In obedience to the command of our Lord and Master, and upon a public profession of your faith in Him, I baptize you, my brother (sister), in the name of the Father, the Son, and the Holy Spirit. Amen." I said those words over 100 times. After the service I went home. The phone rang. I picked up the receiver with my right hand, but every time I had raised my right hand that morning I had said, "In obedience to the command, etc." When I used my right hand to raise the phone to my ear I said, "In obedience to the command of our Lord and Master, and upon a public profession of your faith in Him, I baptize you, my brother, in the name of the Father, and the Son..." Then I realized what I was doing. By reflex after practice I said those words when I raised my right hand.

Not long ago I was going to go to the store. It is only four blocks from my house. I got in the car but was thinking about church work, etc., so naturally I found myself driving to my parking place at the First Baptist Church. I had driven three or four miles along the usual route that I take to the church and did not realize where I was going until I was sitting in front of the church. I have taken that route so much that when the subconscious took over I ended up at the church, not at the store.

I take natural vitamins and minerals. I keep several jars of vitamins in a drawer in my office. From the first bottle of vitamins I take four tablets a day. From the second bottle, which contains Vitamin E, I take two tablets a day. One day I opened the drawer and did not realize that the Vitamin E was in the wrong place. It was the first in line. By force of habit, I took four vitamin E tablets (which, by the way, is not a good idea). The subconscious had taken over. I had taken four tablets of the first bottle for so long that I didn't notice which bottle was in the first position.

The above illustrations show how the will can be trained to react by reflex. This is good only if we teach our children the proper good reaction to certain stimuli until the decisions of life are made by mental reflex and good is done subconsciously. This means the child will do right by habit, for basically, character is learning the proper habits. It is learning to do right without voluntary action. It is the subconscious doing of right. This can be done only by practice and more practice and more practice.

The wise parent will make a list of the things he wants his child to do under certain conditions and influences. He will then require the child to practice the proper response to each condition and stimulus. When my children were little I made a list of all the things I wanted them to learn to do by mental reflex.

Some of these things were: answering the phone properly, shaking hands properly, walking, sitting, using correct posture, paying bills, having respect for elders, and many others. Each evening we would spend some time practicing each of these things until they became natural. This is the way a child learns to walk, to eat, etc. This is the way an athlete learns to be successful.

When I was a child my mother would often ask me this question, "Son, would you like a cigarette?" I would say, "No!" Over and over again she would ask the same question and I would give the same answer. She was trying to get me to associate the word "No" with cigarettes. She did the same thing about liquor and other temptations. She would hold up cigarette ads in front of me and say, "No, no,

no, no, no, no, no, no, no!" Then she would ask me to do the same thing. I would look at the cigarette ad and say, "No, no, no, no, no, no, no, no, no!" until the two words "cigarette" and "no" became associated indelibly in my subconscious mind. Every great nation, whether her philosophies were right or wrong, rose to greatness using this method of teaching. Such discipline made America a great nation. She is now crumbling because of the lack of it. All strong nations were made strong by such training of the will. Such programs had been added to their schools. Every nation that has crumbled did so when such discipline was deserted.

The wise parent, the wise pastor, the wise coach, etc. will produce the proper decisions by constant repetition until the child has learned to do right without voluntary action. Hence, the will has been cultivated to make decisions by principle. The making of decisions by the child, or the adult for that matter, will have less chance of being wrong when the doing of right has become habit!

Chapter Two

The Importance of Self-Control

In the previous chapter we found that the developing of the proper character is the supreme part of rearing a child. Now the most important part of developing the right character is the developing of self-control. Self-control is the will conquering attention. It is the appetite being satisfied only when the will allows. It is the will conquering the appetite rather than the appetite conquering the will.

When children are infants we often place things over their cribs such as little birds that move about with slightest wind. The child's attention is captured by these little birds. His will is a slave to his attention. He does not decide at what he will look. He looks at that thing which is most attractive to him. In other words, he is affected by an external stimulus. Self-control comes when the will takes over and decides what a person does. His actions are decided by his will rather than by the appeal to the senses. Unless self-control is developed a person will decide to do in life whatever is most attractive and most pleasant. This, of course, leads to shipwreck.

A person walks down the street and smells popcorn. He cannot resist. His appetite decides what he eats. The attractiveness of the popcorn on the outside has made his decision for him. The disciplined person eats popcorn only when he needs it. His will controls his appetite. He decides what he looks at; he decides what he eats; he decides where he goes; he has control of himself. He is not a slave to appetites, pleasures, and passions.

How can one train a child to exercise such self-control? This is done by developing something on the inside that becomes more attractive than that which is on the outside. Then more pleasure is gotten inwardly by resistance than outwardly by yielding. For example, my son, David, is an athlete. During basketball season he does not drink carbonated drinks nor eat pastry. This is not to say that chocolate pie is not attractive. Quite to the contrary, it is most attractive, but there is something on the inside that is more attractive - the satisfaction of making the team, of being in good condition, and of pleasing the coach! Hence, the inward pleasure has overcome the competitive attractiveness of external pleasure. He has developed self-control. His will decides whether or not he eats chocolate pie. Hence, in this matter he is in control of himself. He is not a beast; he is a man. He derives more pleasure inwardly by not eating the chocolate pie than he would derive outwardly by eating it.

As the parent develops such self-control within the child he must make the inward attractiveness so great that it is worth the hurt of being deprived the satisfying of the appetite. The pleasure of self-control must be greater than the pleasure of indulgence. If this can be done, the person is in control of his body rather than a slave to it.

One must then seek to find these things that can be more appealing. One is that of a goal. Lead the child to have in his mind the pleasure of attaining a certain goal. Teach him to let nothing stop him in attaining this desired end.

For example, suppose a boy is saving to buy a new bicycle. The wise parent will remind him over and over again of the desired goal so that no immediate appetite can rise up and capture some of his money. He continues to save toward this end even when the county fair comes to town. The boy looks at the county fair. He finds it so appealing to the outside that it competes with the inner

desire to save for a bicycle. If he is trained properly, he will not sacrifice the reaching of the desired goal for a brief pleasure. The child should be led to have in his mind the pleasure of attaining a goal, and this internal satisfaction should be greater to him than the appeal from the sight of the bright lights, the smell of good food, etc. of the county fair.

Another internal competition is that of punishment. Punishment for wrong-doing is a necessary and vital part of rearing a child and developing his character. The punishment should always hurt more than the pleasure feels good. For example, a young man stays out thirty minutes late with his girlfriend and all he gets is a scolding or a spanking. Now what young man wouldn't be willing to trade a spanking for thirty minutes with a lovely girl! The wise parent will take the car away from the boy, ground him, and not let him be with his girlfriend for one week. Hence, he is trading an entire week for thirty minutes. This is not a good trade and he will be on time henceforth, for the punishment has brought more displeasure than the offense brought pleasure. In the mind of the boy that particular appetite will always have associated with it the punishment that was inflicted.

It might be wise for the parent to list the different appetites from which he wants his child to refrain. He then should make very plain to the child what the punishment is so the child will know whether or not refraining will be worth it.

I once had a black cat who loved to jump on the bathroom stove and put her paws in the lavatory while I shaved. Winter came and the stove was turned on. The black cat jumped on the stove! In fact, the cat kept on jumping, and never again did she get on the stove! Even in the summertime she would look at the stove with suspicion but she would never chance it. The joy of watching me shave was not great enough for the chance she would have to take. This may be transferred into a child's subconscious until the fear of punishment will be so great that the attractiveness of the wrong will be lessened.

Another internal competitor to outward attractions is that of pleasing and/or not hurting someone who cares. Here is a very strong internal pleasure or displeasure. If a close relationship can be developed between the parents and the child, the child will have an intense desire to please them. If he feels much displeasure and pain when he displeases Mom and Dad, then the external attraction will be limited by the thought of pleasing those he loves. When I was a boy in grade school my report cards were marked either "S" for satisfactory, "U" for unsatisfactory or "N" for needs improvement. "N" was neither real good nor real bad. One time I came home with an "N" in conduct. My mother cried and cried and cried. You would have thought I had fallen into some terrible sin.

Lamentation and tears filled the house. During the next grading period every time I would start to whisper to the boys around me I could see my weeping mother and I would be a good boy. With that picture in my mind I worked hard for the entire period and sure enough, I received an "S" for satisfactory in conduct. When I brought the "S" home she was so happy she danced for joy and jumped for glee. You would have thought I had discovered a cure for leukemia. She made it such a big thing that when I was tempted to misbehave in school I could see her both rejoicing and sorrowing. The desire to see her pleased overcame the desire to talk to the boy behind me. Hence, the attractiveness of the internal feeling exceeded the attractiveness of the external stimulus and I became a pretty good kid.

Still another of these competitors against external pleasantness is the desire for praise. This is an important factor in rearing children. It is vital, however, that the parents praise character, not talent! It is more important that a child be praised for being punctual than for singing a song and that he be praised more for being honest or working hard than for displaying some talent.

Character properly praised can do much to give the child control over his will so that he decides what appetites he fills and when he fills them. The following paragraphs will list some general statements concerning self-control.

1. The child should be taught not to sacrifice a present good for a permanent one. Reference was previously made to a child's saving to buy a bicycle. The county fair came along and he faced a present pleasure versus a future pleasure. The word "no" should immediately have popped into his mind. Yes, the excitement and pleasures of the county fair are many, but there are many more pleasures spread over the bicycle. As Dr. Bob Jones, Sr. used to say, "Never sacrifice the future on the altar of the present."

2. The child should not be punished because he displeases the parents nor should he be rewarded simply on the basis of the parents' pleasure. In other words, the parent should not be guilty of the same offense from which he is trying to wean the child. The offense is that of responding because of external pleasure. This does not mean the child should not try to please the parent. It simply means that the reward should come because of the child's disciplining his will, and the punishment should come because the child does wrong. Children are often punished for restlessness as if it were an offense of the will. The mother who says to a child, "I am sick and tired of hearing our cry," and punishes the child because she is sick and tired is acting unwisely. Just as the child is being trained to use his will instead of external pleasures, so the wise parent will use his will in the punishment of a child and not external pleasures or displeasures derived from the child's behaviour.

3. The child should be taught that "ought" and "can" are synonymous. Someone has said, "You can do that what you ought to do." Emerson wrote, "So nigh is grandeur to our dust, so near is God to man, when duty whispers, 'Lo thou must,' the youth replies, 'I can.'" This is just another way to say that the wise young person is taught that he can do what he ought to do. My mother used to have me repeat the following three words over and over again, "I ought, I can, I will. I ought, I can, I will. I ought, I can, I will." Charles Sumner said, "Three things are necessary for success: first, backbone; second, backbone; third, backbone." An old proverb says, "Kites ride against the wind, not with the wind." Another say, "Only dead fish float with the stream; live ones swim against it."

4. Children should be taught to say "No!" A child should stand in front of a mirror and practice saying "no" in many ways.

Gertrude Atherton wrote the novel, **RULER OF THE KINGS**. In it a rich man sent his boy to be reared in a poor home. The person rearing him required the boy to say "no" twenty times the first thing in the morning and twenty times the last thing at night.

Plutarch said that the people of Asia became vassals largely because they could not say "no."

My mother would get a bottle, put water in it, and pretend it was an alcoholic beverage. She then would say to me, "Son, would you like a bottle of beer?" My answer was to be an emphatic "NO!" Again she would say, "Son, how about a bottle of beer?" I would answer, "No!" Then she would say, "Son, do you want some wine?" My answer was "no." She would repeat the aforementioned questions many times so that later in life when I was really offered liquor I had associated the word "no" with beer, whiskey, wine, etc. so long that I would again say "No!" She did the same thing with cigarettes. She would pretend that she had a package of cigarettes and would ask me if I would like to have one. I would say, "No!" This was repeated many times. The wise parent will list the things from which he wants his child to refrain and will train the child to associate the word "no" with this particular thing. My mother would hold up a liquor ad and say, "No, no, no, no, no, no, no, no." She

would then tear it up, throw it on the floor, and stomp on it, all the time saying, "No, no, no, no, no, no." She would then give me a liquor ad. I would say, "No, no, no, no, no, no." Then I would tear it up, throw it on the floor, and stomp on it saying, "No, no, no, no, no, no."

5. Children should be taught not to let the crowd influence them in any direction. Many fine parents have taught their children not to run with the crowd and their motives are good ones. This, however, is not a good, hard and fast rule. It would be better for the child to be taught not to let the crowd influence him either way. Theodore Munger said, "Suspect the crowd, resist it."

The first part of that statement is unquestionably right. The last part is not always a good criterion. Suppose the crowd is going to church. Suppose the crowd is not drinking. Hence, it seems that it would be better for the child to be taught that he should not go because the crowd goes nor stay because the crowd stays. He should hold the scaled of right and wrong in his own hands and should decide what he does by his will. When a person refuses to go with the crowd just because the crowd is going, he is not acting from his own will. Again an external stimulus is the motivating him. The crowd should have nothing to do with his decision.

Someone has said, "When I assent without thought to what another person says, when I do as he wishes without reasoning for myself, there is but one person present; I am nobody."

I have said to my son many times, "Son, be your own man. do not let the crowd influence you either way." Though it is true that the crowd is usually wrong, and the Christian is often in the minority, it is not always the case. There will be times when a child would be wrong to refrain from what they are doing. The basis of judgment, however, should be on the matter of right and wrong, not who is doing it.

6. Teach the child not to fear unpopularity. It is not what others will think of me , but what I will think of myself. One should not fear being unpopular with others, but being unpopular with himself.

7. The parents should be consistent with punishment. The same offense should be punished in the same way so the child can learn a pattern of behavior. Suppose little Johnny stayed five minutes too long at Billy's house and his mother says, "Johnny, you can't play with Billy now for two days." Then the next time Johnny is late from Billy's house he should receive the same punishment, so it is registered in his mind that five minutes too much time with Billy will cause him to forfeit two days with Billy. Hence, the same offense has the same punishment.

Johnny will be able to learn a pattern of behavior by knowing what the punishment is for each offense. Year ago I sat down and listed the most common offenses committed by the children. I then listed the punishment that I felt each offense warranted. After months of receiving the same punishment for each offense, the children began to associate certain wrongs with certain types of punishment which allowed them to weigh the price subconsciously before committing the crime. Far too many children do not know what the price is. One time the parent will spank a child for a particular wrong. The next time the child is sent to his room; the next time he is scolded for the same offense.

Perhaps later the parent will overlook it completely until in the mind of the child there is developed a willingness to gamble, "Maybe this will be the time that Mom will do nothing or simply give me a lecture." When tempted he is often willing to chance it, for there is always that possibility that he will get by with it. If, however, he knew that without exception he would pay a certain penalty, and if that penalty brought more discomfort and displeasure than the wrong

brought pleasure, he would realize there was not a chance in the world that he could get by without being punished. This leads to another very important thing in child rearing.

8. Always make the pain of the punishment far in excess of the pleasure of the wrong: For example, a boy comes in thirty minutes late from a date. He could have gotten home on time but he wanted to spend thirty minutes more with his girlfriend. He is scolded or maybe even spanked. Now what boy wouldn't be willing to get a spanking for thirty minutes more with his girlfriend? What boy wouldn't be willing to get a lecture in exchange for thirty extra exciting minutes? In such a case the parent might well forbid the boy from seeing his girlfriend for a week. When this punishment is meted out consistently for this offense, the boy will realize that he will always have to trade an entire week for thirty minutes if he stays out too late.

In the aforementioned punishment there is also another important observation that should be made. The punishment should often involve the withdrawal of the thing which has been done in excess. In other words, the son should not be refused permission to be with a boy friend for a week. Most teenage boys would be glad to trade a week with a boyfriend for thirty minutes with a girlfriend, but grounding him from seeing the girl will hit him where it hurts and will do him more good.

9. Punishment should not be given because the parent is annoyed, but rather, because right has been offended and wrong has been committed. In other words, the child should not be punished because of personality weaknesses, but rather because of character weaknesses. Far too many of us demonstrate the opposite of what we are teaching! We teach our children to be motivated by the will rather than by external stimuli, but then we punish them strictly on the basis of external stimuli, such as when we are annoyed with their actions, etc.

10. Self-control in eating should be strongly emphasized from infancy. Parents are largely to blame for the appetites of their children. Instead of providing food on the basis of nourishing the body, building up tissue, supplying energy, etc., the supply food highly spiced that provokes appetite instead of satisfying it. Such food makes the child sluggish and dull instead of active, healthy, and vigorous. Hence, the child is taught he should eat what tastes good instead of what is good for him. If a family overfeeds a valuable horse, they are considered cruel. The purpose of food is to nourish the body. When eating is done just for the pleasure that results from the gratification of taste, the end is overeating, Overeating causes the body to perform its functions poorly and causes the person to be a slave to his appetites. The Apostle Paul reminds us in I Corinthians 10:31 that whatever we eat should be to the glory of God.

Breeders of fine horses and dogs pay more attention to proper feeding than the average mother does for her children. Chickens are fed more carefully than children. From early childhood a child should be taught self-control in eating. He should be taught that the purpose of eating is to make the body healthy. Eating is to the body what filling the tank with gasoline is to the car. The body will run no better than its fuel allows. One does not buy gasoline for his car according to how it smells or how pretty it is; he buys it according to the performance it give to the car. This same rule should apply to our bodies. There is more, however, to the control of one's appetite than health alone. The desire for food is one of the few appetites that are developed early in life.

Hence, if a child is taught self-control concerning eating, he will become master of his own will, and when other appetites are developed he will be able to exercise self-control in them also by transferring the character he has developed in to other areas of temptation. Why not feed the child apples, grapes, oranges, etc. instead of candy; fruit juices instead of carbonated drinks; nut, such as almonds and pecans, in the place of "snick-snacks"? Good food can be as delicious to the

child as bad food, and proper diet can be as tasty as improper diet if the parent leads the child to develop tastes for that which is healthy and nourishing.

11. The will should control the temper. Controlling the temper means that one's will prevents expression of his inner feelings and thereby prevents reaction.

Anger should be allowed or disallowed by the will. It is not wrong to become angry; however, it is wrong to become angry because we are annoyed or because we have been wronged. Usually our anger does not come from a hatred of wrong, but because we think we have been wronged. Hence, it comes from outside stimuli and this is why we "fly off the handle." Children should be taught to hate injustice and wrong. They must learn to be angry not because they have been wronged, but because someone whom they love has done wrong. Oftentimes a person who exhibits his temper will make such statements as, "I just get it off my chest and get it over with." This sounds very good but the truth is, it simply makes it easier for passion to follow the same path and to seek the same relief the next time his is offended. Hence, a habit is formed because the person has given way to anger.

One reason anger is so deadly is that it defeats the one who is angry rather than the one who is the object of the anger. Someone said to me recently, "I was so mad I didn't know what I was doing." Such uncontrollable temper leads to murder, bad health, broken friendships, and perhaps worst of all, the breakdown of self-control which may be transferred into other areas until restraint is almost impossible and anger is an automatic reaction which divorces a person's actions from his will. Because of this a child should be taught to count to ten before he gives in to his feelings, for the time that is gained in counting to ten or in the thought of the ritual gives opportunity to reason before hasty action takes place. It gives the will time to collect itself in order to gain supremacy over the reaction. The wise man said, "A soft answer turneth away wrath." Another has said, "Govern your passions or they will govern you." Franklin said, "What error is begun in anger ends in shame." Jefferson said, "When angry count ten; when very angry, one- hundred."

12. Children should be taught to finish a task. Each job should be done completely and well. Never should the parent finish the task for the child. No food should be left on the plate and no satisfaction should be allowed for a job that goes unfinished. Napoleon once said, "Impossible is a word found only in the dictionary of fools." Hence, a task that is begun should be finished regardless of how difficult it is. The child who is allowed to let another finish a job that he starts does not develop self-control and later is found bouncing from one job to another, one school to another, etc.

This is especially true when a task is an unpleasant one. Teach him to fix his mind on the goal. Teach him the joy of accomplishing the goal and finishing the task. Teach him the shame of a task unfinished. Let him understand that he is being conquered when he does not finish an unpleasant task. Let the joy of doing a job well overcome the drudgery of the work itself.

I know one parent who listed all of the tasks that were unpleasant to his child. The parent led the child to call the tasks "Goliath" and himself "David." The child was taught to get angry at the tasks and refuse to be conquered by Goliath. When the child conquered a task the parent praised him, as David was praised when he defeated Goliath.

Hence, work should be a challenge and perseverance should be a habit. This would teach the child to work hard, which in essence is a fruit of self-control. Fortunate is the child who is made to work hard. My Uncle Harvey, who passed away several years ago, was a wealthy man. He had one son whom he required to mow yards and do other hard tasks of labor in order to get spending money.

Unwise critics would look and say, "Poor son! There is that mean old father with all that money who makes his boy work so hard." Wise people, however, would say, "What a fortunate son to have a father who realizes what makes character!" He was giving his son more than money. He was teaching him habits, perseverance, the need for hard work, and other attributes that made much money for the son in later years.

In summary, character is habit and habit is formed by practice. When Becky, David, Linda, and Cindy were little children I listed all of the things I wanted them to do and do well. Such things as how to answer the telephone properly, how to meet friends, how react when an adult enters the room, etc. were listed. Each evening we would practice one of these things. The boy would practice walking like a boy and the girls would practice walking like girls. They would practice sitting, standing, being graceful, being kind, etc. We would act out a sample situation and repeat it over and over again until certain reflexes would cause the child to respond automatically to certain stimuli. May God help us to teach our children to have self-control.

Chapter Three

Proper Manners

Someone has said, "Manners are the bridges which men build over the gulfs which separate them and their castles of self and over which they pass in their dealings with one another." Basically then having of good manners is displaying the proper treatment, mingled with propriety, to one's fellowman. Better still, it is simply living by the golden rule. At the First Baptist Church of Hammond, Indiana, we stress one word to our young people above all other words. That word is "appropriate." We believe that education includes the ability to be appropriate in any given right situation without embarrassing one's fellowman. Our young people are taught to know and exhibit proper behavior whether on the ball field, at a concert, in church, out fishing, or at home with the family. This chapter will deal with the proper development of manners for our children toward their fellowman.

1. Proper manners should be an appropriate outward expression of an inner feeling of goodwill toward our fellowman. In other words, manners are an outward expression of an inner feeling. Manners are therefore more than ritual and form.

There should be a friendly and brotherly feeling of sympathy and helpfulness toward others. Good manners are simply the expression of this inner condition of the mind. Improper manners are an expression of an improper frame of mind and attitude toward others. Hence, the first way to instill good manners in the child is to instill in his heart a feeling of brotherly kindness and goodwill toward all human beings. This is brought about by possession of true Bible meekness. The word "meek" in the Bible implies "equality." A person who possesses true meekness says not, "I am as good as you are," but rather, "You are as good as I am." This philosophy should be the foundation of good manners, for when it is present, manners will take care of themselves.

Courtesy, then, becomes simply the expression of the state of one's mind. This is not to say we are not to be courteous if we do not have a mind to do so. We should exhibit courtesy even if it is mere form, but courtesy in its purest sense is when the proper behavior toward others expresses the proper attitude toward him. The courteous man says, "You are my equal and I have a friendly feeling toward you." The discourteous person says, "You are not my equal and I am not interested in you. I am interested only in myself." Manners become symbols which indicate without words a friendly disposition of one's mind toward his fellowman. When he shakes hands his is using an ancient custom which was brought about by the giving of one's right hand to another making his hand engaged so he would be unable to fight. It is the joining of two fighting hands and the voluntary giving of one's weapon in battle. Hence, it is a symbol which says, "I do not want to hit you. I do not want to fight you, for I feel friendly toward you."

In the early days when a warrior came to someone with whom he did not want to fight, he took off his helmet. Hence, we take off our hats today in the presence of a friend. This is to tell him, "I do not want to war with you and I feel so confidently that you do not want to war with me that I am willing to remove that which guards the safety of my head." Again, here is a symbol of the inner condition of one's heart.

2. Proper manners will create this inner goodwill. It is somewhat like the hen and the egg. Each reproduces the other. Our goal is for the child to have the proper feeling toward others so as to

generate good manners. On the other hand, this proper feeling is often created by good manners themselves. The help produce the feeling for which they are the sign. Put a sour look on one's face and in turn he will have a sour feeling in his heart. Consequently, in a sense, each man creates his own atmosphere. A smile on one's face will soon put a smile in his heart. This is one of the main reasons why proper dress is important. How we dress and behave can determine how we feel inwardly. In turn, how we feel inwardly helps us dress and behave more properly.

3. Proper manners should first be exhibited at home. This, of course, is because the habits are formed at home. Children should be taught to say happily, "Good-morning," to those at home, to use the word "please" when they ask a favor, to be generous with the phrase, "thank you", and to be unselfish, especially toward their parents. One of the most important things in rearing a child to have good manners is to teach that child to prefer his parents. He should always be seeking the comfort and pleasure of them, seeing to it that Mom and Dad get the most comfortable chairs, their favorite positions, etc. Many parents think this would be selfishness on their part, which is not true at all!

Their motive for teaching their child this type of behavior is not so the parent will enjoy life more but so that the child will exhibit proper manners at home which will later be transferred to those outside the home. Confucius said, "Eat at your own table as you would eat at the table of the king."

Emphasis should be placed on proper manners at the table in the child's home. He should learn to seat himself properly, sit properly, wait until his turn to be served, etc. He should be taught the proper way of holding a fork, the placing of a napkin on his lap, proper chewing of the food, and other basic manners so often forgotten in our generation. He should not be allowed to reach across the table. He should refrain from expressions of dislike for certain foods.

These manners should be practiced. We have learned that character is the developing of the proper habits. The proper habits can be developed only through practice. Much practice should be given concerning proper table manners and home courtesies.

One of the most important things a child should be taught is to be cheerful at home since cheerfulness and cleanliness are both contagious. We must be careful to affect others properly with our personalities. A child should be taught to laugh. (Of course, this should also be done with propriety and temperance.)

Laughter makes one more healthy. It causes the heart to beat faster and sends the blood bounding through the body. When a person laughs, respiration is increased, the eye brightens, the chest expands, bad air is forced out of the lungs, the internal organs are caused to vibrate, etc. Laughter has a good effect on the liver and gastric juices. In some cases physicians have prescribed laughter. One doctor even gave a patient this prescription: "Laughter to be taken five minutes every three hours." A cheerful spirit at home will help to create a proper state of mind and a proper state of mind can create proper manners.

4. Being punctual is one of the essentials for good manners, for not being on time is one of the great injustices that one human being can do to another. Lack of promptness and punctuality is really stealing. It is stealing the other person's time. It is also lying, for it is a failure to keep promises.

Napoleon was always ahead of time. He said, "Every moment lost is an opportunity for misfortune." Lord Nelson, the English admiral, said that his success was largely attributed to the fact that he

was always on time. He said he gave himself a quarter of an hour extra time. This allowed for accidents.

Matthew's said that men who are habitually behind time are habitually behind success. Napoleon said he beat the Austrians because they did not know the value of five minutes.

A man once spent some time in Benjamin Franklin's book shop. He was looking at a certain book and asked its price. The salesman replied that it cost \$1. The customer asked to see Benjamin Franklin about the price. Although Franklin was very busy the man would not be satisfied until he was called. He then proceeded to tell Mr. Franklin how much he wanted the book, for what purpose, etc. and asked for the lowest price Mr. Franklin could place on the book. Franklin replied, "\$1.25." The man was stunned and said, "All your clerk asked was \$1." "Yes," said Franklin, "but you have taken my time which is worth far more than a quarter." The man objected and finally asked again what the price was. Franklin replied. "The price is now \$1.50 for you have taken more of my time." The man immediately paid \$1.50 and left the store.

Parents should constantly stress to their children the importance of promptness and punctuality. This is why churches should start their services on time. School teachers should stress the importance of arriving in class on time, in order that the child may form habits of punctuality for his future life.

A child should get up on time, get to bed on time, come home from school on time, and keep all of his appointments. Promptness is doing the duty now. It is doing a task on time. The mind should receive an indelible impression of the time an appointment is to be kept and it should be kept without fail.

5. There is some definite manners that the parent should practice and rehearse with the child.

(1) Standing when an adult walks into the room. (2) Introducing one's self properly to a stranger. For instance, Hyles is an unusual name. I have found it best to spell it out when I give my name to a stranger. (3) Properly introducing one's friend to another. (4) Shaking hands. Young men should especially spend much time practicing shaking hands with attention given to a firm handshake and to looking the person in the eye while speaking. (5) Walking. Girls should be taught to walk like ladies and boys should be taught to walk like men. (6) Sitting gracefully. Boys should be taught to sit like men and girls should be taught to sit like ladies. (7) Answering the telephone. Something like, "Good morning, this is Johnny Doe," would be appropriate. Perhaps some families would prefer, "This is the Doe residence; Johnny is speaking." (8) The giving of a seat by a young man to a lady. (9) Using proper table manners. (10) Not interrupting another who is speaking. (11) Showing courtesy to strangers, aged people, and guests. (12) Respecting age and showing preference to one's elders. (13) Avoiding slang and profane speech. The use of slang implies that one goes along with the crowd as they are affected by the desire to be popular. It implies that one is not a strong personality, that his vocabulary is very limited, and that he does not have the proper words at his command to express his meaning properly. It implies the lack of will power. It implies the lack of mental maturity and propriety. (14) Not complaining, grumbling, finding fault. (15) Refraining from disturbing the enjoyment of others by talking loudly and laughing in public. (16) Having personal dignity and self-respect. (17) Exercising good manners in business. Professor Shaler of Harvard once said in "The Citizen" that his own observations show that more young men fail from lack of manners than from any other one cause

My boy, David, was in want and in need of a summer job. There were simply no jobs available and there were many young men applying for each position. He went to apply for a certain construction

job. Several young men were ahead of him, but surprisingly he was employed for the job. The employer said later that he decided to hire David when he shook his hand and introduced himself.

It is amazing and appalling how many people go to the bank to borrow money improperly dressed and with a crude kind of manners. Young men should be taught to wear suits and ties and proper clothing, to give their names properly, shake hands, and to present their business articulately.

(18) Behaving properly in public meetings. (19) Using proper terms, such as, "Thank you," "Please." "You're welcome," "Pardon me," "Excuse me," etc. (20) Answering the door.

These and other manners and courtesies must not be taught once and forgotten. They must be repeated over and over again. They must be rehearsed and practiced until the child responds to each situation by reflex. Someone has said, "No one can disgrace us but ourselves." Carlyle once said, "Good breeding remembers the rights of others; low breeding insists upon one's own rights."

Once because I was kind to an old lady she gave to our church \$14,000 for the purchase of two new buses. When I showed her kindness I had no idea she was lady of means.

A family of ten was converted and joined my church because I made it a habit to wave at them as they drove by in a yellow car. Once a lady, who was a stranger to me, said that my laugh kept her from committing suicide.

In this day when an arrogant, cocky, know-it-all manner seems to be popular, we should start early in the lives of our children in training them to feel properly toward their fellowmen and to express this feeling with proper manners. The word "appropriate" should be stressed over and over again and propriety should be practiced until the child is courteous and proper by instinct so as never to embarrass himself, his family, or his friends in any given proper and right situation.

Chapter Four

Reverence For God

God created man that He might have fellowship with him. When sin broke this fellowship God initiated a plan whereby it might be restored. No life is a success unless it has been used as a preparation for the next life. Regardless of the accomplishments a person makes, his life is a failure unless he is prepared for dying. Now what does this have to do with early childhood? Simply this: A child that is taught reverence for God when he is yet too young to understand the plan of redemption will quickly accept Christ when he is old enough to understand what it is all about. One of the great secrets to making this kind of an early response is to have developed in childhood a deep and an abiding reverence for God. The wise parent will prepare his child for acceptance of salvation and dedication of life by teaching him how to attain such reverence.

1. He should be taught to respect all kinds of superiority, such as old age, skill, scholarship, parents, teachers, leaders, etc. As he respects superiority, he will then by force of habit respect the greatest Superiority of all when he comes to understand what salvation is all about.

2. He should be taught to have in his disciplined schedule a quiet time. This is time he should spend alone talking to and thinking about God. This should be done at the same time every day and should be done without fail. He is developing a habit that will render him blessings and success in later life.

3. He should be shown the universe and its grandeur. Read to him Psalms 8 and 19. Take him for a walk at night and show him the wonders and the immensity of the heavens. Teach him to say, "Twinkle, twinkle little star, How I wonder what you are, Up above the world so high, Like a diamond in the sky," Teach your child, "Star light, star bright, First star I've seen tonight; I wish I may, I wish I might, Have the wish I wish tonight." Tell him that God made the heavens. Explain to him that most of those stars are bigger than our earth. Tell him how far away they are and how wonderful is God's universe. Teach him that God made the universe. Lead him to stand in awe over the greatness of God and the wonders of the heavens.

4. He should be taught of the wonders of life. Show him ants, bees, etc. who live in our world and yet, in a sense, who live each in his own world. Tell him of the ant, for example. Read in an encyclopedia some of the characteristics of the ant. Let the child become intrigued with the intelligence of some supreme being, even our God, Who made the wonders of nature. Teach him to believe in God because of the arrangement of God's world. This kind of reverence comes from knowledge rather than superstition. Realization of the wonder and beauty of God's world will lead the child to have reverence for the Creator. Show him the plants in the spring and the trees in the autumn. Let him see the cloud formations, the sunset, the early morning, the big dipper, the little dipper, the milky way, and the evening star. Let him hear the birds sing. Constantly call his attention to these things, reminding him Who is behind it all.

At the end of each day ask the child what he has seen today that is beautiful and that was made by God. Make this a little ritual. See to it that the little child's mind is fixed upon God regularly at the same time every day. See that he interweaves the day's activities with the workings of God. This will create habits that will be with him all of his life.

There was a day in America when we were a rural society. This is no longer true. Our society has become urbanized to the extent that we are so prone to miss the blessings of beholding the beauties around us, of hearing God's great harmonies, and of feeling the breath of God. Most adults are so busy grasping for success that we have arrived at our destination but have missed the beauties beside the road as we traveled. Hence, we have become successful but have not learned how to enjoy its benefits. This would not be true if someone had disciplined us to revere God when we were little ones.

5. Indelibly imprint in the mind of the little child that the Bible is the Word of God and that Jesus is the Son of God. When I was a little boy my mother used to hold the Bible before me and say, "Son, the Bible is the Word of God. Say it, son." I would repeat, "The Bible is the Word of God." Again and again this was repeated. Then my mother would say, "Son, the Bible is about Jesus. Jesus is the Son of God. Say it, son." I would then reply, "Jesus is the Son of God." Then she would ask me to say it again and again and again and again until it was indelibly imprinted in my mind: the Bible is the Word of God and Jesus is the Son of God!

When Becky (my oldest daughter) was newborn and still in the maternity ward at the hospital I brought a big Bible and held it up before the window. I shouted through the window, "Becky, this is the Word of God." and I waved the Bible from side to side. (I am not sure that she was impressed!)

The first day she was home from the hospital I put her on the floor, got the Bible, and told her how to be saved. I did this every week even when she was an infant. I am not sure when the moment was that salvation's plan first dawned upon her, but I am sure that she knew how to be saved, for regularly I took the Bible, went to her crib, and told her about Adam and Eve, the depravity of man, the wrath of God, God's plan of salvation, the atonement, the resurrection, etc. I wanted to be sure she associated her daddy with a black book called the Bible and in her subconscious mind was registered God's plan of salvation. How important this is in the life of a child.

Charles Darwin with his theory of evolution has turned many young lives away from the Bible and God. It is said that when he was a young man he was a great lover of poetry, but because of his desire for scientific achievement did not develop this side of his nature. Later when he had time to enjoy poetry he found he could not enjoy it, for he had not developed this particular appetite and it had died from inactivity. It is so important that our children not only be taught reverence, but they must be taught to have reverence and to offer reverence and adoration to God even before they are old enough to know how to be saved.

6. When the little child has done wrong, explain to him that the punishment you are giving is given from God and that you are acting as God's representative in meting out the punishment. Let Him know that it is not the parent who sets right and wrong or determines what sin is; it is God Who does that. Let the child know that it is not the parent's idea to punish but that he has been instructed by God to punish. On the other hand, let the child know that the good things which happen to him and are done for him and given to him by the parent are actually gifts from God. In other words, that which the parent does for and to the child which is Scriptural should be explained to the child. he should know that the things we do to and for him which are Scriptural are things we do at God's command. This will make God part of our every day conversation and the child will grow up not feeling ill at ease when he talks about God.

7. The child should be taught to respect the man of God and revere his office. A little girl once drew a picture. Her father asked her what the picture was. She replied, "It is a picture of God." The father chuckled and said, "Well, sweetheart, no one knows what God looks like." "They do now," the child replied.

Dr. Walt Hanford, who pastors a church, has a son who was once watching television on a Saturday. The child heard the announcer say, "Don't forget, boys and girls, tomorrow is Sunday. Go to the church of your choice." The little fellow looked at his mother and said, "Mother, we can't do that, can we?"

Dr. John Rice has a grandson who went to health class at school and came home and told his parents, "Today we learned all about mouth-to-mouth recreation!" Yes, children are impressionable and if they can be taught reverence for God, it will be much easier for them to accept God's Christ when they understand that He died for them.

Of course, reverence should be created with a constant emphasis on high ideals and morals and with the proper example from the mother and father.

Chapter Five

How To Form The Proper Habits In A Child

Habits make character. If one forms good habits, he will have good character. If he forms bad habits, he will have bad character. The word "character" comes from a word which means, "to cut" or "to engrave." Each time an act is performed a deeper groove is made until one has done a certain thing so often in a particular way that it is difficult to change. H. W. Shaw said, "It is easy to assume a habit; but when you try to cast it off, it will take skin and all." The more one has the same emotion or action the more it deepens the track and the easier it is to be repeated. This is true when a child is taught to eat, to button his clothes, to tie his shoes, to dress himself, etc. At first he has to think to do it. He does the same thing until it is done without his will or thoughts. He can now tie his shoes and never think what he is doing. He can walk with a thousand other things on his mind. He can dress himself without thinking. He has developed a habit. The action has been indelibly impressed on the nervous system. The parent who wants his child to grow up to be a good, strong person will be disappointed if he does not form the right habits in him. These habits must be formed by repetition until he does things entirely automatically with no thought or will behind his actions. Hence, his tasks are not performed by present effort but by past preparation.

Once, a war veteran was carrying a sack of potatoes when suddenly someone who wanted to pull a joke on him shouted, "Attention!" Instinctively the ex-soldier brought both hands to his side and the potatoes fell in the street.

I once knew a soldier who was left-handed. The first day he was in the army he saluted an officer. Instinctively he did it with his left hand. After much practice he was able to salute with his right hand throughout his military days. He himself became an officer. The day he was to get his discharge he was so happy. On his way to the separation center to receive his discharge papers he was saluted by a private. Instinctively he saluted back with his left hand! He was still left-handed and no amount of adult training could change his childhood habits.

The more we live by doing right automatically and the more our good habits save us the making of excessive choices, the better we will be and the more we will do. Precarious is the life of a person whose daily actions have not become habitual and who must exercise his will every time he does something. He will become tired in his work, more laborious in his deliberations, and less efficient in all he does. Those who have to use their wills for every momentary matter of business without the help of habit are not as efficient as those who have learned to become disciplined enough to make their actions mechanical. Someone has said that habit is a labor-saving device that causes the disciplined person to get along with less fuel. The wise personnel officer checks concerning his applicant's habits; those of honesty, gambling, etc.. Proper habits can write a check that is always redeemable.

Samuel Johnson wrote, "The change of habits is in general too small to be felt until they are too strong to be broken." It is said that on Plato's ring there was a motto written, "It is easier to prevent ill habits than to break them."

History is filled with the names of great men whose accomplishments were aided by their mental ability. This hall of heroes would include Einstein, Edison, and many others. Yet, alongside these names would be the names of others who did not become men of renown because of their mental genius but because of their character and their loyalty to habit. Such men as Livingston, Franklin,

Lincoln, Luther, and others teach us that a man of character with average intelligence can do the work of a genius. This is true because character seeks talent. The proper character seeks out the talent necessary to perform a job, whereas talent often flees from character. Talent often does not recognize its need for character. Character always recognizes its need for talent.

The argument for character and habit having been presented, we now advance the following suggestions as ways and means of creating proper habits in the life of a child.

1. Have the child perform the same proper thing over and over again. The action should be performed frequently and continuously. No opportunity to do it should be missed and no break should be made in its regularity. No omission should be allowed. The tendency to act spontaneously can become ingrained in a child only in direct proportion to the uninterrupted frequency which the child does the act. Do it; do it again; do it again and again and again. Keep doing it. Do it regularly. Epictetus said, "If you would make a thing a habit, do it." Horace Mann said, "Habit is a cable; we weave a thread of it each day and it becomes so strong we cannot break it."

2. Teach the child to do regularly now what he wants to do later habitually. Never let him be guilty of such statements as, "When I get to be a man I am going to do thus and so." Unless the habits of diligence, punctuality, etc. are formed as a boy, there will be no great accomplishments that come suddenly as man.

One day a father returned from a bear hunt. His young boy said, "I'll be glad when I get to be a man so I can hunt some bears," whereupon his father replied, "Son, there are some little bears in the forest too!" I have watched young people for years. I have seen ministerial students who prepared themselves in college to do something later, but they did nothing in college. I have seen other students who formed the proper habits of work, study, etc. in college. They continued using these habits in their lives and success became inevitable. Teach the child, "Do it now! Do it now!" One who is not courageous as a boy will not suddenly do courageous acts as a man.

3. Help the child build a schedule. Disciplined people live by schedule. I am writing this chapter in my hotel room in Green Lake, Wisconsin. In the lobby of this hotel there are dozens of Christian workers sitting around talking. I have scheduled my day so as to spend some time writing these truths. Because of that I cannot enjoy the extravagance of what they call "fellowship." If I am successful and get my work done, I must follow my schedule with strict discipline.

Take the child out in the snow. Have him walk over the snow one time. Then tell him to retrace his steps. Now it is easier to walk, for he is taking the same path. Have him continue to follow the same path over and over again. Notice how a regular path is formed because the particles have been pressed down. Soon he will take the path unconsciously because he has trodden it so many times. Due to this fact the path is easier to tread. The same is true with habit. It is acquired when one disciplines himself by schedule. Train the child at an early age to do so. He should get up at the same time every morning. He should go to bed at the same time each evening. He should eat his meals at nearly the same time each day as possible. He should brush his teeth at the same time and the same place. He should bathe at the same time daily. Even if his body is not dirty enough to demand a bath, habit is certainly a worthy reason for regular bathing. Maybe he could have a regular night to wash his hair etc. Routine and schedule are vital aids in the building of habit which is necessary in the building of character.

4. The parent must be the example for the child. He must be what he wishes the child to become. Hence, the child will see a living visual aid of what he should become. The parent must not fail to be prompt, regular, responsible, truthful, etc. He must be the embodiment of the truths that he teaches.

5. Make the child do what he does not especially like to do. Suppose a girl does not like doing the dishes. The mother should then force the girl to do them regularly until doing the dishes becomes habit, routine, and perhaps even enjoyable. Find the habits that each child does not enjoy and does not do promptly. Nothing that is right to do should ever become distasteful to the child. It should be repeated over and over again. If it is a distasteful chore, it can become habitual. Hence, it will be done because the will is not brought into action each time the act is performed.

6. Teach the child that if he wants to avoid bad habits, he should not do something bad even the first time. If something is not done for the first time, it will not become a habit. He who does not tell the first lie will not become a liar. He who does not steal the first thing will not become a thief. He who does not drink his first drink will not become an alcoholic. He that never utters a profane word will not become a profane person. There can be no habit until there is a second.

Take the child to the top of a steep slide. Have him get on a sled. Tell him to decide halfway down the hill that he wants to return and see what success he has. The place to decide is before he takes the first step.

Young people like to say, "I know when to stop." This may be true. A person can know WHEN to stop but habit will not let him stop. That which one does not want to make habitual should not be done the first time!

7. It is good for a child to admit publicly a decision to do right and quit doing wrong. This is why it is wise in churches for a child to walk the aisle during the invitation and declare to the pastor a decision he is making. It is often wise for the pastor to make public that decision so as to commit the child publicly. The wise parent will suggest that his child walk the aisle when he makes his spiritual decisions declaring to someone else what he intends to do. This will make it harder for him to change his mind, and better still, to change his actions.

8. See that the children associate with people with habit. Encourage them to be around orderly people when they are very little. See to it that family friends are people of order, discipline, and character. Make heroes of such people in the mind of the child. Soon he will emulate the right kind of people.

9. Have some family rituals that will necessitate schedule and discipline, thereby teaching the child routine and habit. When the children are very young there may be a certain night of the week when certain things are done. Perhaps one night could be eating-out night, one night could be game night, one night could be midnight snack night, etc. The more things that can be done at the same time each day or each week the more the child's schedule will govern his life.

The more habit can prevent the over exercising of his will, the more he will avoid the making of an excessive number of decisions, for these decisions are made by reflex, by schedule, by discipline, by routine, etc.

10. There should be regularity and order at home. There should be a time and place for everything. Towels should always be kept on the same shelf. The dishes should always be at the same place.

Meals should be served at the same time, and in general, there should be an order, a proper arrangement, and regularity about the activities and events at home.

This is one reason why I travel across the country encouraging preachers to do things properly in their churches. A church that starts on time, presents only those musical numbers that are properly planned and presented, and in general does things always decently and in order, will teach a perennial lesson to its young people and children: that God's work should be done in the best way possible and that no slothfulness or haphazard performances should be associated with the Lord's work. With the home, church, and school working together as examples of order and regularity, the child will be reared in an atmosphere of discipline and proper habit. Consequently, he will have a greater opportunity to develop good character. If he sees smiles, he will smile more himself. If he sees the parent being frugal and punctual, the pastor exemplifying integrity and discipline, and the teacher being an example of regularity and order, he himself will soon reflect his environment and those who create it.

11. The parent should always attach the result with the act. The words "drink" and "drunkard" should be associated. The words "dope" and "addict" should be associated. The words "lazy" and "poverty" should be associated. Psychologically the child should be trained to associate the end with the act. In other words, the child should always know to what the act will lead. Show him some people who are at the end of the road he wants to travel. Let him see alcoholics and remind him that they once took their "first" drink. Take him to skid row and show him the end of the first step. Take him to a neighborhood where poverty prevails and show him where laziness often ends. Fix in his mind always the distasteful end of a presently tasteful wrong.

How many times have wrongdoers said, "I did not think!" This is so true. "Right doers" can also say the same thing. When a person has to think to do right, he has not developed the proper character. If by habit he does right, he can truthfully say, "I did not think." The person who develops the wrong habits can truthfully say, "I simply did not think before I did it." If he had to think first, the groove would have been so deep because of the habitual performance of right that he would not have done wrong. Remember, character is habit! Habit is formed by the proper and continuous repetition of doing right.

Chapter Six

Work

"Go to the ant, thou sluggard; consider her ways, and be wise: Which having no guide, overseer, or ruler, Provideth her meat in the summer, and gathereth her food in the harvest. How long wilt thou sleep, O sluggard? when wilt thou arise out of thy sleep? Yet a little sleep, a little slumber, a little folding of the hands to sleep: So shall thy poverty come as one that travelleth, and thy want as an armed man." (Proverbs 6:6-11)

No parent can be successful in rearing a child unless he teaches the child to work hard. No child can develop character without developing a willingness to work and an affinity for work. God did for man a great favor when He told him he would earn his bread by the sweat of his brow. The old proverb says, "An idle mind is the devil's workshop." Someone has said, "Idleness is the mother of sin." So really when God commanded man to work He was commanding him to be moral and to have a right outlet for nerve force which if not used, would find vent in wrong outlets. Hence, God uses labor to train us in obedience, self-control, perseverance, etc. Work is a tool which God uses to make men. In order to make men and women of character out of our boys and girls, we must teach them to work.

1. Teach them very early to help in the home. In the earliest years of a child's life he has a natural instinct to help. Girls like to "play house" and dust, scrub, wash, sweep, make doll dresses etc. Boys like to "play store" and make things. It is then that the child wants to help, and work is play to him. The wise parent will be careful not to destroy this instinct. During these early formative years the child should be taught that work is not a burden. It is not an evil, but rather something in which he can delight.

Do not associate in the child's mind that work is drudgery. Seize upon the natural instinct that God has given a little child by teaching him that work is proper, normal, and yes, even delightful.

2. Encourage the child to make his own toys. It seems to me unwise to buy too many toys. Perhaps it would be better to buy the child the tools enabling him to make his own toys. The parent could join the child as he makes his toys and perhaps even things for the home. Hence, the child will be far ahead of the other children. He has been trained to realize that if he buys it, he forfeits the fun of making it. Even the tiniest of toys I ever had, I made myself. I can recall making carts, cars, scooters that had skates for wheels, slingshots, sleds, kites, etc. Girls could make doll clothes, doll house furnishings, etc. Not only does this teach the children initiative, but it also makes them thrifty.

3. Children should help in household tasks. At a very early age children should be taught to clean their rooms and make their beds. It should be their regular duty and if the performance is less than acceptable, the parent should not correct it, but point out to the child the weaknesses, thus teaching him to finish the job he has started. There are many chores that even a little child can do around the house such as making the beds, wiping the dishes, cleaning the room, emptying the garbage cans, taking care of pets, setting the table, etc. Regular duties should be given the child when he is old enough to begin.

4. The child should be taught that he is a part of a team and that he is slack at his job if he does not work. He should think of himself as an integral part of society, a part that is essential to the

whole. He must feel each of us must work to do some service for the rest of us and that if one person does not do his work, he is not being fair to others. It is like one player on a team not doing his best. An old proverb says, "An idle man is of no more use than a dead man and takes up more room." It is not right or fair as members of this great team of labor.

5. Teach the child to do his best at whatever he does. When he does his best brag on him and magnify his efforts. When he doesn't do his best let your disappointment be shown. Of course, this is only workable when the parent has built a close relationship with the child so that the child's heart will be broken when he displeases the parent. We are admonished in the Scriptures to do everything that we do with all our might. Someone has said, "He who is afraid of doing too much always does too little." By constant reminder and praise the wise parent impresses indelibly in the mind of the child that anything that is worth doing is worth doing right. The job should always be done a little bit better than when someone else does it.

It has been said that there are three classes of people: those fail to do all their duty, those who do all of their duty, and those who do a little more than their duty. The first lose their positions; the second hold them; and the third are promoted.

6. The child should not be allowed to think that labor which is done with the hands is dirty work. Parents should make all work honorable and insist on honest, hard work. No matter what the work is, if it is honest and well done, it is dignified and honorable. Let him know that every job has its own particular charms and interests, and the more he knows about the job the more interesting it becomes. Hence, whatever one does, if he does it well, he should feel a sense of pride and accomplishment.

When I was a young man working my way through college, for eighteen months I laid oak floor for a living. For several months I put up dry wall. I have been a salesman, and I have worked in a service station and in a grocery store. Once I was a paper boy. In the Army I was a paratrooper and a parachute packer. I have worked in mechanics shops, loaded box cars, sold in clothing stores, and once in the Army I was on the garbage collecting gang. In every job I felt a unique pride if I worked and did my best. I even found a new way to stack garbage in the truck and became the envy of all the garbage collectors.

The child should not be afraid of perspiration or hard work. Whatever his job is, if it is a proper one and if it helps society, it should develop a sense of pride. Of course, if this attitude is developed, it is because the parent stresses it to the child.

This means that one should prepare himself properly for any task and give himself to it completely. The more he knows about the job the more interesting it will become.

7. The child should be encouraged to have constructive hobbies. Even leisure can be work, and work can be rest. Rest is simply the changing from the use of one set of nerves and muscles to another. The postman rests in an air-conditioned room; the executive rests by taking a walk or hike. City folk rest by going to the country for the weekend, while country folk rest by going to the city for the weekend. George Bernard Shaw once said, "Happy is the man that makes his living at his hobby." A famous baseball star said that he was happy because he was getting paid for what he preferred to do.

If the child can be taught to use his spare time constructively, he is a few steps ahead of the others. The making of model airplanes and handcraft can help the child prepare for either a vocation or an avocation. Hence, he is taught to enjoy work rather than leisure and that part of his

life which is not given to his vocation can be a constructive part. Many of the greatest works ever written were written by men who were employed in fields other than writing, but who used their leisure for writing. Marcus Aurelius wrote his meditations in moments of rest.

8. Teach a child to choose an occupation that helps mankind. There are many jobs that are of no service to one's fellow human beings. Children should be taught to respect the work of the carpenter, doctor, merchant, preacher, farmer, garbage collector, baker, merchant, lawyer, etc. A vocation should not be chosen because it is one's preference or solely because one enjoys doing it. High on the list of criteria should be its service to fellowman and its making of a part of this aforementioned team of society. No occupation should be just a means to make a living but rather a means of service to others.

For years I have encouraged by young people to play sports as a hobby but not to consider professional sports. They should enjoy music but not consider a professional career in music. Of course, no one should enter a profession that caters to the lower instincts and hinders society. Such professions as working a factory that produces liquor or tobacco and being a bartender, a barmaid, etc., should be taboo. Every vocation should be one of service and one that helps our fellowman. One of the finest statements in the Bible is said of David when it was said of him that he "served his own generation by the will of God." (Acts 13:36)

Once there was a man who inherited a good name and much money. He did not participate in the life of his community; he dedicated his life to riotous living. He went through the money, spent it on pleasure, and died leaving his money to another. However, a small portion of his money was left to a publisher with instructions to the publisher to prepare an issue his biography. When the book was finished it was beautiful and costly. The binding was elaborate. There was a title page and picture of the deceased. Then on page one was recorded the day of his birth. On the last page of the book was recorded the date of his death. The rest of the book was simply expensive blank paper. The biographer was saying that this man was born and died and in between did nothing for others. How sad! It is sadder, however, to realize how few parents instill in the minds of their children the importance of choosing a profession that will benefit society.

9. Stress should be given that one should work hard even without an overseer. Teach the child that someone is always watching. Tell him about that great cloud of heavenly witnesses in Hebrews 12:1. While he is very young lead him to realize that those in the family that have gone on to Heaven are watching. Many years ago when I was a little boy my mother called me off to the side and said, "Son, I want to tell you something. You have three sisters: one that you can see and two whom you cannot see but who can see you. They are in Heaven. Each went when she was seven. Remember son, that they are always watching you, so live your life to make them proud." This is one of the incentives God has used to make me work hard through the years.

This chapter is being dictated on an airplane. I am flying to Los Angeles, California, where I shall speak for a few days. The lady across the aisle from me is reading a book; the couple sitting next to me are drinking champagne; four people behind me are playing cards; the man in front of me is sound asleep; the fellow behind me is reading a magazine; I can see no one who is working! Far too many of us work only if we are watched. The parent who teaches his child that someone is always watching and that he should work without an overseer is doing him a great favor. One personnel man said, "For every two men that I employ, I have to employ a third to oversee them." Employers are eagerly searching for people who will work without oversight. Such people go to the top. The fellow who cannot do so, stays at the foot, has the same job, draws the same salary, hates his work, and grows old too soon!

10. Do not associate success to genius. A genius comes along only occasionally. Most of us are just common, average people with common, average minds. Hence, the difference between success and failure is not genius, it is hard work! This means working while others sleep, toiling while others play, and planning while others idle away their time.

I know many great men. Few of them have brilliant minds but all are hard workers who use all the ability they possess. By all means, stress to the child that success is caused not by genius or by being a mental giant, but rather, by hard work, diligence, discipline, etc.

11. Make no provision for failure. This has been a motto of my life. Such statements as "What should I do if I fail?" should not even be tolerated. If provision is made for failure, then thought must be given to failure. If thought is given to failure, then one has considered the possibility of failing. Such possibilities should never be considered. There is too much stress on being a "good loser." Now to be sure when losses do come, outwardly we should accept them gracefully, but inwardly we should despise defeat! No child should be taught to accept defeat gracefully inwardly. He should hate defeat. He should make no provision for failure and should be surprised if it comes.

Many of us brag on our child more if he loses gracefully than if he wins. We are in some sense guilty of raising a generation of people who like to lose. We need to build a generation of people with a passion to win!

If one plans to win, he will make no provision for failure.

12. No child should have to bear the burden of having a lot of money left to him. James Fargo, as President of the American Express Company, once said, "If I were worth a hundred million, I would make my son earn his living. It is wrong to bring up boys to be gentlemen loafers." Rather than leaving children a lot of money, why not leave them what will make them money and give them the privilege of earning it themselves!

I was once talking to the son of a famous preacher. Suddenly I looked him in the eye and said, "I feel sorry for you."

He asked, "Why?"

I then replied, "I feel sorry for you because your father is so famous."

He began to weep and said, "Dr. Hyles, I didn't know anybody ever thought of that. I envy you because your father was a drunkard. Nobody expected you to be successful. Everybody expected me to be so."

This condition was unavoidable, but it is possible for one to avoid leaving great sums of money to his children. He does them a disservice, not a service!

13. The child should be taught to work cheerfully. His parents should set the example of enjoying their work. It is actually possible for one to look forward to a "day on" and to a "day off." This is the way it ought to be. To say the least, a day at work should not be considered worse than a day at home, and a day of toil should not be considered worse than a day of rest. Each is a diversion from the other. Hence, work should be approached and done cheerfully, happily, and enthusiastically. This will take away the despair that often comes when one has to work on what is otherwise a day off. It will remove grumbling when overtime is necessary, and it will certainly equip the child with the tools that can take him to the top.

14. Teach him that all work is an art and a way of expression. Hence, one should look upon himself as an artist regardless of what type of work he does. When a bricklayer becomes an artist he becomes a builder. When a typist becomes an artist she becomes a secretary. When a meat cutter becomes an artist, he becomes a butcher. When the carpenter becomes an artist, he becomes a builder. When a cook becomes an artist, he becomes a chef. When a speaker becomes an artist, he becomes an orator. When a bookkeeper becomes an artist, he is an accountant.

When a plumber becomes an artist, he is a pipefitter. When a custodian becomes an artist, he is a maintenance engineer. No work, no matter how slight or insignificant, should be despised. Whether one is sweeping out the place, mending socks, mowing yards, or shoveling snow, he should be an artist about it. It is somewhat sad that in our day the assembly line at the factory has eliminated such pride in one's work, but even with the assembly line the wise worker will develop pride and consider his work an art.

When I was attending a state university as a young man I simply had to find part-time work. No jobs were available, so I began laying oak floor. What a job! What a backbreaker! The first few days were sheer drudgery. Then I resolved to become the best oak floor layer in the county. I began thinking about the families that would live in the houses I helped to build. When each house was completed I would drive by it again and again and take pleasure in the realization that someone was enjoying the fruit of my work. I looked upon myself as an artist and soon I began taking pride in the opportunity of telling others my vocation. It has been about a quarter of a century since I have laid a piece of oak floor, but I still enjoy going back to the old home neighborhood and driving by the houses that I helped to build.

15. A child should be taught that hard work is healthy. No one can reach his peak of physical health unless he has learned to work. Work is nature's medicine. Just as idleness rusts and decays a machine so the disuse of a muscle causes it to shrivel. The doctors find agreement in the fact that many men and women are in sanatoriums because of a lack of good, hard, steady work. In such places patients are put to work immediately. Especially is this true in case that suffer nervous disorders. Without work the body becomes weak and the brain deteriorates. A girl should be taught that work is a beauty aid and the boy should be taught that work is a body-building device. Parents should point to heroes and remind the children that they obtained their positions through hard work.

16. Young people should be taught trades. A poll was taken in one penitentiary which revealed that 90% of the convicts answered "no trade" on a questionnaire. In a certain period there were 3,154 boys admitted. Not one of them had a trade.

Consequently, all of them were taught trades and only 14% of them returned! During the period that a young person is usually taught a trade he is also facing his greatest temptations. Hence, the learning of the trade keeps him busy at a time when his mind is most susceptible to temptation.

In some ancient societies it was a law that no man was under obligation to support his father when his father became aged if his parents had not taught him a trade in his youth. Perhaps this is a little severe but it does not alter the fact that the wise father will teach his son a trade, and the wise mother will carefully and deliberately teach her daughter to prepare for marriage and motherhood with the same diligence that a physician prepares for his vocation.

17. Always compliment the task that is finished and done well. The reward method is an important one to a child. He should always associate completion with rewards. To the contrary he would always associate failure and an unfinished task with disappointment on the face of one he loves.

18. The child should be taught to accomplish the hardest and most distasteful part of the task first. Perhaps he should eat first the vegetable he likes least. Perhaps he should mow the hardest part of the yard first. This helps to prevent the awful sin of procrastination.

There are many other things that parents should teach their children concerning the proper development of work habits such as teaching them to choose their heroes from ones who have worked their way from the bottom to the top, teaching them to choose a profession that will enable them to leave something for others when they are gone, teaching them to be thrifty and yet generous with money earned, etc., but in it all there should shine forth an ability to work and the dignity of labor.

Chapter Seven

Teaching Independence and Self-Reliance

Our world today is crying for leadership, for someone whom the crowd will follow. Such a one must not follow the crowd. He must learn to stand on his own feet, to be his own man, and to be self-reliant. Hence, the child must be taught to think for himself and believe in himself. A planned course of action should be plotted by every parent to train his child so he will not feel he is dependent on society, but rather can make his own way, holding his head high and being his own man. In order to achieve this goal there are certain ingredients which are vital.

Someone has said that men are cast iron while children are clay. Hence, the subject matter covered in this chapter is not for the adult to attach awkwardly to his molded character, but rather for the child to learn and do while his character is being molded.

1. Encourage him to solve his own problems as often as possible. Encourage him to express his own ideas.
2. Lead the child to think always, "Is there any way to improve upon this?" This does not mean that he imposes his will outside his own sphere of occupation. It does mean, however, that in his own mind he should think over and over again about as many matters as possible, "Can I think of any way to improve on this?"

Even if he is not asked and does not have the opportunity to put into action these thoughts, He is nevertheless preparing himself for improvements when the opportunity is presented.

Along these same lines teach him to think of a solution to all problems. A person who wants to help others will be ready to help when the opportunity presents itself. This does not mean he should be bothersome and enter into an area where he is not welcome or needed. It does mean, however, that he should be ready to help if he is asked to help. Consequently, the more problems that one can find solutions to the more available he will be when his help is needed or asked.

Gospel singer Bill Harvey after having observed this author for many years said one time, "Dr. Hyles, I would suggest you never go to Italy." When asked the reason he replied, "Because you would try to straighten the leaning tower of Pisa."

God will always provide the opportunity in His own time for a prepared man.

3. Teach the child initiative. Initiative is simply the doing of something without being told. If there is a job to be done, the child does it. It also implies self-confidence and self-reliance. Emerson said, "Trust thyself." Initiative teaches one to do this.
4. Whenever possible give the child a choice between two or three courses of action. In other words, say to him, "Here are three choices. You cannot do them all, but you must do one." Let the child choose. The parent should say, "Johnny, you may have either this one or that one. You may go either this way or that way." (Be sure that both choices are morally right.) "You may wear this garment or that garment. You may eat this food or that food." In other words, the parent should find some choices either of which is acceptable to him. Let the child make a choice thereby getting him into the habit of making decisions on his own.

Once the choice is made, be sure the child is held firmly to his decision. He is being taught to be a person of decision. Note carefully he is not being taught to choose between right and wrong. He is being taught to choose the most beneficial right. Again, remember, do not allow him to waver after he has made his choice. Someone once asked Alexander what was the cause of his success. He answered, "Deliberate with caution and then act with decision."

5. Teach the child to make a quick decision once he has thought it over carefully. This is not to say that the child should make a decision without properly weighing the facts. He should be quick to make a firm decision after all the facts have been gathered and weighed.

To aid in the development of such decision making, the parent could present a problem to a child. This problem has to do with making a decision. Give him a set period of time to think about it and insist upon the decision by that time. For example, the parent should tell the child that he has five minutes to make up his mind. The next time the same problem is presented give him four minutes, then three, etc.

There are times in the life of every child when he must make a quick decision. Much will rest upon this. He should be trained to act almost by reflex, and he can if he has been properly prepared.

At his point the reader may won't to indict the author if he does not stop to realize that the author is not advocating rash and hasty decisions. He is simply desirous of combating extensive thinking and indecision when nothing can be accomplished. One should do his best and then be satisfied. If he has made a mistake, he has learned the knowledge that will help him next time. One should not waste time in regret but face the next decision. Certainly one should not undo in doubt what he has done in faith!

6. Do not over sympathize with the child. This teaches him to whine and seek sympathy. If he is going to be his own man, he must learn to face hardships, stand alone, and be willing to suffer without a martyr's complex. My son, David, at this writing plays on the high school basketball team. Last year he was injured in a game and carried off the floor writhing in pain. I was sitting about 25 feet from him and of course, I was very apprehensive and concerned. However, instead of rushing to his side, I let him be alone for awhile. When the attention was taken off of him I slipped over quietly and said, "How is it, doc?"

With a pained expression on this face he said, "I'm okay, Dad go ahead." As I walked away I said, "He is becoming a man."

One of the great mistakes made in rearing children is overprotection and over sympathy. People who have no obstacles to overcome and face no hardships are usually weak-willed. Just as muscles are made stronger by use the will is made stronger by use. Hence, early in the life of a child we must see to it that people do not carry on over him with excessive sympathy. To some parents this will seem hard-boiled and harsh. What they do not realize is that they are the ones who are hard-boiled and harsh, for they are training a child by habit to whine. Someday he will be unable to face his hardships alone. Hence, he will cast himself on society and become a liability rather than an asset.

Someone has said that a piece of iron in its rough state is worth about \$5. After being made into a horse shoe it is worth about \$12. When made into knife blades it is worth \$1000. When made into balance springs for watches it is worth \$250,000. What is the difference? The difference is that as

this iron goes through certain processes and is heated, hammered, rolled, pressed, cut, polished, beaten, formed, etc., it is becoming more useful. The same is true with a child.

One of the great reasons for juvenile delinquency and youth socialistic groups, etc. is that the children are born with the proverbial silver spoon in their mouths. They never face hardship, never have to work hard, and consequently, are reared thinking they are owed a living. Even young eagles must fly, for the old eagles turn them out as soon as they are able to fly.

7. The child should be taught to make his own way. This does not take an extraordinary brain. School teachers often tell me that the most brilliant pupils often disappoint them. This is because they can do things easily. They do not have to learn to concentrate or to be diligent. They have to face no hardships. Hence, the child with mediocre ability reaches his goal with grit and determination. Because of this he develops the processes that make for greatness. Mental brilliance does not make for greatness. Perseverance, work, character, diligence, industry, and thrift are the causes that make on great.

When these qualities have to be developed one can become great without mental brilliance, whereas the mentally brilliant will usually not develop these qualities.

8. When the child reaches the age of six or seven let him earn some money and spend it on his own. Perhaps he can work in the yard for an hour and make a quarter. Then send him by himself down to the corner store to spend it alone. He will learn two things: He will learn to be careful about spending his money, for he had to work an hour to get it. He will also learn to make decisions and to go somewhere on his own. If the store is several miles away, the wise parent will drive the child to within a block of the store, let him out, let him go alone to make his purchase and return to the car. He is learning that necessary fact of life that he must someday be on his own. He is being prepared for that day.

9. As soon as possible let him have his own bicycle and go places alone. Bear in mind we are trying to teach the child independence and self-reliance. Far too many parents put the child in the family car and take him anywhere he wants to go. How sad! Mom becomes a taxi driver for some spoiled, lazy children, and the Dad who does not want his son to go through the hardships he endured has taken from his son the very qualities that made him successful. The wise dad will want his son to endure some hardships, for hardships endured early will prevent greater hardships to be endured later, for the child will have learned to face life.

10. Give him some responsibilities of his own. As soon as possible throw him upon his own resources by giving him responsibilities. Give him a task to perform. Make him perform it to its completion. Do not correct it or finish it for him. He must realize that it is his task and that he must do it. He must know that if he does not do it, it will not be done!

I am grateful that at the age of ten I had my first paper route. I became a businessman. I had responsibility and obligation. I had to face it. There were decisions I had to make and no one could make them for me. I have thanked God many times for this opportunity.

11. Teach the child to repair thing that are broken. Give to the boy the responsibility of being the repairman around the house. Let him tinker and learn how to fix things. Let the girl mend and sew. Along the same line do not purchase for a child what he can make for himself. In another chapter we discussed the fact that a child should make his own toys if at all possible.

When we were boys we made such things as scooters, go-carts, slingshots, etc. This is vital in the proper emotional development of a child.

12. Teach a boy to defend himself. The manly art of self-defense should be a part of every boy's development. Teach him to box. Teach him to shoot. Teach him self-defense. A man should have the idea that he can take care of himself, that he can protect those who are his own, and that he can be in charge of the situation. To some this sounds cocky. In a socialistic world it may be that confidence is mistaken for arrogance by those who are not self-reliant.

When my boy was five years of age I bought him a pair of boxing gloves; in fact I bought two pairs - one for the boy across the street and one for my boy. They squared off in the basement and I taught my son how to defend himself. Now he can protect his sisters and he has done so. He also has the feeling that he can take care of himself. This is important for self-reliance.

13. A child should be taught to do one thing and do it well. He should have one aim, one direction. Point his energies in one pursuit. He should know where he is going and learn how to get there. He should direct his activities toward that one goal. It is tragic to see middle-aged men still trying to decide what they are going to be and do in their lives. Such often become professional students who later bounce from one job to another and are always going to be something great "tomorrow."

A little boy was shooting a B-B gun up in the air when a man passing by asked him at what he was shooting. He replied, "The moon."

The man laughed and said, "Why, you can't hit the moon with a B-B gun!"

"No," said the boy, "but I'm a lot closer than you are." Goals are so important!

14. The child should be taught to look out for the needs of others. He should not think of his own desire, but the desire and needs of other people. The parent should point to those in need and teach the child compassion. He should instruct the child to do what he can to alleviate the suffering and satisfy the needs of society.

The other day I was visiting my mother. She will soon be 84. She asked about the children and then we started talking about Dave. She informed me that he makes a habit of seeing her at church and chatting with her for awhile. He also is not ashamed to place a kiss upon her brow. Then she proceeded to tell me that sometimes he just drops by to say, "howdy." No one knows it; he gets no credit for it, but he has been taught to care for his grandmother. The fact is, he does enjoy being with her, but more than that, he realizes her desire to see him, and his is alert to her needs. The leader must not dwell on himself. If he would be independent and self-reliant, he must think of others.

15. The parent should teach thrift. Of course, this will teach itself when the child has to work hard for his money; however, there is a certain philosophy to thrift. Thrift enables one to provide for himself when he otherwise would be unable to do so. The one who casts himself upon society and is unfair to his contemporaries is the one who has not been thrifty. He says, "I will take care of myself now; you will take care of me later." The thrifty person says, "I will take care of myself now; I will also take care of myself later."

There is nothing quite as sad as an old man who has made his own way and takes pride in it but at the end of his life is dependent upon someone else. This need not if the child is taught to be frugal when he is young.

16. As a child grows older he should spend less and less time with the parent; hence, he becomes less and less dependent upon the parent and more dependent upon himself. He is preparing himself for life and its inevitable decision. He should know of the parents' love and for that matter, maybe he should know why the parent is withdrawing some from him. When the child was very young he was being trained and habits were formed. When habits are formed every young person should have opportunity to practice what he has learned. Hence, the teen years can become sort of an internship, where with the supervision of the parent the young person does more and more on his own.

This does not mean the parent should not spend time with the teenager. He should spend time with him, but perhaps they should be briefer periods of time. Activities should be done in which the parent does not obviously excel. There are things which the teenager can do as well or better than the parent. For example, maybe by this time the father and son or mother and daughter are of equal ability at playing ping-pong, bowling, or playing golf.

The warning here is for the parent to give the teenager a little bit of room in which to move, not overly sheltering or protecting him. Yes, the parent should have strict rules concerning morals, principles, punctuality, etc. For example, concerning use of my car, there are set rules as to what David can do and when he can do it. Yet, when the two of us are in the car I usually let him drive. While he is driving I try to refrain from doing "back-seat driving," I let him drive! Then of course, I let him drive on his own a great deal. Probably he and I are closer this year than we have been in our lives and yet we spend far less time together.

This means that though the parent will not be with the child as much, he does make himself available. He does not interfere with the teenager as long as the rules are being kept. He does not force a conversation on him about his problems at school. He simply makes himself available and lets the young person know that not only is he willing to talk, when and if he is needed, but he is also willing to listen. Much care should be taken here to avoid treating a teenager as if he were a child. The parent should realize he dare not spend too much time with him and that he dare not be overly protective.

Another point should be stressed. Far too many parents spend time with their children only to gratify the parents' desires. A get-together should always be at the discretion of the parent and for the good of the child. It should be administered like medicine, good food, etc. Just the right amount at just the right time should be the goal.

17. The parent should stress that no one owes anyone else a living. Yes, our government gives us the opportunity and freedom with which to make a living, but it does not owe us a living. No shiftless or lazy man is honest and so shiftless or lazy man can be independent. One should say, "I am a man! I can act, I can think, I can make my decisions. I will be my own man." This does not mean that one should avoid counsel. Far to the contrary, one should seek counsel and let wiser heads than his advise him. In the final analysis the decisions must be his if he is to become a man of decision.

18. The parent should not allow idleness. A child should be taught to avoid hanging around street corners and poolrooms or getting in the car and just idly driving around. Such habits go along with bad resorts: smoking cigarettes, drinking beer and whiskey, and just hanging around in general. Name me one independent man who was supported by his family while he was young, by his wife

and family during the middle years, and by the state when he got old. There is none! How sad! Someone has said, "While the devil tempts all other men, idle men tempt the devil." Another has reminded us, "Even a bicycle falls when it stops."

19. As the child grows older he should be allowed to buy more and more of his personal belongings. Perhaps at about the age of ten he could buy his own socks. The parent should tell him what color. Let him decide what kind. When he is about eleven or twelve, with some supervision and instruction he could buy his own shoes. By the time a child is thirteen or fourteen he should be qualified to buy his own clothes. Again, it should be remembered there are boundaries as to style, color, size, etc.

It is almost humorous to go into a men's clothing store and see some little 5'2" mother leading a 6'4" teenage son into the men's department and treating him like he were a three-year-old. She later wonders why the son doesn't hold down a steady job and why he joins a hippie group and in general is a liability to society.

Conclusion: This may be the most important chapter in this book, and certainly apart from Scriptural discipline and spiritual training, it is. Yet, in a real sense, the aforementioned material is a part of spiritual training, for the Bible says that one who provides not for his own is worse than an infidel and that one who does not work should not eat. The Bible does say that each man should be taught to bear his own burden.

Independent, self-reliant, industrious, thrifty, and able adults are not an accident. They are a result of childhood training. This is why the best of us often come from backgrounds of poverty, hardship, and sometimes even tragedy. Let us not let the fact that our young people have not had such incidents prevent them from developing the character that is taught by experiencing them.

Chapter Eight

A Child's Relationship With Others

Many years ago in the city of London, England, the Salvation Army was conducting its annual convention. General William Booth, the great founder of the Army, was in failing health, had bad eye sight, and was unable to attend the convention.

Someone suggested that he send a message to be read at the opening of the convention in order to challenge the hearts of the delegates. This he did. The moderator rose to read the message and this is what he read. "Dear Delegates of the Salvation Army Convention: Others. Signed, General Booth." The successful life must be built around others, and the happy adult must as a child be taught to live for others.

Life has been called a series of relationships. The degree of one's happiness and success in life depends upon his properly relating himself with those of his society with whom he comes in contact. Barrie wrote, "Always be a little kinder than necessary."

Hence, the child should begin early in life adhering to the spirit of the golden rule which is basically expressing goodwill and friendliness to all. From the President to the garbage collector, from the millionaire to the ditch digger, he should be taught to show good manners to all. One becomes a snob when he shows good manners only to those whom he thinks equal or superior to himself in position or wealth. He should be doing what he can to lighten the burdens of others and to make their lives more comfortable. It is interesting how many words include the word "other". Notice the words, "mother," "another," "brother," etc.

1. Parents. Since the child is to love his parents, that love will find vent in action. He should be taught to put their interests first, to put their pleasures and comforts before his own, to lift their burdens, to treat them with proper courtesy, and to show interest in them, their needs, and their lives. William Penn wrote, "If thou wouldst be obeyed as a father, be obedient as a son." "Rather the child cry than the mother sigh," is an old saying.

It is sad but true that many parents who have not had formal training are thought to be ignorant or behind the times by their children. Often they are treated with contempt, shame, or at best, indifference. It is true that the parent may not know the latest scientific discoveries or much of history, geography, mathematics, etc., but he has learned from experience and longevity many things that the child must learn in a similar way. Hence, the parent is worthy of the child's respect, love, care, and help. The greatest of Americans have offered such help to their parents. George Washington, Abraham Lincoln, and others have led the way in such obedience and respect.

Children should help their parents. The girls can wash the dishes, clean the house, sew, sweep, dust, care for younger children, dress younger children, cook, etc. The boys can care for the shining of shoes, cleaning of the sidewalks, shoveling of the snow, mowing of the yard, taking care of pets, etc. All should be done punctually and in order. Children can run errands, help take care of the house, care for parents when they are ill, and in general, show their love and respect by attending to their needs.

Occasionally the parents should have a meeting with the children and discuss with them what they have done lately to help lighten the load of Mom and Dad. Honor should be given when honor is due and scolding is due.

There are many reasons why the child owes his parents respect and love. The main one is that he owes a debt to his parents. He owes them for their care for him, their sacrifice, their hard work, etc. The debt which the child owes is a huge one and if he is honest, he must pay it. He should be reminded constantly by his mother concerning the many hours of hard labor his father has put in for the care of the child and to provide for his needs. The mother should stress this contribution by the father and lead the child to realize the tremendous debt he owes. On the other hand, the father should constantly remind the children concerning the debt they owe their mother. They should be reminded of the house cleaning, the sewing, the mending, the travail in birth, the cooking, the washing, the ironing, and the many other contributions made to them by Mother.

There is another reason why parents are due love and respect and that is because they hold a high and noble office. The office of parenthood demands respect regardless of the person who fills it. Children should be taught to respect positions of honor such as president, governor, mayor, principal, pastor, and yes, parent. The parental position deserves the child's respect.

Another reason the child should love and respect his mother and father is that the parents represent God. Someone has said that they are His vicars on earth. The fact that a child is to respect God means that he should be taught to respect His earthly representatives. Lastly, respect for the parents should be shown and given because of their experience. They may not have studied formally in school, but they have obtained even greater information in some cases a greater education in the school of experience and wisdom. They may not know the latest methods of pedagogy, but they have struggled, fought, labored sacrificed, worked, and yes, they have even lived longer, and respect should be given to seniority.

The parent who insists on this respect and requires that he is treated courteously and with preference is not being selfish. He is training a child in the way he should go.

2. Grandparents. Much stress should be given to proper treatment and respect of grandparents. It is easy to forget them. They are not as young and exciting as they once were. They may seem out of date. Their interests are not those of young people, yet they have made vital contributions to the lives of their grandchildren. The position that they hold warrants love, respect, and attention. They should receive letters, phone calls, gifts, and special attention from them.

3. Brothers and sisters. The relationship between brothers and sisters should be sweet. Much harm has been done by lightly and glibly speaking of how poorly brothers and sisters get along. This sin has promoted such behavior and it is certainly not necessary. Look at the brother relationship that existed between Andrew and Peter, Moses and Aaron, John and Charles Wesley, Dr. John Rice and Dr. Bill Rice, and other great people. Such relationships are begun early in life as children are taught to love each other. They should be taught to share, to avoid jealousy, to praise each other, and to rejoice when the other is praised. The older should provide watchful care over the younger. As more children come into the family the parents naturally have less time to spend with each of them. Consequently, the older children are given the opportunity of caring for the younger ones. This enables a close relationship to be developed between the children, but it also builds a partnership between older children and the parents. If such care is to be taken when they grow older, they must be taught and reminded from early childhood of the responsibility that will become theirs later. The wise parent teaches this to his first child, and if a larger family is planned, he teaches this to the first several children. He will be glad in his later years that he did.

4. The teacher. As children become old enough to go to school they must partially transfer their obedience and respect from home to school and from the parent to the teacher. Bear in mind that the child has been taught to respect authority in government and also the authority of the parents. As he approaches school he must stop to realize that in obeying his teacher he is obeying both the government and the parent. The government has chosen a teacher to be its representative and many of the duties the parent has been performing for the child, the teacher now performs. Hence, to be a good citizen and a good son or daughter requires the child to be an obedient pupil at school. Hence, he should be helpful, respectful, and obedient to the teacher even as he has been to his parents. The pupil should be kind and helpful. He should not be unruly or misbehave. He must be willing to be thoughtful of younger pupils and to share with his fellow classmates. He must set a good example for those under him. He must work hard, study hard, and do his best to make good grades. He must honor the position of the teacher and accept his leadership, discipline, and assignments. He must be prompt, honest, cooperative and helpful. He must treat his classmates as brothers and his schoolmates as members of a family. He must learn to live with them in the school community. He must be kind, unselfish, protective, and courteous as he fits into his new environment and his new life.

5. Society. Notice that the child's scope of fellowship is increasing. At first he learns the proper relationship and behavior toward his parents, then the entire family, and then his classmates. He is preparing himself to become a serving member of society and, of course, all of the rules of behavior that he has been taught as he relates himself to the aforementioned people must now be transferred to a larger circumference. He must now apply the golden rule to those outside his own home and school. Just as he has obeyed the laws at home and at school, now he obeys the laws in society. He realizes that he must now exercise goodwill to the community and he must keep its laws regardless of the inconvenience it brings to him. He must learn to help this larger family live at its best. Though the laws may hamper him, they are the best for the most. They protect the rights of others to enjoy life to its fullest. Hence, he should be taught to be courteous; to treat the aged properly; and to be patient, quiet, appropriate, inconspicuous, helpful, and discreet. He must not manifest rowdiness, a lack of etiquette, discourtesy, crowding, pushing, jostling, impatience, etc. A child should be taught fairness in games, putting others before himself. He should be taught not to argue or alibi. He should be taught how to behave in places of public entertainment. He must be taught to care for property such as seats, songbooks, furniture, and equipment that does not belong to him. He must be taught to respect the speed limit.

He should be warned against criticism, tale bearing, and gossip. He must be taught to respect age and handicaps. He should be taught to say, "Yes, ma'am," "No, ma'am," "Yes, sir," "No, sir." He should be taught to dress appropriately. He should be warned against being loud and overbearing. He should be taught not to be too forward. He should be taught to be discreet and proper in his behavior toward the opposite sex. He should be taught public manners such as giving his seat to an older person. If he is a boy, he should give his seat to a lady or girl if there is none available for her. He should be taught courtesy to public servants such as policemen, firemen, trainmen, doormen, etc. He should be taught to dispose of garbage only in receptacles provided. He should be taught to be quiet, not rough or loud on streets or in public places. He should be taught not to stare at the unfortunate and their deformities. He must be taught to be helpful to strangers and to answer them courteously. He must be taught to help older people as they walk through dangerous places. He must be taught not to whisper, talk, or misbehave in public meetings. He must be taught not to loiter in public places or the hand around restaurants, drive-ins, etc. He must be taught to respect the rights of every man regardless of his color, race, or religion. He must be taught not to deface public property.

In other words, the child must be taught to be a good citizen. Boys should be trained to be gentlemen and girls should be taught to be ladies as they interact with society.

Chapter Nine

The Child And Money

Man's responsibility to his child is not to leave him to live a life of idleness, but rather to equip him to live a life of service. Money is only a certificate that represents service. When a man performs a service he is to receive the appropriate amount of money. When a man has a service done for him, he should pay the proper amount of money representing the value of the service performed. Hence, basically money is simply "time." It represents the amount of time occupied by the service which earned it. No child can develop good character unless he has the proper attitude toward money. Several truths must be taught if this attitude is developed.

1. Money is not a means of happiness. A little child is often led to believe that happiness increases when wealth increases. This belief must be combated, for it is exactly the opposite of the truth. Quite to the contrary, usually the happiness in man diminishes as his wealth increases. To a man who is very rich, no amount of increase can bring him more happiness. Just a few dollars a month increase in the salary of a poor man may bring him much enjoyment, whereas to a millionaire thousands of dollars added to his estate gives him little enjoyment. One who is going to acquire a lot can have more happiness by acquiring it gradually and by earning it himself. This way he enjoys each step of the trip to success whereas the one who suddenly accumulates much wealth jumps over many steps of enjoyment.

2. Money should be a servant, not a master. There are many perils involved in wealth. One of the greatest of these is the ease with which money can become one's master. Often it possesses the possessor. A little money one can control; it can be his servant. On the other hand, if one has much money, it often controls him and becomes his master.

3. The important thing in life is not how much one is worth but what one is doing. It is more important to serve than to increase. What has he done? What is he doing? These are the important questions. How much does he live for others? How much has he given to others? How much has he done for others? How much has he helped others?

Once a man asked John Bright, the English statesman, "Do you know that I am worth a million sterling?" whereupon Mr. Bright replied, "Yes I do, and I know that is all you are worth."

Themistocles said, "Rather a man without money than money without a man." Marden said, "Be a millionaire of character instead of a millionaire of money."

4. The important thing in life is to serve, not to make money. Money is incidental. Service should be predominant. Most of the truly great men in history have not been men of wealth. Once the country of France voted to determine who was the greatest Frenchman who ever lived. Napoleon and others were bypassed and the French elected Pasteur as their greatest man. Of all the men who received votes not one was a millionaire. Great men such as Lincoln, Washington, Franklin, etc. cared nothing for what they got out of life, but rather for what they put into it and what they could do for others.

To be sure the workman is worthy of his hire, but money should not be the supreme thing. Many years ago when I was just a preacher boy I had to settle this matter in my own heart. I went alone with God and spent an entire evening in prayer. I promised God that I would never discuss money

as far as the Lord's work is concerned. I would never ask for any particular remuneration. I would never discuss salary with a church. I promised God that I would trust Him to take care of my needs. He has done so in a wonderful way.

Many great people have turned down more money in order to do more service. Robert E. Lee refused the presidency of an insurance company and its big salary to become President of Washington College with a small salary. Spurgeon refused to come to America to lecture fifty times at \$1000 a night. He did this because it would have taken him away from the work God had called him to do. Emerson set his income at a fixed amount and refused to accept anymore. The same has been done by other great men such as Chinese Gordon, Pitt, Wellington, Burbank, and others.

One of my dearest friends offered me an apartment house with seven apartments as a gift. The love behind the offer was worth more to me than the apartment house. I politely rejected the gift though the apartment house id probably worth \$100,000.

Once a relative offered me a great sum of money and I rejected it. I appreciated the love behind the offer, but did not accept the money. Upon hearing of these two offers and of my rejecting them a friend once asked why I rejected them. I replied that I have always been poor and have always been extremely happy, so I know that I can be poor and be happy. I do not know that I can be rich and be happy. Hence, the safest thing is to retain my poverty, for then I can be sure that I can retain my happiness. Otherwise, it would be a gamble.

In the Koran we find these words: "When a man dies they who survive him ask what property he left behind. The angel bends over the dying man and asks what too deeds he has sent before him."

These truths are pictured so beautifully in the words of Christ Who said, "I came not to be ministered unto, but to minister."

5. A child should be taught the dangers of betting and gambling. Show him that the injustice lies in obtaining something for nothing or obtaining money without giving in return an equal amount of service to others. This is the worst thing about gambling. No return is rendered. The prize comes from the pocket of the loser into the pocket of the winner and the loser gets no proper return, allowing the winner to receive that which he did not earn.

Of course, there are other wrongs in gambling, such as the fact that the owner of the establishment arranges it so he is sure to win. There is also the awful tragedy of poverty caused by money wasted and squandered through gambling. Millions of children have gone hungry and millions of families have gone without proper provisions because of this sin.

6. Much stress should be given to the fact that stealing any item is stealing money. Children should be taught that when one steals a book, a garment, a toy, or any other item he steals not only the amount of money equivalent to the value of the object, but he also steals the amount of time it would normally take to earn the corresponding amount of money.

The parent should think of as many instances and illustrations of this as he can; for example, the taking of a book, chalk, etc. at school; slipping into an entertainment without paying; taking money from his mother's drawer or his father's billfold, even if he plans to replace it etc. The parent should think of practically every possible way the child could steal or be dishonest and explain to him that he is stealing money and time from another.

The penalty or punishment inflicted for such offenses should follow the offense quickly. The punishment should never be omitted, should cause more discomfort than the stealing caused comfort, and should be consistent with previous punishment so the child will affix the crime to the penalty and have a definite connection between them. Much emphasis should be placed upon the fact that the sin is the stealing, not how much is stolen or what is stolen. An old saying reminds us, "He who steals a pin will surely steal a greater thing." The child should be taught that he has been dishonest, for honesty is justice and respect for the rights of others.

7. The child should always be paid what the service is worth. Suppose Johnny mows the yard and it takes him thirty minutes. His dad pays him \$5 for doing this task. Johnny's labor was not equal to the money he received. He received more money than the service he rendered. He is being taught an unbalanced sense of values, and he will always want to receive money in excess of the service rendered. The father thought he was doing Johnny a favor when in actuality he is doing Johnny a great harm. Such excessive payments are usually not prompted by Johnny anyway, but rather by the parent so as to gain favor with Johnny. Such favor is ill-gotten and exceedingly harmful. The child has a right to the money for the service rendered, but no more.

8. Excessive allowances to be spent on pleasure, etc., are dangerous. It is far better for the child to earn what he gets. If a child receives a stipulated amount each week from his parents, he should have regular, routine duties to perform in return for this amount. Now perhaps this allowance should not be spent on food, clothing, etc. when the child is very young. At that age his allowance should be minimal and he should be encouraged to save much of it. However, with proper guidance he should spend it as he chooses as is mentioned in the chapter on independence.

9. Children should be taught to tithe. The giving of at least 1/10 of one's increase should be taught to the child from his infancy. He should give at least 1/10 off every dime that comes into his possession and should from at the earliest possible age the habit of tithing.

The first money that I ever made was on a paper route. When I was ten years of age I began throwing papers for the Dallas Morning News. I would get up at 3:30 in the morning, go get my papers, throw my route, and get back home about 5:00 in time to sleep a bit before going to school. The first week I made \$3. My mother sat me down for a conference. She explained to me what she had taught me through the years, that 30 cents of that money was God's and that I had not really given God a penny until I had already given Him His 30 cents. Hence, I laid 30 cents aside and said, "Dear God, this is Yours." I had become a tither.

What an ecstasy I felt. What a thrill to be a co-laborer with God and a partner in His wonderful work. This should be the heritage of every child.

10. Every cent should be spent carefully, preferably on that which is permanent. A good rule is to spend it only on that which lasts. Candy, chewing gum, cigarettes, carbonated drinks, ice cream, picture shows, etc. shortly pass away and leave nothing in one's hands to show for his money. This is not to say that all of the above-mentioned are wrong; it is simply to say there are things that are more right. Of course, the child will not waste his money as frequently if he earns the money himself. This is why he should have to earn the money so he will spend it more wisely.

It is also wise for a child to be taught to spend the money for that which gives delight and help to the most people. Bryan wrote, "If thou joy would win, share it; happiness was born a twin." This is just another way to say we should use our money for others.

11. Children should be taught that they must provide for their parents when they are aged. This one fact marks one of the main differences between the uncivilized and civilized peoples of this world. When their aged are no longer able to be of service to the uncivilized family they are turned out to die. As civilization increases they are treated with more humanity until among the most civilized people care is provided for the aged.

When my son was two or three years of age I began to drill him to take care of his parents when they become aged. This is the proper thing to do, the Christian thing to do, and yes, the manly thing to do.

12. The child should be taught to make his own way. This often presents a problem for the rich child or the child of the successful parent, and of course, there is always the temptation for this type of parent to lead the child to follow in his own footsteps. It would be far better for him to start at the bottom and work his way up. In most cases it is best for the child to enter another profession other than that of his successful parent.

In some cases this is not wise or practical. My son, for example, is going to be a preacher, but I have insisted that he make his own way. A few years ago he was asked to bring a message on a radio broadcast. This was his first sermon. Several folks who heard it told me that it was a good message and that he is a splendid preacher. One dear brother asked if I were going to let David preach for me now that he had preached his first sermon. I replied that I was not going to do so. He then asked, "How do you expect to make a preacher out of him if you don't let him preach?"

I replied, "I am not trying to make a preacher out of him. I am trying to make a man out of him. If I can make a man of him, God can make a preacher of him." It is far easier to make a preacher out of a man than a man out of a preacher. By all means a child should not be taught that the world is his. He should not be coddled in his infancy and allowed to lean upon others. The child that does this will not develop stamina. He is born with a silver spoon in his mouth and will become a weakling.

Someone has compared life to a gymnasium. One never becomes strong or develops strong muscles by looking at the weight, the parallel bars, etc. He must use them for himself.

Napoleon once said that he was concerned about the luxury of the young nobles. He went on to say that nobody could be successful in life without the habit of independence and suggested that even the wealthy be required to clean their own rooms, groom their own horses, and have their own hardships. It is tremendously important that every child earn his own way, make his own mark, be his own man or woman, and be responsible in a large measure for his own success.

The Lord Jesus said, "For where your treasure is, there will your heart be also." (Matthew 6:21) How true! If we would have the hearts of our children become right, we must have them use their treasure properly. Alexander Pope once said, "An honest man is the noblest work of God." Don Quixote said, "Either live or die with honor. The man without honor is worse than dead." May God help us to lead our children to live and die with honor, honesty, and integrity. May they be taught to make their own way and not to become parasites on the government and society for support.

Chapter Ten

Reading

Children should be encouraged to read a lot as soon as they have learned to do so. This is one of the most important factors in the rearing of a child. Of course, the wise parent will choose the books that the child reads. Perhaps the best books are biographies. These show what man has done as well as what he can do. They will also encourage the child to imitate great people and identify with them.

For years this author has placed biographies at the very top of his priority list. he has been influenced tremendously by the lives of great men such as Washington, Pasteur, Moody, Garibaldi, Robert E. Lee, Billy Sunday, Charles G. Finney, and others.

The parent may consult his pastor for good reading material for his child. He should also investigate what the child is asked to read in the public schools, or for that matter, in any school. It is the responsibility of the mother and father to see to it that the child reads that which is proper, good, and moral. It is becoming increasingly more necessary for parents to approve every reading assignment that the child receives at the public school. Profane, immoral, and revolutionary books are required reading by public school teachers. Parents and parent groups should watch very carefully as forces of communism and indecency are making their way into the hearts of American children via the school teacher.

Chapter Eleven

Discipline And Punishment

A generation ago child psychologists came out with the theory that spanking a child may leave him with inner rebellion. They proposed that his desires should not be thwarted. Child psychology courses emphasized this theory. Unconverted professors and Bible-rejecting lecturers joined with misguided author in spreading the theory that spanking a child would leave him with certain repressed desires and would thwart his progress. Sincere, but deceived parents and educators swallowed this poison. Hence, we did not spank the child's hands when he did wrong. We took the paddle out of the schoolroom and the bite out of the law. Those unspanked children are now grown. Whereas they were throwing vases in living rooms, they are now throwing stones through store-front windows. Whereas they were lighting matches in kitchens, now they are setting fires to shopping centers, R.O.T.C. buildings, and banks. Whereas they were holding baby brothers hostage in basements, they are now holding principals and college presidents hostage in administration buildings. Whereas they were rebelling against mothers and fathers, now they are rebelling against God and country.

Whereas parents would not force them to bathe when they could have done so, now society cannot make them bathe as adults. Because they were not forced to dress properly as children, they will not dress properly nor assume responsibility in society now.

These prophets of anarchy taught us that spanking a child would cause the child to hate the parents. Now these unspanked children, who are supposed to love their parents, embrace a philosophy whose first premise is hatred and even a willingness to kill Mother and Father, but the young folks who were spanked as children and disciplined in adolescence have a love for their aging parents that is envied by those who were deceived by these pseudo psychologists.

Headed by their messiah, who was a leading children's physician, and inspired by his disciples who led this movement in the schoolroom, the followers of this heresy accused the Bible-believers of ruling by force and not by love. They included in their gospel such foolish statements as, "I love my boy to much to whip him." etc. They refused to accept God's admonition in Proverbs 13:24, "He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes." In Hebrews 12:6 we read, "For whom the Lord loveth He chasteneth, and scourgeth every son whom He receiveth." Now we face a generation of anarchy, rebellion, and yes, even revolution which has been sown in doctors' offices, classrooms, office pens, and the silver tongues of orators. Since disregarding the Word of God concerning discipline has led us to arrive at our present destination, let us seek the reversal of such a trend by examining the Scriptures and heeding them.

The Bible is clear that little children are born in sin. Psalm 51:5, "Behold, I was shapen in iniquity; and in sin did my mother conceive me." Psalm 58:3, "The wicked are estranged from the womb; they go astray as soon as they be born, speaking lies." Because of this God has given parents to children to discipline them, to spank them, and to teach them the awful results of wrong. The plain teaching of the Scripture is that the parent who disciplines his child does the child and parent a great favor. Let us notice these favors.

1. The parent who spanks the child teaches him to have wisdom. Proverbs 29:15, "The rod and reproof have wisdom: but a child left to himself bringeth his mother to shame." The child is taught

the wisdom that sin does not pay and that it brings displeasure, discomfort, and heartache. He will learn to associate wrong with punishment and thereby flee from it.

2. The parent who spansks his child provides himself with a happy future. Proverbs 29:15b, ". . . .but a child left to himself bringeth his mother to shame." Oh, the heartbreak endured by parents who have failed to discipline their children. Many such are decaying old folks' homes across the nation and around the world. They sit by silent telephones and search through empty mail boxes made so by the ungrateful child whose life is bringing shame and reproach to Mother and Dad. While these lovely souls pine their hearts away in remorse, their old-fashioned counterparts enjoy security, protection, provision, and love from those whom they spanked and disciplined as children.

3. The parent who spansks his child guarantees him a clean life. Proverbs 20:30, "The blueness of a wound cleanseth away evil; so do stripes the inward parts of the belly." In other words, the parent who disciplines cleanses the child from evil character and inward sin. The child has been taught that sin brings trouble. He learns to fear and hate it. Someday he will rise and call his parents blessed.

4. The parent who spansks his child offers for himself more opportunities for service to God. In writing to Timothy in I Timothy 3:4,5 Paul says that a pastor should be one who "ruleth well his own house, having his children in subjection with all gravity; (For if a man know not how to rule his own house, how shall he take care of the church of God?)" He also disqualifies from the office of deacon one who does not control his children properly. I Timothy 3:12, "Let the deacons be the husbands of one wife, ruling their children and their own houses well."

Hence, one who does not follow God's plain teaching about discipline is not qualified to hold either of the offices in the New Testament church. God will not use men who disobey Him in this vital matter. One reason God blessed Abraham so mightily is the fact that he could trust him to "command his children and his household after him," according to Genesis 18:17-19.

Eli the high priest in the days of Samuel, forfeited great blessings from God because he did not properly discipline his sons. His two sons, Hophni and Phinehas, were both wicked men. In I Samuel 3:12-14 we have God's judgment upon him. Notice very carefully in verse 13 the words, "because his sons made themselves vile, and he restrained them not." Judgment fell upon Eli and upon his house because he did not discipline his sons.

5. The disciplining parent adds years to the life of his child. Exodus 20:12, "Honour thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee." What a favor the parent has done to the child when he disciplines and spansks him. He literally adds years to his life.

6. Such a parent guarantees his own child a happy old age. The Bible teaches in Proverbs 22:6, "Train up a child in the way he should go: and when he is old, he will not depart from it." In other words, when the child is away from home without the presence of the discipline of his mother and father, he will not depart from his training. He will become a happy and prosperous member of society and will be a properly adjusted adult. This Scripture should be observed very carefully. Many parents of children who have gone into deep and terrible sin comfort themselves in the fact that the child will come back because Proverbs 22:6 promises it. This is not the teaching here! The Bible never promises that a child who goes off in deep sin will come back, but rather teaches that a child reared properly will never depart from the way he has been trained. In other words, it does not say, "he will come back to what he has been taught," but rather it says, "he will not depart from what he has been taught."

7. The parent who corrects his child will probably save the life of the child. Proverbs 23:13 says, "Withhold not correction from the child: for if thou beatest him with the rod, he shall not die." Now at first reading we might be led to believe that the teaching of this verse is that the rod itself will not kill the child and certainly this is true if administered properly, but there is another teaching here: The child who has been spanked and taught that doing wrong brings bad results, tragedy, and punishment will less likely brawl or be killed in a car wreck because of drinking while driving. He is not as likely to die of some terrible disease caused by sin. In other words, he will be taught to live a safer life than he would have lived had he not been disciplined. Ah, how fortunate is such a one.

8. The parent who spanks the child keeps him from going to hell. Proverbs 23:14, "Thou shalt beat him with the rod, and shalt deliver his soul from hell." A child who is spanked will be taught that there is a holy God Who punishes sin and wrong. Hence, he will learn to heed authority and obey the laws and rules. When he then hears the Word of God he will obey what he hears and will accept the Gospel as it is preached. The parent has kept his child from hell by teaching him truths that can be learned only by discipline and the use of the rod.

9. The spanking parent teaches his child how to equip himself better for the future, for he will obtain a better education. When the child has been taught to respect authority, obey the rules, and keep the laws before he starts to school he then transfers this obedience and respect to his school teacher. Because of this he receives a better education, better equips himself for life, and will be of more value to society and reap a larger financial reward. Hence, the parent who disciplines his child Scripturally is putting money in his pocket and success in his future.

Many parents are willing to abide by the aforementioned principles, yet do not have the knowledge of the practical side of administering such discipline. Some practical suggestions follow:

1. Let the child realize that you are simply representing God in the execution of the punishment. Explain to him that parents represent God before their children and that they are ministers to execute His judgment. Psalm 103:13 says, "Like as a father pitieth his children, so the Lord pitieth them that fear Him." So God is like a father and He chooses fathers and mothers to represent Him in the punishing of little children. Let the child realize that if you as a parent do not punish him properly, you are being disobedient to God and committing the same sin the child is committing. Explain to him that you are a child of God and if you refuse to obey God in the execution of His judgment upon your children, God will pour out His wrath upon you. For you to be a good child of God requires that you be a good parent to the child. Let him understand this. He will get the idea that God is a holy and just God, One Who loves and yet One Who wants us to become our best. For this to be so He must punish us when we are deserving of it.

2. Sometimes spanking should leave stripes on the child. Proverbs 20:30 says, "The blueness of a wound cleanseth away evil; so do stripes the inward parts of the belly." Our natural man rebels against such punishment, but we are reminded in I Corinthians 2:14 that the natural man cannot understand the things of the Spirit. Hence, we have to trust the God Who knows more than we and obey Him.

I can recall when I was a boy we had a peach tree in the back yard. I do not ever recall seeing a peach grow on that tree. When I think of the old peach tree I think of Mother walking back from it with a branch in her hand, peeling the leaves off as she came. I then recall her using that switch to spank my little bare legs. I can still see the stripes often left by that switch, and I thank God for every one of them. Today I call her "blessed" because of her faithfulness to the teaching of God and

her willingness to obey Him. Placing stripes on me as a child kept me from bearing more painful ones as an adult.

Ephesians 6:4 says, "And, ye fathers. . . bring them up in the nurture and admonition of the Lord." The word "nurture" means "chastening." It is the same word that is used concerning the scourging of Christ as He was beaten with the cat-o'-nine-tails. The wise and spiritual parent obeys God and follows His commandments, not his own reason.

3. Begin early in spanking the child. Susannah Wesley said she spanked John and Charles before they were a year old. Certainly the wise parent will start by at least this age. Proverbs 19:18 says, "Chasten thy son while there is hope, and let not thy soul spare for his crying." This means there is a time in a child's life when no hope is left. During the formative years, yea, the infant years, the child should be spanked. As soon as his is old enough to walk away from his parents he should be spanked if he does not walk where they say he should walk. As soon as he is old enough to understand what they say he should be spanked if he disobeys what they say. This Scripture admonishes us that even when a child is so young that his crying reaches our sympathy, and though it is hard for us as compassionate parents to spank one who seems so innocent, we should nevertheless discipline him. Parents should not have to remove vases and delicate glass ornaments from living room tables. A house need not become disorderly and full of riots because a baby has come. Start early in disciplining the child.

4. The parent should build such a close relationship that the worst part of the spanking is the broken fellowship between the child and the parent. I can still recall how disappointed my mother's face looked when she spanked me and I can recall how I dreaded displeasing her even more than I dreaded the spanking, (and believe me, I DID dread the spanking). When the love and affection is close between the child and parent and the relationship is what it ought to be, the worst part of a whipping is the broken fellowship. In other words, when the parent is not disciplining, the relationship should be so wonderful, the fellowship so sweet, and life so happy that the severance of that in itself is terrible punishment for the child to endure.

5. The spanking should be a ritual. No mother or father should jerk the child up and in a fit of temper administer a spanking. In fact, no punishment should ever be given in a fit of temper. The ritual should be deliberate and last at least ten or fifteen minutes. (In the long run time will be saved using this method.) It should be a ritual dreaded by the child. He should not only dread the pain but the time consumed in the ordeal.

6. The punishment should always be far in excess of the pleasure enjoyed by doing wrong. The child should realize he will always be the loser by far and that the discomfort will be so multiplied that soon he will have forgotten the pleasure derived from the wrong.

7. The parent should state very clearly to the child the wrongs and the punishment for each one. As near as possible these wrongs should be listed with the punishment that is to be inflicted for each one. If the punishment does not seem to correct it, then perhaps it should be increased. Some parents have made lists of possible wrongs and have carefully gone over this list with the child explaining exactly what each punishment would be. The punishment is inflicted without exception so that the child will know exactly what to expect.

8. Before punishing the child tell him clearly what wrong he has committed. Talk sternly and deliberately without a display of temper. Let him know exactly what he has done wrong. Then require that he state to you exactly what the wrong was so that what he did is very clear to you and to the child. Then, ask him what the punishment is. By this time he will know. Let him know

that to be just and righteous you must inflict the punishment reminding him that you are doing it in the place if God against Whom he has really sinned.

9. Never give a child that for which he cries. The baby who cries for attention and gets it will become a child who cries for a toy and gets it, then a teenager who whines and complains for every whim and gets it, and then a young adult who will demonstrate and riot in order to get his wishes. Riots are not started in the streets but in the crib.

10. The spanking should be administered firmly. It should be painful and it should last until the child's will is broken. It should last until the child is crying not tears of anger but tears of a broken will. As long as he is stiff, grits his teeth, holds on to his own will, the spanking should continue.

11. After the spanking tell him why you did it. While he is still crying have him sit down. Explain to him again what the crime was and that you had no alternative but to obey God and punish him for the crime. Ask him again to repeat to you what he did that was wrong. Allow the impression of the association between the wrong and the penalty to be cut deep in his mind.

Then the wise parent should assure the child of his love and explain the reason he spanked him was because of that love. He should then have the child remain in the room alone. (All spankings should be administered in privacy and with a closed door.) The parent should have a brief prayer with the child. Lead him to realize his sin was against God. Ask the child to pray asking God to forgive him. He should then have time to be alone in the room to think over his wrong for a few minutes. After two to five minutes the parent may open the door and allow normal activity to resume.

12. Parents should always support each other in the disciplining of the children. Sometimes the mother may think the father is too harsh or too mean. Sometimes the father may think the mother is illogical or unreasonable. Such feeling should never be expressed openly. (Perhaps a discussion can be carried on privately, though in some cases this would not be advisable.)

Sometimes older teenagers say to me, "Brother Hyles, at our house we have two sets of rules: my mother's and my father's." This causes frustration in a child's life. The ideal situation would be for the mother and father to agree on what is wrong and what punishment should be inflicted. If this is not possible, there should certainly be support for each other on the part of each parent. It is always best for the parent to be on the side of authority, hence, stripping the child of his desire to seek sympathy from one parent after punishment is meted out by another.

Happy in old age is the parent who obeys God in these matters. Happy is the child who feels the security of such punishment. When Becky, my oldest daughter, graduated from high school and was preparing to go to college, I took her out to eat. I asked her how she was going to rear her children. She looked at me and said, "Dad, exactly as you have reared me." When I asked her why she replied, "Dad, I always knew you loved me when you said, 'No!'"

Chapter Twelve

Telling The Truth

1. Teach the child the awful reasons for lying.

(1) Cowardice. One is afraid to face the consequences of his acts

(2) Personal gain. This is terrible dishonesty!

(3) Malice

Teach the child how terrible it is not to tell the truth. I can recall hearing Dr. John Rice telling when the truth became so important to him. He was just a little fellow about five years of age when he told something that wasn't true. His mother became so disappointed and made such a big issue out of it that Dr. Rice felt he had committed some awful crime. He wondered if he could ever be forgiven or if he would have to be sent away to an institution. The importance of telling the truth was impressed so strongly upon his little mind and the awfulness of telling something that wasn't true was emphasized so greatly that he never got away from it, even 70 years later. The wise parent will stress over and over the awfulness of untruth and the importance of truth.

2. The child should realize the terrible injury that will be upon him when he lies. The lie hurts the liar more than the one to whom he lies. Much stress should be placed on the fact of facing the father of lies. When one lies he is working in direct partnership with Satan himself. The child should be told what happens to liars. One lie becomes another, then that becomes a bigger one, until finally the penitentiary is filled with people who began lying in childhood.

3. Stress should be placed upon the fact that lying is being a bad member of the team. Compare society with a ball game. Emphasize the disdain the rest of the team has for a particular member who fails to do his best. When one lies he thinks against a society which is built on the confidence, truth, and honesty of the team members. When one lies he hurts the rest of the team and jeopardizes their happiness and success in life.

4. The parent should insist upon exactness in the reporting of an event. This must be so regardless of how small the item may seem. Insistence should be made as to accuracy concerning every detail. There should be no differentiating between white lies and black lies, little lies and big lies. All lies are big and all lies are black!

The child should be trained to pay attention. Here is the reason why many people say things that are not true. Especially is this true in the life of children. Inaccurate statements are made because the mind is occupied with other things and one is not perceptive. Hence, from early childhood one must be trained to be attentive and to grasp all that is going on within the realm of possibility.

Play a little game in which each member of the family tells what he saw on a previous occasion or event. Discuss the incidents that took place. Be sure that as many details as possible are retained and that there is agreement about what happened. This can be made into an interesting game. With small children, a prize could be given to the one who remembered the most details and was the most observant.

Teach the child not to say, "I think." This is a dangerous habit for anyone. Someone has said that knowledge is the basis of accuracy. When a question of fact is asked the child should not say, "I think." He should say, "I do not know," or he should be accurate in answering. Such words could be used as "approximately," but this is not good for habit.

5. Much stress should be placed on keeping one's word. Emphasize the fact that promises are to be binding. They are very sacred. To break one is stealing. It is lying. It is dishonesty. It is breaking a trust.

6. Much attention should be given to the facts that lies can be told in other ways than by words. Here at First Baptist Church of Hammond we have a deaf department. These people cannot hear and they do not speak. Can they lie? Can they tell untruths? It is also true that those of us who can talk and hear can be untruthful without actually speaking words audibly.

7. Cheating on tests is lying. The student is telling the teacher that the material he turns in is his. Since it is not his he is guilty of untruth. How awful this is!

8. Every child should be taught to avoid slander and gossip. One of the commandments says, "Thou shalt not bear false witness against thy neighbor." (Exodus 20:16) The wise man said, "A good name is rather to be chosen than great riches." (Proverbs 22:1a) Each person has a right to a good name. When we carelessly and idly talk about others we are tempted to enlarge into that which is not true, and for that matter, many times stories are sincerely told wrongly which damage many people.

Play the game of "gossip" with your child. Write out a little incident. Read it one day to a child. Have him tell it the next day to another member of the family and have that one tell it to another. Continue until it is passed through the entire family. The last one tells it as it reached him. Compare it with the first account pointing out the danger of idle talk. Remind the child that people who repeat a slander and gossip are not respectable. People will soon avoid them and be afraid to trust them. Hence, it is to the child's own interest not to become a gossip. Teach him to fill his life with good things. Teach him to read and think for himself, to stay busy, and never to repeat the casual remarks of others. Advise him that the words "he said" and "she said" are words never to be used, for as someone has said, "They are little hinges to gates of gossip."

9. Every child should be taught to pay his debts on time. As is mentioned in other chapters one who is late in paying a debt is dishonest for the amount of time he is late. Stress over and over and over again the importance of being punctual in paying debts.

10. Promptness should be strongly emphasized. If a child promises his mother to be home at a certain time, he should keep the promise. The life of the child who is taught promptness will be far richer and happier because he has learned to keep his word.

The wise parent will drill his child on truthfulness, will teach him the high esteem of this virtue, and will lead him to become an adult who can be trusted and respected in his dealings with others.

Chapter Thirteen

Care For The Body

In I Corinthians 6:19 and 20 Paul says, "What? Know ye not that your body is the temple of the Holy Ghost which is in you, which ye have of God, and ye are not your own? For ye are bought with a price: therefore glorify God in your body, and in your spirit, which are God's." In Romans 12:1 he says, "I beseech you therefore, brethren, by the mercies of God, that ye present your bodies a living sacrifice, holy, acceptable unto God, which is your reasonable service."

Hence, the body is a sacred thing to God, and it should be so to the child. Health is not just the business of the individual. When one is sick he causes inconvenience to the entire family and to all those in his little world.

Somebody must care for him when he is sick; hence, he incapacitates at least one other person. Not only does he lose the services he performs to himself, but he causes those whom he serves to lose his services. Then also he runs the risk of giving his disease to the one who attends him. Then too, often someone has to finance him and care for his material needs while he is sick. Perhaps he is fortunate enough to have a generous and kind employer who will pay him while he is ill. If improper care of the body caused the illness, he is doing his employer an injustice. Certainly not the least important fact is that it is only with our bodies that we can serve God. It matters not how spiritual we are, how alert our minds, or how warm our hearts, when our bodies are sick we cannot serve our Lord properly. Because of these and other things the child should be taught to care for his body. The following rules are good ones for him to follow:

1. Eat properly. As a man eats so is he. The physical and nervous energy depend largely on how and with what the body is fed. In order to eat properly one must be moderate in eating fats and sugars. In fact, I would suggest eating only raw sugar. He should avoid the use of alcohol and tobacco. He should avoid highly spiced foods, pickles, sauces, pastries, etc. He should drink at least three pints of water during the day. He should eat food as nearly as God prepared it as possible. For example, he should eat nuts instead of "snick-snack," fruit instead of candy, fruit juices instead of carbonated drinks, and simple vegetables (raw as often as possible) instead of highly seasoned mixtures of food. The child should be taught that a car will not run properly with too much gasoline or bad gasoline. The body cannot run as well with an excess of food or with improper food. Hence, having the proper diet and not overeating should be strongly stressed. It is my opinion that every family should become acquainted with a good health food store and eat as near to nature as possible.

2. Fresh air is important in the building of a strong body.

3. Proper exercise is necessary. Exercise not only increases the strength and size of the muscles but more important, it keeps the circulation of the blood normal in different parts of the body. By it the heart is developed and strengthened, the lungs are better supplied with oxygen, a better appetite is enjoyed, and the food is better digested. Everyone should have at least thirty minutes of vigorous exercise a day, but this should neither precede nor follow a meal.

It is said that Theodore Roosevelt was a very weak child but he exercised himself and lived in the out-of-doors in order to gain almost perfect health while he was yet a young man.

4. The child should get proper sleep. Children twelve and under should have about ten hours sleep. It is important that this sleep be as early as possible. It is better to retire early and rise early than to retire late and rise late.

Sleep should not follow any meal. In fact, it is usually better to go to sleep on an empty stomach giving the heart rest through the night. It is also a good idea to have some kind of schedule as far as sleep is concerned. If possible, a regular time of retiring and rising is best.

5. Cleanliness is vital to good health. I think it is best for a child to have a daily bath, to dry himself vigorously, to wash his face several times a day giving special attention to the cleansing of the ear and nose. The fingernails should be kept very clean. The feet should be washed every night before retiring, and proper habits of personal cleanliness should be developed and practiced. Of course, this should be added to cleanliness at home. Dirty homes, soiled walls, dirty yards, excessive garbage, and decaying food all are sources of infection. We owe it to our neighbors to be clean. Someone has said, "If my neighbor's uncleanness creates a poisonous atmosphere or conditions that menace my health, he will risk my freedom to live just as much as if he went about it with a pistol." He violates the commandment, "Thou shalt not kill."

6. Special care should be taken to warn the child of the effects of alcoholic beverages. Acquaint him with heroes in history who were teetotalers. Drive him to skid row and show him some drunks as they stagger down the street. Remind him that no one intends to be a drunkard when he begins to drink; when he takes his first drink he does not intend to make it a habit. Teach him that no one ever became an alcoholic without taking his first drink at one time.

It is said that Mr. Lincoln once received several baskets of wine from some friends who felt the city of Springfield had been honored. He returned the gift but thanked them for the kindness.

At one time at New Salem he had a business partner who insisted they sell liquors. Mr. Lincoln withdrew from the partnership.

In 1846 he spoke at a temperance rally in Springfield, Illinois. After he had spoken he offered the following pledge: "Whereas, the use of alcoholic liquors as a beverage is productive of pauperism, degradation and crime, and believing it is our duty to discourage that which produces more evil than good, we therefore pledge ourselves to abstain from the use of intoxicating liquors as a beverage."

Repeatedly Mr. Lincoln refused to have liquor in the White House. Find other great heroes who refused to drink or sell liquor. Remind your children of their total abstinence.

7. Every child should be warned of the danger of cigarettes. They should be reminded that the use of nicotine affects one's eyesight, causes diseases of the throat, and affects the heart circulation, the nervous system, etc. Tell the children that Dr. Kellogg of Battle Creek, Michigan, once removed the nicotine from one cigar, placed it in a little water, and injected it into a frog. The frog died instantly. It is said that a chemist tried this same experiment on a cat. The cat died within fifteen minutes. It is said that some dogs have been killed by the injection of one drop of nicotine. Teach the child to fear its deadly effects.

By proper teaching a child can have a longer and more useful life for God and for others. Much care should be taken to teach him that by proper eating, proper exercise, proper rest, and proper hygiene his life can be more fruitful and he can be of better service to mankind. In my book **BLUE DENIM AND LACE** I make this statement: "With my body I serve you and with my mind I love you.

Hence, I pledge to keep a healthy mind that I may love you more and a healthy body that I may serve you better." Not only does a child owe it to himself but to his parents, to his future children, and to his friends to keep his body healthy.

The greatest debt, however, is to his God Who own his body and bought it with a price.

Chapter Fourteen

Dispelling Fears

An old Chinese proverb says, "Cowards die many times before they are dead." Shakespeare said, "The valiant never taste death but once." Emerson wrote, "Fear always spring from ignorance." In order to rear a happy and well-adjusted child parents must first face the reality of fears in a child's life.

There are two types of fears to be faced. First, there are some fears that are unavoidable and are common to all people. The child should be taught that there is no shame in feeling such fears. It is not wrong to feel fear; one cannot help the feeling. The wrong lies in yielding to it and not allowing the will to control the action. Feeling is not under the control of the will; yielding to that feeling is. It is the will that controls actions. Hence, when one is a coward it is because he has a weak will. (Note the chapter on SELF- CONTROL.)

There are no doubt in the mind of this author but the Shadrach, Meshach and Abednego were afraid of the fiery furnace and that Daniel was afraid of the lion's den. They no doubt felt a feeling of fear, but their actions were not controlled by their feelings. Their actions were controlled by their wills. Hence, a child should be taught that there is nothing wrong in being afraid if he does what he ought to do and if his will decides what he does even in the face of fear.

The second issue that must be faced is the presence of unnecessary fears. One emphasis in this chapter is to teach the parent to teach the child how to eliminate and avoid unnecessary fears. There are many undesirable companions that associate with fear. Fear, we are told, often destroys the white corpuscles of the blood until one's resistance is made low and he can no longer effectively fight the germs of diseases. Medical science teaches that courageous people are not as likely to contract diseases, especially contagious ones. Medical papers once reported a man whose heart was giving forth a peculiar sound. He felt he was suffering from heart disease. He became so weak that he had to call for a doctor. Upon examination the doctor found that the peculiar rasping sound was caused by the man's suspenders on the left side. They were defective and caused the sound. As soon as the man learned of the cause, he recovered!

Now let us notice some common fears and ways to help a child face the inevitable ones and eliminate or avoid unnecessary ones.

1. Fear of darkness. Most of us at one time or another has feared to be alone in the dark. This is a fear that is cultivated and is certainly not necessary. Many parents cultivate and perhaps even create such a fear by creating imaginary creatures that live in the darkness. Oftentimes we teach our children by disciplining them improperly that certain evils and wicked powers live in the darkness. We talk to them about the bogeyman who will get them if they are bad. We teach them fairy tales which often associate horrible creatures with the darkness.

A good way to combat this is to imagine that good people live in the darkness. Teach your child stories in which helpful beings lurk in the dark. (Be sure to be honest with the child and let him know it is only a fairy tale.) The wise parent will think of a lot of things a child can do in the dark. On a summer night let him lie on a pallet in the yard with the parents nearby. The parents could go inside for a drink of water and stay for about a minute showing the child he can be in the darkness alone. Let the child hunt what we used to call lightning bugs.

The parent should also show the child the beauty of the nighttime. Dwell on the beauty of twilight. Teach him to look at the stars and the moon and to watch the beauties of the heavens. Make him acquainted with the Big Dipper, the Little Dipper, and Milky Way, Mars, etc. In other words, teach the child to enjoy nighttime.

2. Fear of being alone. This is also needless fear. It is one that is cultivated and can certainly be avoided. Again there are several things that can be done. First, when the child is just a baby let him be alone. When a baby is just a few days old he learns whether or not he can get extra attention. He finds whether or not a cry or whimper will get somebody to come to his side. If the baby is not sick and not uncomfortable, he should be left alone even if he cries. The crying baby should be examined by the wise parent. If there is no obvious discomfort such as being stuck by a diaper pin, the parent should leave the child to himself. When the child gets a little older the parent may choose to go out into the yard for thirty seconds leaving the child in the house alone. This period of time could be increased, though the parent should perhaps watch from the window to see the very young child is all right. The idea is to let him feel alone and get the habit of realizing it is not bad to be alone.

One of the main reasons children are afraid to be alone is they dread silence. When other people are around the noises they make seem to offer a sense of security. When we are alone not only do we not hear noises of others, we also hear noises that we do not normally hear such as the moaning of the wind, the warping of the woodwork, the sound of the cricket, etc. Hence, it is wise for a child to be taught to make noise himself while he is alone. He can do some work that will require noise. He can hammer, saw, or make some other noise so the absence of the noise of others will not be missed and the presence of undesirable noises will not be heard. A good habit is to sing or read aloud when alone. Many times the fear of being alone is simply the fear of being in silence. If nothing else, the radio or television can be played. At any rate, the child should be taught not to be afraid to be alone. It is alarming how many adults are afraid to be alone, especially so during the night hours.

3. Fear of storms. Here is a fear that is easily cultivated and that is difficult to prevent. It is a very real one in the life of the child and the parent must be more diligent with the expelling and avoiding of this one than those previously mentioned. One important thing to remember is that the time for teaching lessons concerning storms and alleviating their fears is during good weather. During the storm is no time to teach a lesson on fear of storms. When the weather is calm, the sun is bright and shining, and the skies are clear, the parents should teach their child not to be afraid of storms. Pick out some beautiful day and tell the child the cause of storms, the good they accomplish.

Show him weather maps. Convince and assure him that the danger of an electric shock is already over after the flash has been seen. Assure him that the building is protected by lightning rods, etc. Explain that the rods convey the electric shock to the ground. Someone has said that ignorance is the mother of fear. Therefore, take the child to the lightning rods and show him they are in perfect condition. Teach him how they work. Assure him that every precaution has been taken for his safety. Teach him where the dangerous places are during storms so he can find a safe place.

The wise parent will plan some exciting activity for the child during a storm so as to take his mind off the supposed danger. It might even be wise to point out the beauties of the storm while it is in progress.

Of course, the most important thing is to teach children that God will care for them. Have them memorize Scriptures that will give strength, such as Psalm 91. Lead them in quoting such Scriptures during the storm.

4. Fear of pain. Here is a fear that is found in varying degrees in all of us and such a fear can control the will if it is improperly developed or is too weak. In infancy a child should not be held too delicately. This is not to say the parent should be rough with the baby. Quite to the contrary! As he grows he should certainly not be treated like a piece of delicate china. As soon as possible he should be taught to play games that require physical activity and vigorous use of the body. He should form the habit of doing exercises that require physical discomfort and perspiring. Then as soon as possible the boy should engage in contact sports such as football, basketball, baseball, etc. He should feel the jar of the tackle, the discomfort of a fall, the pain of a skinned thigh (we used to call those "strawberries" when we were boys), and the jolts of competition.

When injuries come the child should feel that the parent cares and is concerned about his safety, but that pain is a part of life and that he must learn to bear his own burden without being spoiled by too much sympathy from others. Again courage in such cases depends on the strength of the will as is given in the chapter SELF-CONTROL. A child when in pain can cry or he can show the strength of his will by a smile. The proper will in a child can force him to do what he ought to do even when in pain. Teach him he can endure pain with a smile like a hero or be weak like a coward.

Tell the child stories of great men who did great things while in pain. Make heroes of Robert Louis Stevenson, who was an invalid all his life but bore his pain with gentleness and optimism. Tell him of many heroes who fought the battle in spite of pain. Acquaint him with Elizabeth Barrett, who was an invalid; and Louisa May Alcott, who wrote **AN OLD-FASHIONED GIRL** with one arm in a sling, a terrible headache, and no voice. Teach him about John Bunyan, who wrote **PILGRIM'S PROGRESS** on milk bottle stoppers delivered to him while he was in prison suffering for having preached the Gospel.

Teach him new ways of expressing pain. Do not allow him to whine. Some people whistle when they hurt. Some people have a favorite song they begin to sing. Such expressions may mean that the child is actually complaining, but it will not be interpreted as such by others and they will not excessively sympathize with him and spoil him.

Of course, the wise parent will set the example. If the parent fears nothing but doing wrong, the fears of the children will also be alleviated. Children love to imitate parents. Let them see that the parent has courage in a storm, does not scream or jump on a chair when a mouse runs through the room, is not afraid of the dark, etc. The child will imitate the behavior of the parent.

5. Fear of emergency. The child's mind should be trained to be ready in time of danger. He should be taught what to do in times of emergency so that by reflex he will do what is best.

This can be done by discussing with the child possible disasters and giving him a few seconds to answer what he would do in such an emergency. Ask this over and over again and let him answer it repeatedly so the response to a crisis will be automatic.

The wise parent will also let his child participate in activities that require quick decisions. Games such as basketball, ice hockey, etc. are good. The child should be allowed to act under pressure. When some small crisis arises, the child should be allowed to make his own decision without interference of the overprotective parent.

The child should be drilled in certain emergency practices. The parent should lead the child in supposing that someone is breaking in the house. The child rushes to the phone and dials the police (with his finger on the receiver, of course). Similar situations should be acted out until the child will be properly rehearsed in knowing exactly what to do. This is the psychology behind a fire drill at school. There should be other drills teaching a child exactly what to do when a crisis arises. He will then be able to "keep his cool" under any circumstance.

6. Fear of being different. Here is a little imp that lurks in all of us. Early in a child's life he should be taught to doubt and question. He should be taught that it should be his will and not the following of the crowd that makes his decisions. Teach him to suspicion the crowd. Show him that following the crowd is basically slavery. Warn him to keep out of a mob. Someone has said, "A man who deliberately joins a mob confesses two things: that he has secret impulses of evil to which he wishes to give rein, and that he is a coward seeking the shelter of numbers to shield him from the consequences of his crimes." Warn him about joining gangs. Many a child has stolen peaches from an orchard, insulted someone who is less fortunate, done impish pranks on Halloween, etc. just because he was part of a gang.

Especially warn the child to hate the word "let's." He should be warned to suspicion anyone who says, "Let's do so-and-so." The child should be taught that he should exercise his own will, not the mass will of a gang or the crowd. James Bruce said, "There are many echoes but few voices." Theodore Roosevelt said, "Man must have a master. If he is not his own master, someone else will be." Lead your child to make heroes of men who have not followed the crowd, but have been their own wills. Make heroes of Martin Luther, Benjamin Franklin, and others. Remind the child that no one who did things because others did them has his name indelibly imprinted in the pages of history for his greatness. They used their own minds, were guided by their own consciences, and exercised their own wills. The world may laugh or scorn. The world may criticize or condemn, but they were their own men and though they wanted to please. Often when a strong person of conviction refuses to follow the crowd, the crowd will follow him.

7. Fear of superstition. Many children are so superstitious that life is filled with unnecessary fears. They are told too many stories of ghosts and witches and are taught to fear them by parents who zealously and yet wrongly discipline. The wise parent will lead his child to avoid such superstitions as being afraid of a black cat or crossing the street, being superstitious about the number 13 or the day Friday. Teach him that Columbus, who discovered America was born on Friday; Washington was born on Friday as were Tennyson, Dickens, Michelangelo, and others. The Battle of Bunker Hill occurred on Friday, June 17, 1775. The English surrendered at Yorktown on Friday, October 18, 1781. The union of the colonists was made on Friday, May 20, 1775. The Mayflower disembarked its first persons on American soil on Friday, and it landed at Plymouth Rock on Friday. Have them purposely do things on the 13th and use the number 13. Don't let him go through life being fearful of Friday, or the 13th. or black cats, etc. Teach the child that God is able to protect every day and that there are no accidents in the life of a Christian. Teach him Romans 8:28. Show him that everything works together for good if he loves God and stays in God's will. Hence, there are no accidents, there is no need for superstition, and the Christian can trust God for everything. So can the child!

There are many other fears that should be avoided or alleviated in the mind of a child. There are some justifiable fears that need to be placed in proper perspective. These fears should not, however, be exaggerated. Then there are things which the child should fear but which he should face. He should realize that the degree of courage is determined by the degree of fear. If there is no fear, there is no courage; simply recklessness. Over and over again the child should hear the

words, "Use your own will. Let the will decide what you do. Let neither feelings nor fear control you."

Of course, one of the secrets to avoid, alleviate, and overcome fear, is to stay busy. Idle time is the time often spent in building imaginary enemies with imaginary ends and results. It is said that Sir Walter Scott dictated **IVAHOE** while he was in a painful condition. He kept his mind on his story and continued to write even though he was writhing in pain. Folks who watched him said that he would become so engrossed in the story that he would get up and pace from one side of the room to the other while dictating, obviously in pain but oblivious to it because he was busy. Think of the times our Lord came to troubled ones and said, "Fear not." May He speak those words to us and through us to our children that their lives may be free from unnecessary fears and full of courage to do right even when afraid to do so.

Chapter Fifteen

The Child at Play

The child at play is the child rehearsing for his future life. Actually he is using his powers to prepare himself for the activities of adult life. He is unconsciously instructing and educating himself to take his place in an adult society. The girl who plays house is rehearsing for her role as a wife and mother. The boy who plays store is rehearsing for his role as a merchant. The child who plays school is rehearsing for his role as a teacher. Such is also the case when a girl makes doll clothes and plays with her toy iron, dishes, pots and pans, broom, sweeper, etc. The boy is doing the same thing when he plays doctor, bus driver, truck driver, construction engineer, and the many other vocations for which a boy is rehearsing when he plays. Just as a little kitten plays with a ball or a leaf in the yard in order to prepare himself to catch mice, even so does the child play in preparation for adult life.

Just yesterday I saw my grandbaby for the first time. Becky, a new mother, was so proud as she showed Trina to me. My mind returned to Becky's childhood. She always loved dolls. Every Christmas she wanted some kind of doll. As she cared for the doll she was preparing herself for this day, for today she has a "doll" of her own who will have a better mother because her mother played dolls as a little girl. It is not hard for those of us who are adults to see ourselves, our actions, and our behavior as in a mirror when we look at our children. They are preparing themselves to be like us as adults.

Because play is so important in the life of a child, the choice of what he plays should be directed by the parent as follows:

1. Each child should be involved in playing games that develop his physical strength and coordination. A child should have full opportunity to gratify his impulse to swing, run, jump, tumble, wrestle, swim, climb, etc. Of course, in our urbanized society this is not easy so parents in the city must work extra hard to see to it that children have opportunity to develop their abilities with physical exercises as the play.

I once saved the life of my sister because I had developed physical coordination while playing as a child. We were walking across the street together in South Bend, Indiana. A car was coming towards us which we could not see because of the sun. I saw it in time to jump. While I was in mid-air I grabbed her and pulled her away from the car so as the car hit her she was being pulled away. This made the impact much less. She was taken to the hospital, X-rayed, and found to be in good condition all because I had learned to jump in mid-air and relay the ball to second base, pass the basketball as I was in the air, etc. There is no doubt that the coordination I learned playing as a kid saved my sister's life. Many accidents in automobiles, boats, etc. occur because of people whose minds and muscles have not been properly coordinated through play in their youth. Often sudden emergencies paralyze a person's ability to respond because of a lack of proper coordination which could have been developed in childhood.

2. The parent should insist the child play games that involve teamwork. Such games would include less opportunity for individual excellence and more opportunity for the excellence of the group. Such group games are basketball, hockey, football, baseball, tennis (doubles), etc. These develop both self-sacrifice and cooperation. They teach the child that he must work for others as others work for him. Especially is this important in the lives of children around the junior age; that is 9,

10, 11, and 12. They are taught loyalty to the team, submission to authority and respect for the law. They are taught obedience to the leader, responsibility of the individual to his teammates, etc. Esprit de corps is developed and the child prepares himself to work with others in life which is so necessary. Here he learns to rejoice when others do well, he learns to be responsible for the sufferings of others, he learns fairness and justice, unselfishness and cooperation.

There are other ways the child can learn this. Being a member of the debating team, a dramatic club, or any other unit that requires cooperation and teamwork can accomplish the same purpose. This is very vital in proper rearing of children.

This is one reason for the rise of the hippie movement in our generation. It is one of the reasons for the increase in anarchy and the decrease in patriotism that is so prevalent in our generation.

3. The parent should direct the child in playing things that prepare him for future life. This has already been mentioned, but much stress should be given child's "playwork," so work can continue to be play and can become enjoyment to him instead of drudgery.

My three daughters-Becky, Linda and Cindy-have had play irons, cooking sets, dishes, pianos, etc. When Becky was a little girl she would ask for a "pian-la-la," which was the term she used for piano. She would bang away. Now she is an accomplished pianist. She was rehearsing before she ever owned a real piano.

Linda is now a cheerleader at our Christian high school. She is working as part of a team and she is being taught to work for the team as well as to cheer for others. This transferred in later years to adult life could give her an unselfishness that is so necessary to a full life.

Boys can have toy lawn mowers, hammers, saws, etc. that will prepare them for useful service as adults and teach them to enjoy work.

4. The wise parent will not only teach the child to play, but will teach him to develop qualities found in the profession which he is imitating. For example, when a boy play soldier this presents the parent with a tremendous opportunity to teach him qualities about a soldier that he should possess, such as obedience, cleanliness, courage, chivalry, punctuality, good health habits, etc.

The girl who plays nurse should be taught that all nurses should have compassion, promptness, good health, courtesy, kindness, and other qualities. Not only is the girl rehearsing for future activities, but she is rehearsing qualities that she should possess as an adult. When a little boy plays policeman, the wise parent will seize upon this opportunity to teach the boy that he should possess the conduct demanded for a good policeman-courage, neatness, politeness, etiquette, strength, helpfulness, chivalry, etc.

5. The child should be encouraged to play things that are educational. Games that teach life and the way to live it are desirable. When I was a boy I loved baseball and so I followed every baseball team in the country, both major league and minor league. I became acquainted with geography. I even learned mathematics as I would figure out batting averages. I knew where the New York Yankees were.

I found on the map the locations of such cities as Cincinnati, St. Louis, Detroit, Chicago, Philadelphia, Pittsburg, Cleveland, and Boston because I was interested in the athletic teams. In my play I was being educated.

6. A child should be required to persevere as he plays. A child who is building a model airplane should finish it. A child who is building a model car should be required to complete the project. The little girl who is playing like she is ironing must be required to iron all the doll clothes. The girl who washes the dishes must wash them well and finish the job before she quits. Hence, perseverance and determination are taught, and both are so vital in the training of a child to become a successful adult.

Cindy is left-handed. Because of this many tasks have not been easy for her. Especially was this true when she was a little girl. Over and over again I would teach her that though a task was hard she should finish it. Even in playing a game she learned perseverance. One of the reasons she is such a lovely girl now is because in many areas she played right as a little child.

7. The parent should be what he ought to be and what he wishes his child to be. Remember, the child plays what the parents do. A little boy asked his daddy for a quarter so he could play store. The daddy gave him only a penny whereupon the little boy replied, "Dad, it's store I want to play, not church."

The other day I was driving down the street and saw a little crowd of kids gathered around. A little girl was up on top of a box preaching. She was screaming, "You'd better get born again or you're going to hell when you die!"

Then she took a little dog, raised her right hand and said, "In obedience to the command of our Lord and Master, and upon a public profession of your faith in Him, I baptize, you my _____ (I'm not sure whether it was a brother or sister), in the name of the Father, of the Son, and of the Holy Spirit, Amen." Then she took the dog and put it down in a little puddle of muddy water and raised it up. Do you know why she did that? She did it because she had seen her pastor do it through the years. Children play what we do. Let us be careful what we do. The child whose father smokes will no doubt have candy cigarettes. Remember, they play what they see us do.

8. The parent should encourage the child to have a busy schedule of play. This is especially helpful as the child grows to adolescence. It is so important that he have a busy schedule. It certainly helps in keeping him clean and pure. When I was a boy I would go to school, come home and throw my paper route, then hit the vacant lot. I would play baseball, basketball, or football according to the season until it was just too dark to see any more. Then I would go home, eat, and go to bed. Because I was busy and played games that were active, I am sure I kept out of a lot of trouble. Proper play is a powerful factor in making for purity. Without the legitimate vent of strenuous expression, the energy of passion in developing finds vent in bad forms of expression.

9. The parent should set times of play. In other words, he should schedule playtimes. This is teaching the child through games to rehearse for life by having a schedule and being disciplined.

J. P. Holland said, "Play is a sacred thing, a divine ordinance for developing in the child harmonious and healthy organism and preparing the organism for the commencement of the work of life." Because of this, play should be encouraged and directed by the parent. Care should be taken to disallow any games that lead to vices. I have always outlawed the use of dice in the playing of a game.

Sometimes this has been a problem. However, in playing of a game like Monopoly we have used a spinner with numbers from one to twelve. This is just as acceptable as dice and does not familiarize the children with something that has been so long associated with gambling. I have also led the children not to play

games that are played with cards so they would not become accustomed to playing cards. The question comes up often concerning a child's playing with guns. I have always allowed my children to play with guns. I have taught them the proper use of guns and have discouraged their pointing them at people and carelessly shooting. I have explained that a gun is for protection, for hunting, etc. Of course, each parent will have to use his own discretion and God-given wisdom as he makes such arbitrary decisions.

Chapter Sixteen

The Child And His Church

In Luke 4:16 we read, "And He came to Nazareth, where He had been brought up: and as His custom was, He went into the synagogue on the sabbath day, and stood up for to read." If the synagogue had such an important part in the life of Jesus, the Son of God, how much more do our children need the New Testament church! The church is the family's best friend and its confines should be the child's second home.

1. The child should be taken to church very soon after birth. No one really knows when the first influences are made on the life of a child and when the first impressions reach his little mind. I well recall that when Becky was born I went to the hospital with a big Scofield Reference Bible, stood in front of the window, looked in at her little face, waved the Bible back and forth, and hollered, "Becky, this is the Bible. The Bible is the Word of God." She was not impressed, but I wanted her first impression to concern spiritual matters.

The first night she was home from the hospital I walked her much of the night. As I did so I told her about Adam and Eve, the fall of man, Abraham and Isaac, Isaac and Rebekah, Jacob and Esau, Noah, Ham, Shem, Japheth, Moses, David, Daniel, Shadrach, Meshach, Abednego, the virgin birth, the sinless life, the vicarious death, the bodily resurrection, the second coming, the rapture, the judgment seat, the marriage of the Lamb, the millennium, the Great White Throne, Heaven and Hell, I then told her the plan of salvation from front to back. She was only a few days old. She did not seem very impressed, but I wanted her to know everything she should know about the Bible. Periodically I told her how to be saved until she was old enough to know and receive Christ for herself.

When Becky was six days old I took her to the church nursery. When David was ten days old he was in the nursery. When Linda was nine days old she was in the nursery. When Cindy was a week and a half she was in the nursery. It is very important that a child be taken to church at the earliest time possible. Of course, this means that the church nursery should be one of the finest, cleanest and best equipped rooms in the entire church. It should be cheerful, spotlessly clean, and staffed with the finest and most careful workers. The other day I was walking by our church nursery and saw this little sign over the cribs: "We shall not all sleep, but we shall all be changed." Of course, this was taken from the Apostle Paul and had nothing to do with the church nursery, but it simply points out the fact that someone cares for the children, and there is a delight even in the nursery of the church. Recently the superintendent of our four nursery suites gave each little child a bib on which was printed, "I LOVE MY PREACHER!"

2. The child should be reared in the right kind of a church. By all means the parent should not allow his child to attend a modernistic church. Every child has a God-given right to grow up in a church that believes the Bible is the Word of God, the deity of Christ, His miracles, His virgin birth, His bodily resurrection, the truth of Heaven and Hell, and the fundamental Bible doctrines. Parents should see to it that their children are not under the influence of a modernistic preacher who denies the Bible and its Christ.

The idea of "going to the church of your choice" is certainly contrary to the teachings of the Word of God. We should go to the church of His choice.

Another dangerous trend is that of going to the church that is nearest. No one does this in other areas of life. No one goes to the grocery store because it is the nearest one. No man goes to the barber shop because it is the closest one. We choose the places to which we feel we ought to go, and certainly the right kind of church is necessary for rearing the right kind of child.

3. The child should be taught faithfulness to all the services of the church. This is very, very important. The child should get the idea that when the doors of the church are open he should be there. He should never miss Sunday school, morning preaching, Sunday evening youth meetings, Sunday evening preaching service, or the Wednesday evening service. One of the things my mother impressed upon my little heart when I was a boy that I have never forgotten is the fact that when the church doors are open we are supposed to be there.

4. The child should build his entire life around the local church. Because of this the church must intensify its program for the child as he grows older.

Before a baby is born he is completely dependent upon his mother. He can eat only when his mother eats. He can go only where his mother goes. At birth, when the cord is cut, a severance begins that is gradual but definite. This severance ends when the child leaves home to go off to college, to the service, or to establish his own home by marriage. During the growing up years as this severance continues and the child finds himself spending more and more time away from the home, the church should pick up the void that is left. This is why at the First Baptist Church of Hammond we increase the activities offered to the child with the passing of the years. We figure that a beginner child (ages 4 and 5) is 90% tied to his parents. Consequently, we do not offer a great deal in extracurricular activities for the beginner child. We feel that the primary child (ages 6 and 7) is perhaps 75% tied to his parents, so we increase the extra-curricular activities for him.

As the child approaches the junior age he continues to spend more and more time away from his parents. He is now busy in school. He is the age for Boy Scouts, Little League baseball, etc. Consequently, we surmise that perhaps he needs 50% of his time filled. Hence, the church intensifies its program. As he becomes a junior high school student, perhaps he is 75% severed from his parents. The church must then provide even more activities for the junior highers.

When he enrolls in high school he is coming toward the last steps of preparing himself for his own life. He is gone from home more, so he needs more extra-curricular activities at the church. Because of this the church should multiply its efforts to provide for the total need of the teenager.

At the First Baptist Church of Hammond we have a weekly activity for the young people. This is church-wide and is sponsored by the church and directed by a youth director. This activity is sometimes social and sometimes strictly spiritual. One week a month services are conducted by our youth at the Pacific Garden Rescue Mission in Chicago. Sometimes there is a youth rally, sometimes a wiener roast, sometimes a party, at other times a Christian movie, but there is something every week.

Then also, each Saturday evening our teenagers meet to go to soul winning. An average of 125 teenagers meet on their own and go out to win others to Jesus Christ.

We choose the finest of workers to work with the teenagers, especially the high schoolers. We have singing groups of all sizes and types for them. There is a large high school choir (also a junior high choir). This high school choir is well drilled, and the musical program of the church as far as the young people are concerned far exceeds that of the school system. The child should definitely

be taught there is nothing at the church done that is second-rate. It is always first-rate. Everything is done properly.

Mark Twain once said, "When a child becomes a teenager he should be placed in a box with a hole just large enough so he can breathe. When he gets to be seventeen, plug up the hole." This need not be so if the child is faithful to the activities of the church.

Parents should see to it that the child is in every activity. For example, in the First Baptist Church of Hammond the high schoolers should go soul winning, go to the weekly youth activity, attend the youth choir, and join in all the Sunday school parties, etc. The entire void that is left as a child approaches the leaving of his parents should be filled by the church. Especially is this true as the public schools become more worldly and as the temptations of the world become greater.

5. The child should be taught to give church activities preference over school activities. This is not to say that school is unimportant. Quite to the contrary! The school is important, but not as important as the New Testament church. The wise parent will see that his children study and that they obey the school as long as these endeavors do not conflict with the church activities. For example, if there is a school activity on Wednesday night, the child should go to prayer meeting. He should get the idea that Matthew 6:33 is true when our Lord admonishes us, "But seek ye first the kingdom of God, and His righteousness."

6. The parent who is wise will build in his child a confidence in his pastor. This is so important!

I am thinking now of a family in our church. They are good people. They are faithful people, but they developed a little habit of complaining about the pastor. They would drop little bits of criticism around the supper table. They did not mean to be critical and certainly not hurtful, but the children soaked it up until they began to lose confidence in the pastor. The girl became a teenager. She was drifting away from God and needed her pastor desperately; in fact, I was the only person who could have helped her. (This was generally agreed.) She had, however, heard her parents criticize her pastor so much that she would not come to him for counsel. The criticisms were not of a serious nature and the truth is, the parents are for the pastor and behind his program. They simply would speak carelessly that his sermons were too long, the invitation song was sung too fast, his tie was too loud, etc. Though they meant nothing by it, the daughter thought they did, and her life has been ruined because the parents did not build her confidence in the pastor.

The wise parent will see to it that the child develops a close relationship with the pastor. The pastor should become in every sense his hero! When the parents can see this is true, they can build the pastor up in the eyes of the children, admonish them to obey him, and do what he says. In so doing they are guaranteeing that the child will come to the pastor when a need arises. How vital and important this is! To be sure, the pastor is not perfect, and the parents should not tell the child that he is. Neither should the parent dwell on his imperfections, but rather, strengthen the relationship of the child with the pastor.

After every public service parents bring their children to my study. If the child's grades are bad, they bring him to me for counsel. If there is a problem of disobedience, they bring him to me for conversation. A sweet relationship exists between the pastor and the children which enables the pastor to be able to help them when they have special need of help.

7. The child should be taught to behave properly at church. There is an important point to be mentioned here. Far too many children are taught to behave at church because "it is the Lord's house." We imply to the child that the Lord lives in the church building and that we come by to see Him on Sunday. This is an improper motive for proper behavior. The church building is the house of God simply by ownership. He does not live in the church building any more that He does in the home, but the church is a place dedicated to the teaching of His word and the fellowshiping of His people. If for no other reason, the child should certainly be taught that the equipment at church is paid for from God's money, and he should not damage the songbooks, the pews, or any other property owned by the church. Both pastor and parent should see that the child behaves properly at church. This should be especially true in the teenage years. The teenager need to hear what the man of God says. He also need to learn to be decent and orderly in public gatherings, especially when they are conducted in the house built with God's money.

8. The child should be taught to give tithes and offerings to the church. This should be done at the earliest age. When a child makes his first dime he should be taught that one penny of it belongs to God and that if he gives an offering, it should be more than the one penny. This will enable the child to start a practice which will keep him from every robbing God.

One of the finest things that ever happened to me was that I grew up close to churches. When I was six years of age we live two houses from the church. My mother cleaned the church building every week for \$2 a week. I went with her and stayed around the church building. When I was thirteen we moved across the street from our church. I was always there. I was more faithful to the church than was the church mouse. It was my second home. All of my life and activities were centered around a fundamental, Bible-preaching church. The wise parent will see to it that his child does likewise.

Chapter Seventeen

Keeping The Child Pure

Satan has pointed every weapon in his arsenal at our young people. Promiscuous petting, Hollywood movies, secular magazines, the new morality, ludeness in dress, television, popular songs, and the permissive society have all joined hands to try to corrupt the morals of our youth. If a child reaches the marriage altar retaining his purity in our generation, it certainly will be on purpose and not by accident. It will be the result of prayer, training, and discipline as administered by loving parents. This chapter is dedicated to helping us to rear clean, chaste, and moral young people.

1. The child should attend a fundamental church that takes a stand against the permissive society, indecent dress, improper exposure of the body, and unwise association between the sexes. He should hear a man of God thunder against sin and for righteousness. He should be taught the "thou shalt nots" of the Bible. He should get the idea from early childhood that he is to keep his body pure and clean and save it for the one God has for him.

He should be taught the Scriptures which deal with virtue and chastity. There is absolutely no substitute for a child growing up at the feet of a prophet of God, a man who rains wrath upon evil and warns men of evil deeds.

2. The wise parent will have definite rules about a boy and girl not being in a car alone together. Becky is now married. She was never allowed to be alone in a car with a boy. More sin is committed in automobiles than in motel rooms and red-light districts. The wise parent will never say such thing as "I trust my daughter." The truth is he should not even trust himself in a circumstance that would lead to wrong. The Apostle Paul was always conscious of the possibility of his turning back. He warned the Galatian church if he himself returned and preached any gospel other than the one they had heard, he should be accursed. The child who does not spend hours and hours alone with a member of the opposite sex in a car certainly has not missed anything that he shouldn't miss.

3. A child should obey strict rules concerning his hours out of the house.

Eleven o'clock has always been curfew at our house, and it is late enough for any child or teenager to be out. When Becky and her fiancé, Tim, were planning their wedding with me in my office, we were discussing the time of the wedding. Tim suggested a certain hour and Becky looked at him with a startled expression and said, "Tim, we can't have it that late; we couldn't get in by eleven!" All those years of being in by eleven had impressed her and subconsciously she felt she should be in by eleven o'clock even on her wedding night.

Not only should these rules be set, but they should be rigidly enforced. When I was a boy I was always in by eleven, but at the age of 17 one night I was with the wrong crowd and I stayed out until one o'clock. At one o'clock the wine bottle was passed around in the car. There were six of us present. Five took a drink. The bottle was in my hand and I lifted it to my mouth when suddenly conviction like an arrow pierced my heart. I threw the bottle down and spilled it on the floor of the car and shouted, "TAKE ME HOME!" They laughed and made fun, but they took me home. When I got home I saw a beautiful sight. My mother was kneeling in front of the old wood stove praying for me. She was praying something like this: "Dear Lord, bless Jack. Keep him pure, keep him clean."

He has always been a good boy. You know, dear Lord, I have had to be both a mother and father to Jack. I have done my best. Please take care of him and help him to be a good boy."

I then said, "Mama."

She looked up and jumped into my arms and said, "Son, I knew you wouldn't do anything wrong." That was the last time I ever got home late. Let us teach our boys and girls to have strict hours.

4. The parent should teach the child the sanctity of the body. Girls should be taught that their bodies are very sacred and should be treated as such. A boy should be taught of the sanctity of his own body and of how sacred is the body of little girls. Children should be reminded that the body is the temple of the Holy Spirit. Each child should be taught to keep his own body dedicated and pure and to observe the sanctity of the opposite sex.

5. The child should be taught to be disciplined in his eating habits. This may seem strange in a chapter on purity, but children who have not restraint in the feeding of their bodies will likely have little or no restraint in resisting other temptations that come to the body. If leaving off stimulating food such as sauces, highly seasoned food, and other foods hard to digest does nothing else, it at least teaches the child to say "no" to the appetites of the body. This discipline can be transferred to the temptation of immorality and misbehavior toward the opposite sex. One discipline helps another.

6. Proper clothing should be worn. Tight clothing should be discouraged. Clothing that needlessly irritates the body should not be worn. Clothing that exposes too much of the body should be avoided.

7. The child should have the proper physical exercise. Active, muscular exercise utilizes a vital force that is a powerful moral factor. It is best that a child have plenty of physical exercise.

8. The parent should see to it that the child is very busy. Somebody has said that the only men free from bad habits were those whose paths kept them so everlastingly busy that they never had any time to go loafing. The parent should help create hobbies that will tend to fill the idle hours as well as keep boys and girls apart much of the time. Seize every opportunity to use a child's interests toward a proper hobby. Along this line it is wise for a child not to develop hobbies that are quiet and cause him to be alone. Too many hours of listening to stereo music is not good. Too many hours of playing alone is not good. Hours spent behind locked doors are dangerous. Outdoor games are better than indoor games. Active games are better than quiet games. Group games are better than games played alone.

9. The child should not be allowed to attend Hollywood movies or read questionable literature. Plenty of good literature should be provided, especially novels of adventure, heroic action, etc.

10. When a child reaches the teen years he should be challenged by his parents to set a goal of staying pure until he give himself to the one of God's choice. This should be stressed over and over again so that he will work and point toward such a goal. It should be one of the biggest goals in his life and should be constantly kept before him.

11. The child should never be allowed to see his parents unclothed. Modern psychologists and counselors seem to think they know more than God along this line. The simple truth is that the Lord frowns on children being able to see the body of the parent. Such things as bathing together, undressing together, etc. should be taboo! It is unscriptural.

12. Little boys should play with little boys and little girls with little girls. Becky, Linda, and Cindy have never been allowed to play with little boys, and David has never been allowed to play with little girls. So many of our children have drifted toward homosexuality because of boys developing feminine tendencies and girls developing masculine tendencies.

13. The child should never be allowed to be alone unclothed or scantily clothed. After bathing he should be required to clothe himself completely. This eliminates presenting unnecessary opportunities for a child fondling his own body or becoming overly interested in himself and his body.

14. A girl should do girl's work and a boy should do boy's work. In an effort to make ladies of girls and men of boys the parent should see to it that the girl does not mow the yard, prune the trees, chop the garden, etc. These are boy's tasks. The boys should not wash the dishes, iron, etc. These are the girl's tasks. The boy should mow the yard, clean the garage, clean the basement, do repair work around the house, etc., and by all means he should be taught to sweat. This is vital, not only in making him normal, but also in keeping him pure.

15. The mother should counsel with the daughter and the father with the son. In some cases the order may have to be reversed because of parents being unwilling to cooperate, but children should be taught as they grow older about reproduction, etc. All writers on the subject of sexual immorality agree that it is largely due to ignorance. Because this is true, this does not give the school teacher a license to train someone else's child about such delicate and sacred subjects. There comes a time in the life of a young lady when she needs to have a talk with her mother. It may be explained to her that for long months she was a part of her mother's life and after long days of pain, suffering, and discomfort, she actually came from her mother's body. With tender words, nothing but the holiest feeling can be aroused from such a conversation. Children, should be taught to talk on these subjects with no one but their mothers and fathers. It should be explained that this is too sacred a field to discuss with others and that God has made this so sacred that the discussion should be within the family circle.

A girl has a right to instruction concerning the hygiene of menstruation, the function and sacredness of motherhood, and care of infants. The time when this should be taught is up to the individual mother, but it should always be done very privately, sweetly, tenderly, and with prayerful and godly atmosphere.

Boys and girls should be taught of proper hygiene. They should be warned about venereal diseases and should in general be instructed by those who love them most and those whom God gave them to instruct them concerning life.

Stress should be given to the fact that no joke should ever be told about something so sacred. Girls should be taught to shrink from every touch and to resent any approach to familiarity upon the part of a boy. Again, let it be emphasized that the parent should decide when these subjects are approached.

They alone should teach them. When young people decide to marry, the wise parent will have a long talk with the young person giving him proper books to read and advising him to seek medical advice concerning marriage, love, reproduction, etc. Let there be much charity given as we think of when and how the aforementioned should be done, but let us leave it to the parents and not shove the responsibility off to some public school teacher whom we hardly know, if at all. The modern sex education program in our public schools is certainly unwise, unscriptural, and

oftentimes immoral. Let us keep something so sacred in the confines of the family circle or at best within the confines of the pastor, doctor, and parents.

Chapter Eighteen

Teaching Respect And Honor For Parents

It is very interesting to note the importance that God places on children respecting and honoring parents. The fifth through the tenth of the Ten Commandments deal with man's relationship to his fellowman. The first of these says, "Honour thy father and thy mother: that thy days may be long upon the land which the Lord thy God giveth thee." (Exodus 20:12) This same commandment is repeated in the New Testament in Ephesians 6:1-3, "Children, obey your parents in the Lord: for this is right. Honour thy father and mother; which is the first commandment with promise; That it may be well with thee, and thou mayest live long on the earth."

Under the Old Testament law the son who was rebellious against his parents was stoned for this rebellion. Deuteronomy 21:18-21, "If a man have a stubborn and rebellious son, which will not obey the voice of his father, or the voice of his mother, and that when they have chastened him, will not harken unto them: Then shall his father and his mother lay hold on him, and bring him out unto the elders of his city, and unto the gate of his place; And they shall say unto the elders of his city, This our son is stubborn and rebellious, he will not obey our voice; he is a glutton, and a drunkard. And all the men of his city shall stone him with stones, that he die: so shall thou put evil away from among you; and all Israel shall hear, and fear."

This is not to say that same thing should be done in this dispensation. It is, however, important to stress the fact that God is opposed to rebellion and disobedience toward one's parents. Notice again in Exodus 20:12 the last portion says, "that thy days may be long upon the land which the Lord thy God giveth thee." God promises a long life to the individual who is obedient to his father and mother. No doubt this is because the kind of life which is a life of obedience will involve self-discipline and restraint that would enable one to have a long life and good health. Then too, there is the simple promise from God that He will give us longer life if we will obey our parents. Hence, the mother and father who teach the child strict obedience and respect are not only giving him a happier life but a longer life. It is then imperative, for a child to have the fullest life possible, he should be taught from infancy to respect and honor his mother and father. How can this be done?

1. Require strict obedience. This obedience should always be immediate, instant, without question or argument. What the father says do, the son does. He does it well, he does it immediately, and he does it without argument. The parents allow no exceptions to the rule. Hence, obedience is the law of the land and the child should not deem it necessary to have an explanation for the orders he has received from his parents. Many unconverted psychologists say that the parents should always take time to explain to the child why he should do certain things and that parents should never command a child to do something without the child knowing the reason. Nothing could be further from the truth! The parents should not have to convince the child the logic behind their orders. This same thing transferred into adult life will bring anarchy to a society. The Scriptures are very plain concerning obedience. Colossians 3:20, "Children, obey your parents in all things: for this is well pleasing unto the Lord." Ephesians 6:1, "Children, obey your parents in the Lord: for this is right." Obedience is the foundation for all character. It is the foundation for the home. It is the foundation for a school. It is the foundation for a country. It is the foundation for a society. It is absolutely necessary for law and order to prevail.

2. Proper respect for parents includes their being addressed properly. The modern idea of calling fathers and mothers by their first names certainly is promoting a familiarity that will not lead to respect, obedience, or honor. Many have the idea that the father should be just a big brother or a buddy to the child and that the mother should act as a pal or big sister to the girl. The offices of mother and father should demand more respect than that! My father was not a Christian, in fact, he was a drunkard. My home was broken; yet I always called him "Daddy." I would never have spoken to him as "Willis" or "Athey." This same holds true in any position of authority. The pastor should not be called by his first name. Many youth workers are unwise in allowing teenagers to call them by their first names. This, of course, is done many times with proper motives and it is caused by sincere, genuine humility on the part of the worker, but it does not teach the child proper respect for authority.

The other day I was walking down the alley behind our church. A little boy about six years of age said, "Hi, Jack." I turned, picked him up by the collar, held him up to where our noses touched, and I said, "What did you call me?"

He said, "Br-br-br-br-other Hyles."

I said, "Let it always be so."

Now Brother Hyles is nobody, but the job of Pastor of First Baptist Church of Hammond is something and the position should be respected. Likewise, the titles parent, mother, and father are important ones and the children should always address their parents with proper titles. Some children call their father "Dad.," while other say, "Daddy," "Papa," or "Father." These are all acceptable. My children have all called me "Dad." The title given to the mother should be "Mom," "Mama," "Mother," or "Mommy." All of these are likewise acceptable.

3. In order for the child to respect his parents properly he should never see them unclothed. He should respect the person of mother and father. Leviticus 18:7, "The nakedness of thy father, or the nakedness of thy mother, shalt thou not uncover: she is thy mother; thou shalt not uncover her nakedness."

The awful sin that Ham committed was that of seeing his father unclothed. Genesis 9:20- 27, "And Noah began to be an husbandman, and he planted a vineyard: And he drank of the wine, and was drunken; and he was uncovered within his tent. And Ham, the father of Canaan, saw the nakedness of his father, and told his two brethren without. And Shem and Japheth took a garment, and laid it upon both their shoulders, and went backward, and covered the nakedness of their father; and their faces were backward, and they saw not their father's nakedness. And Noah awoke from his wine, and knew what his son had done unto him. And he said, Cursed be Canaan; a servant of servants shall he be unto his brethren. And he said, Blessed be the Lord God of Shem, and Canaan shall be his servant. God shall enlarge Japheth, and he shall dwell in the tents of Shem; and Canaan shall be his servant." Noah, his father was drunk. Ham saw his nakedness and a curse was placed upon his son, Canaan, for this.

Hence, parents should be clothed properly in the presence of their children. This tends to create reverence for the person of the parent. Modern psychologists and counselors in using the wisdom of man presents their unscriptural ideas about preparing the child for adulthood by allowing him to see the nude bodies of his parents.

4. Children should always address their parents with "Yes, sir," "No, sir," "Yes, ma'am," and "No, ma'am." This is not because a child is a slave and the mother and dad are tyrants. It is because the mother and dad represent God and fill an important office. This is the reason the enlisted man in the army says, "Yes, sir" to the officer. It is not because he fills a position of authority. This position should be respected by the use of "Yes, sir." It is wise for this "Yes, sir," "No, sir," "Yes, ma'am," and "No, ma'am" to be transferred to every area of authority and to all adults.

5. The child should show respect for his parents by preferring them. When going through the door the child should step back and allow the parent to go first. Dad should have the best seat; Mom should have the most comfortable place on the sofa, and the children should always prefer the mother and father. This is teaching the child respect for age, authority, position, and also consideration for others. Of course, this should not be done so the parent can have "the biggest end of the stick." It is not done because of the selfishness of the parent; it is done because of the wisdom of the parent who wants to teach the child to be unselfish. If unselfishness is developed in early childhood, it must be done toward the parents and other children since the young child has so few contact outside his own home. The child who is selfish as home will not suddenly develop unselfishness outside the home. If he is to be unselfish when he goes to school, when he plays, etc., he must be unselfish during his early years while he is most of the time confined with his parents.

6. The child should be taught that proper respect for his parents includes caring for them and providing them financial support when they are older. As is pointed out in other chapters children should be trained during their early years to support their mom and dad during their latter years. It is alarming how many parents are dumped on the government by ungrateful children who were reared in the homes of unwise parents.

The parents who teach their children to respect and honor them are not being selfish. They are guaranteeing their child longer life, a richer and fuller life, and a life that is built around the needs of others. They are also guaranteeing themselves a happier and more prosperous old age.

Chapter Nineteen

The Bible And Prayer In A Child's Life

Prayer and Bible study in the life of a child should be just as normal as playing, eating, sleeping, and talking. In order to insure this, both should have a vital part in the child's life from infancy. Prayer should be as natural as conversation and Bible reading should be as natural as reading the newspaper. It should be considered routine and acceptable so as to include God in every decision of the family as well as in every conversation and activity.

1. There should be prayer at mealtime. A simple earnest prayer of thanksgiving for the food and of asking God's blessing on the food should be offered before each meal. Our Lord did this in Luke 24:30 and 31, "And it came to pass, as He sat at meat with them, He took bread, and blessed it, and brake, and gave to them. And their eyes were opened, and they knew Him; and He vanished out of their sight."

The Apostle Paul in writing to young Timothy reminded him that this should be done. I Timothy 4:1-5, "Now the Spirit speaketh expressly, that in the latter times some shall depart from the faith, giving heed to seducing spirits, and doctrines of devils; Speaking lies in hypocrisy; having their conscience seared with a hot iron; Forbidding to marry, and commanding to abstain from meats, which God hath created to be received with thanksgiving of them which believe and know the truth. For every creature of God is good, and nothing to be refused, if it be received with thanksgiving: For it is sanctified by the word of God and prayer."

Then Paul himself after a time of fasting blessed the food that he ate in Acts 27:33-37, "And while the day was coming on, Paul besought them all to take meat, saying, This day is the fourteenth day that ye have tarried and continued fasting, having taken nothing. Wherefore I pray you to take some meat: for this is for your health: for there shall not an hair fall from the head of any of you. And when he had thus spoken, he took bread, and gave thanks to God in presence of them all: and when he had broken it, he began to eat. Then were they all of good cheer, and they also took some meat. And we were in all in the ship two hundred threescore and sixteen souls."

When prayer is said at mealtime the children learn to grateful for the food. It is a simple teaching of the Scripture that the food will better nourish the body of the child if it is received with thanksgiving.

2. The Bible should be taught to the children. Especially is this true when the children are little. They should learn the basic Bible stories such as "The Prodigal Son," "Sampson," "David and Goliath," "Baby Moses," "Noah and the Ark," "Daniel and the Lion's Den," "Shadrach, Meshach, and Abednego in the Fiery Furnace," "The Battle of Jericho," etc. These stories as well as other parts of the Word of God may be taught in the family circle or in private sessions with the child. My mother used to teach me the Bible with just the two of us alone. Ah, how she could make the stories of the Bible live to me, and how they helped in forming the principle by which I have tried to live!

There are some good Bible story books that the parents could use to teach the child. One of the best of these is Egermeier's. Another is Hurlbutt's. Sunday school is wonderful and Vacation Bible School is good, but neither of these can take the place of the Bible being taught to the children at home, especially in the early years.

3. The children should memorize the Bible! This can be done as a family group while their little minds are vital and tender. By the time Cindy was seven she could quote Psalms 1, 8, 19, 23, 95, 100, much of 103, 117, 121, and 126; I Corinthians 13; much of Romans 8; and many other passages in the Bible. Start when a child is very young and memorize the Scripture.

II Timothy 3:15 and 16, "And that from a child thou hast known the holy scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus. All scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness."

You will note that from a child Timothy had been taught the Scriptures by his mother and grandmother. The word "child" here means "very young child." These are the years when it is easier for the child to learn and memorize. These tender and impressive years should be seized upon by the parents.

4. The parents should pray with the child when special needs arise. The child should be taught to bring everything to God in prayer. When Becky was a little girl she had a tooth that was about ready to be pulled. I tried and tried and tried but simply could not get a good enough hold on the tooth to make it come out. Becky looked up and said, "Daddy, let's ask Jesus to help you pull it the next time you try." So we bowed our heads and asked God to help us pull the tooth. The next time the tooth came out.

When Linda was a little girl she was very sick. Every night I would slip into her room, have a prayer with her for God's healing mercies to be upon her body. These special prayers can be offered in a family group prayer time. They can also be offered as the parent and child pray alone together. The main idea is for the child to get the idea that God is interested in every phase of his life. There is nothing in the life of the child that is unimportant to God and the child should have nothing in his life that he cannot bring to God in prayer. When Cindy was younger she was afraid of storms. Many times we have bowed our heads and asked God to watch over us through the storm and give us peace and assurance of safety.

When David was a little fellow he sucked his thumb. I made this a matter of prayer and the two of us many times asked God to help David about his thumbsucking, and God did.

5. The child should be taught to have a private devotion daily. This devotional time should probably be in the morning before the day begins. Great Christians have traditionally started the day with God. Moody began the day in early prayer. John Wesley rose to pray at four o'clock every morning. He prayed for two hours. Some said to him that they were too busy to pray for two hours a day. He replied that he was too busy not to pray for two hours a day. Other great Christians such as Payson, Fletcher, Judson, David Brainerd, and Sprurgeon have testified that they met God in the morning times. Here is the opportunity for the boy or girl to ask God for strength for the day, for power to resist temptation, for wisdom to make the right decisions and for leadership in all he does.

6. Children should always say bedtime prayers. In the early years perhaps the child would repeat the same prayer each night, but as soon as possible he should say his own prayer.

When I was a little fellow my mother taught me to pray this prayer, "Now I lay me down to sleep, I pray the Lord my soul to keep; If I should die before I wake, I pray the Lord my soul to take. Bless Mommy, Daddy, Earlyne (my sister), Jack, and everybody. Make me a good little boy. Amen." I said this prayer every night as a child.

When I became nine years of age I came to my mother one day and said, "Mother, I think I'm old enough now to make up my own prayer and quit saying that baby prayer." Mother began to weep a little bit and so I bowed my head and said again, " Now I lay me down to sleep, I pray the Lord my soul to keep; If I should die before I wake, I pray the Lord my soul to take. Bless Mommy, Daddy, Earlyne, Jack, and everybody. Make me a good little boy. Amen."

When I became thirteen year of age I realized I was a teenager. One night I said to Mother, "Now listen, Mom. I'm a teenager and teenagers don't say silly little prayers like `Now I lay me down to sleep.'" Mother looked at me and said, with tears in her eyes, "Of course, son," and as her lips began to quiver and tears rolled down her cheeks, I said, "Now I lay me down to sleep, I pray the Lord my soul to keep; If I should die before I wake, I pray the Lord my soul to keep; If I should die before I wake, I pray the Lord my soul to take. Bless Mommy, Daddy, Earlyne, Jack and everybody. Make me a good little boy. Amen."

When I was seventeen I had my first date. When I got in from my first date I said to mother, "Now look, Mom! I'm seventeen and I'm going with the girls now. I am too old to say, `Now I lay me down to sleep.' Again she agreed and again the tears came. When I saw the tears I said, "Now I lay me down to sleep, I pray the Lord my soul to keep; If I should die before I wake, I pray the Lord my soul to take. Bless Mommy, Daddy, Earlyne, Jack and everybody. Make me a good little boy. Amen."

Believe it or not, when I went in the army in World War II I was still saying, "Now I lay me down to sleep." I was away in service for awhile until I got my first furlough. When I came home I found Mother had prepared my favorite food. Ah, it was so good to be home and she was so glad to see her only son! We ate, talked about old times, started to catch up on our conversation, and soon it was bedtime. I laid down and soon was off to sleep, only to be awakened by some sniffing. I looked up and there stood my mother in her old-fashioned nightgown looking down toward my bed. The lights were out but the moon was bright and my mother was silhouetted in the door of my room. I looked up and said, "Mother, what's wrong?"

Her little independent spirit prompted her to say, "Can't a body have a cold?" I turned over and went back to sleep. Again I was awakened by some sobbing. I looked up and there was my mother still standing in the doorway. She seemed to be crying, I asked, "Mother, what's wrong? Are you crying?"

She replied, "Did you ever hear of sinus trouble?" I turned over and went back to sleep.

A few minutes later I was awakened for the third time. I looked up and saw my mother weeping. I asked her what the trouble was. She had a handkerchief in her hand and she was twisting it. She said, "Son, would you...uh...just one more time....er...uh..."

I looked up and said, "Mommy, pray me." Then I said, "Now I lay me down to sleep, I pray the Lord my soul to keep; If I should die before I wake, I pray the Lord my soul to take. Bless Mommy, Daddy, Earlyne, Jack, and everybody. Make me a good little boy. Amen."

I am so grateful that my mother taught me to pray. I am not sure that it is wise for a person to pray the baby prayer when he is in the army, but the principle is there just the same. The wise parent will teach his child to pray about everything.

As the child grows in Bible knowledge and in the prayer life, the parent should watch carefully for any conditions that may point to the child's readiness for salvation. The Bible is very plain in

teaching that it is guaranteed the salvation of his children in Joshua 24:15. "And if it seem evil unto you to serve the Lord, choose you this day whom ye will serve; whether the gods which your fathers served that were on the other side of the flood, or the gods of the Amorites, in whose land ye dwell: but as for me and my house, we will serve the Lord."

The Philippian jailor saw his children converted immediately upon his salvation, for the Apostle Paul guaranteed him that if he would get converted, he could win his children. Acts 16:33 and 34, "And he took them the same hour of the night, and washed their stripes; and was baptized, he and all his, straightway. And when he had brought them into his house, he set meat before them, and rejoiced, believing in God with all his house."

When the child shows signs of conviction the parent should explain the plan of salvation to him very carefully, and as soon as the parent has the assurance that the child is ready, he should lead him to Christ. Then it seems wise for the parent to contact the pastor, taking the child in for a conference so the pastor may give counsel and lend his wisdom to the course of action that should be taken. Then if both pastor and parent are satisfied that the salvation is genuine, they should encourage the child to be baptized and to join the church. With the church and the parents working together children can be taught that prayer and Bible study are as much a part of life as breathing. If children never cease to feel this way, they can become great Christians with a good knowledge of the Bible and with a confidence that God hears and answers their prayers and is concerned about every detail of their lives.

Chapter Twenty

How To Make A Lady Out Of A Girl

The women's liberation notwithstanding most men still want someone ladylike and feminine for a wife. To be sure, all good Christian men want submissive, feminine, ladylike, and godly wives. Yet, we live in a society which wants to homogenize the sexes. The boys wear make-up and the girls wear blue jeans. The boys wear flowered shirts while the girls wear work shirts. The fad is for the boys to be feminine and the girls to be masculine. Consequently, if parents rear a girl to be ladylike, they will be swimming upstream, going against the grain, and climbing uphill, but it can be done. If it is done, however, it will be on purpose and some of the following suggestions must be used in order to make a lady out of a girl.

1. Dress her like a girl. Let her have long hair. Let her wear lace and ribbons. Do not let her wear that which pertaineth to a man. Deuteronomy 22:5 says, "The woman shall not wear that which pertaineth unto a man, neither shall a man put on a woman's garment: for all that do so are abomination unto the Lord thy God."

The parent who wants to make a young lady of a daughter should see to it that she does not wear revealing clothes, but that she dresses modestly. I Timothy 2:9 and 10 says, "In like manner also, that women adorn themselves in modest apparel, with shamefacedness and sobriety: not with broided hair, or gold, or pearls, or costly array; But (which becometh women professing godliness) with good works."

This must be started early in the life of a girl. If she never wears pants for the first time, she will always wear skirts. If she never wears mini-skirts for the first time, she will always wear skirts of a modest length. In these days of hot pants, mini-skirts, and pant suits, may God give us some old-fashioned mothers and dads who well rear some sweet, feminine ladies for our boys and dress them accordingly.

2. Teach her strict obedience. Other chapters stress the fact that obedience is the most necessary ingredient to be required from the child. This is especially true in the life of a girl, for she must be obedient all of her life. The boy who is obedient to his mother and father will someday become the head of the home; not so for the girl. Whereas the boy is being trained to be a leader, the girl is being trained to be a follower. Hence, obedience is far more important to her, for she must someday transfer it from her parents to her husband. This means that she should never be allowed to argue at all. She should become submissive and obedient. She must obey immediately, without question, and without argument. The parents who require this have done a big favor for their future son-in-law.

3. She should not be allowed to play alone with boys. The parents should see to it that she plays with other girls. This is important for many reasons. She should play only with toys that are uniquely for girls. This, by all means, should include dolls, doll clothes, housecleaning equipment, dishes, pots and pans, etc. She should participate in sports enough to become coordinated but she should not excel in sports. If later she marries a man who is very athletic, she could become more proficient in some particular sport that he enjoys, but if she becomes an expert in a sport that is usually associated with men and boys, it could prove embarrassing to her future husband, and for that matter, it could entice her to become more masculine than she ought to be.

4. Teach her how to be graceful in sitting, walking, etc. Every mother who has a daughter should be careful to show her how to sit like a lady, walk like a lady, and exhibit propriety and grace in her manners. (Note the chapter on MANNERS.)

5. Teach her to be an intelligent listener and an articulate conversationalist. She should read a variety of good books and magazines and have a wide variety of knowledge. It should be obvious to any male with whom she is conversing that she is an intelligent listener and that she can understand and respond to his conversation. She should never seem to know as much as he does (even though she may actually know more) but enough to talk intelligently about his interests and to make him feel that his conversation is falling on receptive ears and an understanding mind. This means that she should learn all she can about everything, especially things that interest men. For example, she should know football, but she should not play it. There is nothing a man wants any more than to be understood by an intelligent listener.

The wise lady will never "take over" the conversation. She will add just enough to make a valuable contribution and to show her intelligence on the subject, but she will always make her man feel that he is the more knowledgeable. Of course, as a girl like chooses a man, she will want to choose the kind that is at least her equal, the kind that she will not have to dominate, and the kind whose mind and conversation will always intrigue her. This means that the wise mother will teach her girl not to be a wallflower and not to attempt to get by on beauty alone. She will teach her to be the kind of young lady who has a beautiful spirit and a beautiful soul, one who can communicate, one who is understanding, and one who is quietly articulate in conversation.

Though she should not be a football fanatic she should know enough about football to enjoy watching the game with her boyfriend, fiancé, or husband, if he so chooses. It should be obvious to him that she is enjoying the game and that she is knowledgeable about it, but that he can teach her even more.

6. Teach her to make her dad feel like a hero. A young lady that can treat her dad properly is more likely to treat her husband properly. If she makes her dad feel like a man when he is in her presence, she will not doubt make her husband feel like a man when he is in her presence. If the daughter is careful to refill Dad's glass at the table, see to it that he gets the best chair, listen to him intelligently when he talks, participate intelligently, yet meekly in the conversation, she will someday transfer this to her husband and her husband will rise up and call her "blessed."

7. Teach her to have the proper heroines. The mother should be very careful to see to it that the daughter does not idolize Hollywood starlets, female athletes, etc., but rather, feminine, yet successful women like the Bible characters Hannah and Elisabeth, and characters in history like Susannah Wesley and Elizabeth Barrett Browning. Also point out feminine ladies whose path is crossed by the daughter and lead her to emulate them. It is very important that the young lady, even the girl, look up and idolize the right kind of people.

8. Teach her not to be too forward to boys. A young lady should not initiate a correspondence. If she cares for a boy she may respond to him with courtesy and feminine reserve so as to let him know she like him, but she should not be the aggressor, neither should her respond except within the bounds of propriety and right. It certainly is not proper for a young lady to call a young man on the telephone for a social talk, If there is obvious business, it may be done with reluctance, but it should never be done when the call is strictly for social purposes.

9. Do not show off her talent to others. As is mentioned elsewhere in this book it is far better for a parent to compliment character than talent. Many children have been ruined because their parents were too proud of them and their performances. This not only hurts the child but it disgusts other adults. In such cases the child receives far too much attention and then wants it for the rest of her life. Hence, she becomes maladjusted. Let her gain her own attention by her performance. Let her attract her own audience by her own ability and opportunities, not by the insistence of a mother or father who is overly proud of a daughter.

10. Let her do things that enable her to be a necessary help to another who is in the limelight. This is very important for a young lady. That is why learning to accompany a soloist is good training for a girl. Learning to take dictation is also good training. Both of these things train her to be a necessary helper to someone who is in the limelight. The Bible teaches that a woman is made not for the limelight but to complement and supplement. Proverbs 32:23 says, "Her husband is known in the gates, when he sitteth among the elders of the land."

The girl should be taught that her lot in life is to be obedient and helpful to her husband. Hence, if as a girl she can perform supplemental duties that are vital, she will be better equipped to be a well-adjusted lady. It is more important that a young lady be an accompanist on a piano than a concert pianist. Parents who train their daughter in this manner will someday be called, "blessed," by their son-in-law.

11. Teach her to pull for her dad. The wise mother will teach the girl to make a hero of her father and always pull for him. She should pull for him in business and do all she can to help. She should pull for him in any athletic contest and do all she can to cheer him to victory. In everything he does she should stand on the sidelines and root for her dad. She is being taught to root for the biggest man in her life and to cheer and spur him on to bigger heights. When she is married she will transfer this to her husband and will be a great encouragement to him.

The mother must teach the daughter that when the father is a success the daughter is also a success. She is a very vital part in his success, and as a member of the team she can share the victory and the spoils. When this attitude is properly developed she will feel the same way when she is married. When the husband wins a victory it will be a team victory rather than a victory just for him.

12. Teach her to plan for a profession but to hope that it will not be needed. Mothers and fathers should teach their daughters to train for some kind of profession that is always in demand. There is always the possibility that the daughter will never marry or that she will become a widow with children to rear and will not remarry. Because of this she should plan to pursue some profession that will enable her to support herself and her children in any eventuality. She should be taught that if possible, she should not follow this profession when married. This gives her a dependence, if the opportunity arises to be dependent, but an independence if needed. There are many professions that a young lady could pursue such as that of a school teacher, beautician, secretary, nurse, etc.

13. Teach her the sanctity of the body. Teach her that boys should keep their hands off and that her body should be clean in every way. She should care for her body. She should be well groomed and physically clean. Then she should also be moral and virtuous. Talk with her about situations which arise in the lives of most young ladies. Teach her how to handle each situation. Explain to her that that is the reason she should not be in a car alone with a boy. Teach her what to do if improper advances are made. Let her be conscious of the fact that her body is a very sacred thing and should always be treated as the temple of the Holy Spirit.

14. Teach her to do feminine chores. As is mentioned elsewhere it is better for a girl to do the dishes than the yard, to wash the pots and pans than the car, to clean the bedroom rather than the garage. She should do the duties that she will do when she is married and a successful mother and wife.

Much stress should be placed on the importance of her working hard. It is not feminine to be lazy. In fact, it is quite feminine to work hard. It is not working hard that makes one unfeminine; it is the doing of masculine tasks. Wise is that mother who teaches her daughter that good hard work is feminine and that the work a woman should do should be that of feminine chores.

15. Let her be around feminine women. Teach her to associate with ladies who are feminine. Point them out to her when she is a little girl and tell her they are the ones she should copy and emulate. Let these ladies be those who dress like ladies, talk like ladies, walk with feminine grace, sit with feminine charm. Let these be ladies who are good mothers and who have poise, dedication, chastity, consecration, and spirituality.

16. Let her baby-sit. It should be remembered that someday she will no doubt be a mother. She can prepare herself for this and train for it by caring for little ones while she is a teenager. When a girl gets around thirteen, she should become acquainted with taking care of little babies and small children. Her motherly instinct will be developed and nourished. This is very important in preparing her to be a successful and happy mother.

17. Let her care for younger girls in the family. Let her dress them, do their hair, wash their faces, etc. Even a girl seven or eight can care for a little sister. She should be encouraged to do so. This will teach her to fulfill responsibilities, to carry the load in the family circle, to work hard, and to prepare herself for motherhood.

18. Allow her to do no loud shouting or hollering. In fact, such should not be a part of anyone's household. The business of rearing children can be transacted without shouting or fussing. Especially should this be true in a girl, for the parent is to try in every way to make her quiet, meek, and feminine.

19. With the passing of the years, let her shop more for herself, and if she has younger sisters, let her aid them in doing their shopping. This will teach her to care for her own person and also for the needs of others.

The most noble goal that parents can set for their daughters is to help them become Christians. The second most noble goal is to lead them to be ladies, for one of the great needs of our generation is Christian ladies. May God use this chapter to make it so.

Chapter Twenty-One

How To Make A Man Out Of A Boy

My only son David, is sixteen. God has called him to be a preacher, and he is already preparing for the ministry. A couple of summers ago while David was working as a cowboy at the Bill Rice Ranch, he was asked by Dr. Bill to preach on his local radio broadcast. Several people came to me telling of the blessings they received because of David's sermon; one person especially spoke highly of his radio message and asked me if I would be using David to preach at the First Baptist Church in Hammond. I replied in the negative! He was shocked and asked, "How do you expect to make a preacher out of David if you never let him preach?" My answer was, "I am not trying to make a preacher out of David; I am trying to make a man out of him, for if I can make him a preacher!" We have too many preachers now who are not men! I have spent thousands of hours trying to make a man out of my son. The words that follow will explain how I have tried and the methods I have used.

There is a great need for men of leadership and men of decision in every phase of our American life. The Kinsey report revealed that four per cent of our males over 16 years of age are homosexuals. In California, a sadly misguided preacher found to be a homosexual has founded a church for homosexuals. In the larger cities, clubs for homosexuals have been organized so they can meet regularly together. In our big cities there are homosexual men who live with other men and in a large city recently there was a wedding ceremony which united two men in matrimony. The "Gay" or homosexual community has its own beaches, restaurants, bars, and barber shops; its own tailor, gymnasiums, and apartment houses; its own books, magazines, and periodicals; its own male prostitutes and conventions.

The Wolfinder report says, "Homosexuality between adults in private could no longer be a criminal offense. It is not the law's business." A leading official of the United Church of Canada said, "The church should solemnize marriages between men."

In New York City the Homosexuality League polled 400 homosexuals and asked them, "If you could be cured, would you want to be cured?"

"No," was the answer given by 96% of the homosexuals polled.

Apart from the homosexual problem there is yet a great void in American life. We need men of conviction, discipline, integrity, decision, character, and leadership. Since nothing happens accidentally, if we rear a generation of such men, it must be done in the homes, in the churches, and in the schools, by the parents, pastors, and teachers.

Let us answer the question, "How can I make a man of my boy?"

1. Dress him like a man. As soon as his hair gets a bit shaggy, have it cut! It is better that little Johnny start life being masculine than to retain those beautiful ringlets at the age of two. Cut off those ringlets and make him look like a man. From the very first time that he is old enough to wear clothes, dress him like a boy, cut his hair like a boy, and make sure he always looks like a man. Teach him to be around boys that dress like boys. Teach him it is not Scriptural for a boy or man to have long hair or effeminate tastes in clothing. Read I Corinthians 11:14.

2. Teach him strict obedience. He will never be a good leader until he has learned to be an obedient follower, for, to be a leader, one must know the heartbeat of the follower so he will know how to handle followers. Let him know the rules; state them plainly so he knows what they are. Tell him exactly what the penalty will be if he breaks a rule. Define the crime and the punishment so he knows before he commits it whether it will be worth it. If I were a boy eighteen years of age and my dad said to me, "You get home by 11:00 o'clock tonight; I'm going to fuss at you if you don't!" I might be tempted to spend an extra half hour with my girlfriend and take Dad's scolding. However, if my dad were to take the car away from me for a month if I were late returning home, I would stop to realize that any time I arrived home late I would stop to realize that any time I arrived home late I would be trading a few minutes with my girlfriend for a whole month of dates, and that is not a good bargain! Make the punishment so uncomfortable that it will not be worth it to break the rules. Make your son live by strict discipline and obedience. Teach him to say "Yes, sir" and "Yes, ma'am" and "No, sir" and "No, ma'am."

3. Punish him immediately and properly. Do not jerk him up and call him a brat. Take him to his room, make him sit down, tell him what he did wrong, tell him what you are going to do, then do it and tell him why you did it. Make a big ordeal out of it. Make the punishment private, but make it immediate, proper, and plain.

4. Make him fulfill all obligations. When my boy was three and four years of age I started teaching him to pay his bills promptly and to fulfill his obligations completely. I would ask him, "Son, if a debt is due on the first of the month, when are you going to pay it?"

He would say, "On the first of the month."

Then I would ask, "Son, if an emergency arises and you cannot meet your obligation, what are you supposed to do?"

He would then reply, "I am supposed to go to the person I owe, shake his hand, look him in the eye, and have an understanding as to what can be done." What the American male needs is honor, just plain, old, downright honor. We need men of the old school who sat straight in their chairs and led with firmness and love. When the kids walked in they felt like they were before a Supreme Court Justice. Maybe they didn't like him then or understand him, but later they rose up and called him, "blessed."

He was of the old school - a man who was very careful about going n debt, a man whose word was as good as his signature, a man who was upright, honest, aboveboard, and who helped his neighbor when he was in trouble. Teach your boy that promptness is a part of character. Teach him to take care of his obligations properly.

This is one of the things that is killing fundamentalism today. We have some shiftless, dirty, irresponsible, lackadaisical, sluggards who are fundamentalists that refuse to pay their debts, take care of their property, keep their word, press their pants, and shine their shoes. They know nothing of courtesy, etiquette, ethics and are bereft of integrity, honest, decency, and honor. Let this not be true in the life of your son.

5. Teach him physical coordination. I do not mean that he has to be a great athlete, but his body should be coordinated. Insist that he participate in athletics. It is a grave danger for a boy to be indoors too much and grow up not knowing how to coordinate his body properly.

6. Teach him to want to win. We have stressed to our children, "Be a good loser, be a good loser, be a good loser," until we have rubbed this good loser bit in the ground! I taught my boy to play to win. We have bragged on good losers until our boys have received more rewards for losing gracefully than winning properly. The result has been that we now have a nation of young people who do not want to fight for their country and who are willing to let the strongest nation on earth bow down in shame before a little nation like North Vietnam. It is tragic, but true, that I know hundreds of men who couldn't beat their wives at Chinese checkers. Junior has been taught to be a good loser; he has been rewarded for being a good loser, so winning becomes less and less important.

I was approached by a pastor in Rockford, Illinois. He was somewhat effeminate and less than a man. He came to me and with his dainty voice he said, "Dr. Hyles, can I ask you a question? You strike me as being a very poor loser. Is that true?" I looked at him, paused a moment, and answered, "Don't know . . . I ain't never lost!"

If you are going to make a man of your boy, teach him to be a winner. Yes, he must accept loss gracefully, but he should never enjoy losing. This is where we get our General MacArthurs. This is how Billy Sundays are made. Teach your boys to want to win.

7. Make him play with boys and with boys' toys and games. Let him play with guns, cars, baseballs, basketballs, and footballs. As soon as I could I taught my boy to play baseball and football. When he was about thirteen I bought him an air rifle. When he was fifteen I bought him a .22 rifle. Invariably, when someone admits to me he is a homosexual he relates that he played a lot with girls and participated in feminine activities.

8. Compliment character, not talent. Never has David stood up on the hearth at home to sing a song for applause. I have never applauded him for his talent, but many times I have applauded him because he obeyed. Compliment his character, not his talent. It will make a better man of him.

9. Do not keep him "under your thumb." Let him spend the night with other boys (good Christian boys). Send him off to camp in the summertime, even when he is seven or eight years of age. Let him learn how to kill a snake, put frogs in his pocket, tie a knot, and build a fire. Let him get blisters on his feet and at an early age let him start doing what men ought to do.

If the music director doesn't choose him for a singing group, don't be the kind of parent that complains in defense of the boy's talent. If care is not taken, you will rear a boy that expects you to come to his rescue and bail him out every time he is in trouble. If he is going to be a man someday, he must start in childhood having some responsibilities, some discomforts, and some manly obligations. He will not jump from being a little boy into being a man; it is a gradual process. Be sure this natural process is allowed to develop.

10. Always stand for proper authority. Not long ago one of my staff members came to me complaining that his boy was disciplined too heavily by his church choir director. I lovingly warned my staff member that he should thank God that his boy was being disciplined. If the punishment is too severe, it will still be a lot better for him than for the boy to learn that his dad will not take his side over proper authority.

One of our finest boys who is going to be a preacher came to my office the other night and said, "Brother Hyles, my teacher is persecuting me."

"Why?" I asked.

He said, "I come to church on Wednesday nights and am so busy in activities that I don't get all my homework done, and my school teacher is going to give me a bad grade for that."

"She ought to," I said.

"Well," he said, "I have been coming to church faithfully."

I said, "Okay, then, study when you are at home, but don't come to me because your grade is bad when you don't do your work." The boy who is going to become a real man must learn to respect authority.

11. Teach him to defend himself. Yes, you read it right. Teach him self-defense. Yes, you still read it right. Teach him how to fight. Teach him to be rugged enough to defend his own own, his home, his loved ones, and his friends.

When David was just five years of age, I bought him a pair of boxing gloves. In fact, I bought one pair for David and one pair for the boy across the street. I got them together and let them box. The boy punched David in the nose; David wanted to quit, but I wouldn't let him. I was going to teach him how to defend himself, how to be a man- physically a man, emotionally a man, mentally a man, and spiritually a man. He learned to fight until now he can protect his sisters.

One day when David was about nine I looked out through the upstairs window and saw him across the street straddling a little fellow and beating him up. He was hitting him right in the face until blood was coming. I ran down the stairs, out the door, across the street and pulled him off. "Son, what in the world are you doing?" I said.

He looked up with quivering lips and with anger in his eyes said, "Dad, he was calling my sister (Linda) a dirty name." I said, "Then get back on him and let him have it!" When I walked away he was back on him again beating him up. God pity this weak-kneed generation which stands for nothing, fight for nothing, and dies for nothing.

12. Teach him to shop alone. By the time he is around ten or eleven years of age let him shop by himself for a few things. There is nothing any more disgusting than to see a big eighteen-year-old boy trying on pants at the men's shop with his little mother breathing down his neck. Maybe he won't match his socks exactly with his tie, but I would rather he be a man than to have matching tie and socks. Now, to be sure, my preference is that he be both proper and a man.

The other day I saw a big six-foot, two-inch eighteen-year-old boy walking in a store beside his five-foot, four-inch mother. The salesman asked, "What size do you wear son?"

His mother said, "He wears a 42."

The salesman asked, "Son, do you want something single-breasted or double-breasted?"

The mother replied, "He wants single-breasted."

There were two words I would like to have used to that lady. The first one is "shut" and the second, "up." Mothers, let your boys become men. One of these days he will grow up and have to marry a mother instead of a wife. His wife will have to pick out every tie he wears, lay it on the bed every morning, and burp him before he goes to bed at night. What you will have is a grown son who will

have to marry a mother or he won't be happy. You are robbing some lady of having a man for a husband and you are robbing your boy of ever having a chance to be a man. If he is going to be a man of decision someday, let him make some decisions now. He is not going to lead a big corporation if he cannot buy his own tie by the time he is old enough to make the football team.

At a very early age a boy should start making his own decisions. Now, to be sure, there should be governing and overseeing, and there should be limits, but if he is someday going to make decisions that are going to affect a great church, city, nation, or corporation, he must be taught while a little child to make the decisions about what socks he is going to wear.

13. Talk to him like a man. Some mothers say to their sixteen-year-old boy, "Take the garbage out, baby," "Bye-bye, sweetheart," "Good morning precious," "Be sure you are back on time, sugar baby," or "Be careful, honey doll." Talk to him like a man! When he becomes a teenager, don't kiss him in public unless he initiates it.

No teenage boy ever comes into my office and is treated anything less than man to man. The teenage boys walk in my office like men, they dress like men, they shake my hand like men, they look me in the eye and talk to me like men, and they say, "Yes, sir" and "No, sir" like gentlemen. Don't treat the boy like a baby if you want him someday to be a man.

14. Give him work, authority, and responsibility. Be sure he knows how to work (for that matter, I think a boy should know how to take suffering, pain and punishment.) That is one reason I like sports. When David was just five years old I got a baseball, went out in the yard knocked him grounders, and gave him a quarter for every one he could catch. he didn't make a single quarter. I hit them too hard. They bounced up and hit him in the chest, in the nose, in the head, and in the shoulder. He came in bruised and broken, but more a man. Give your boy responsibility. Give him something to do as regular work and make him responsible for it. Don't breathe down his neck. Teach him to have initiative.

One of the reasons ladies oftentimes turn out to be better leaders than men is that city life is conducive to this. There are not many chores for boy to do like milking the cows, chopping the wood, etc. There are chores for the girls. What happens? Boy grow up without any chores, no milking cows, no feeding pigs, not gathering eggs, no chores like we had on the farm or at the edge of town. Girls, however, can iron, keep house, cook, wash and dry the dishes. Hence, they are taught initiative, whereas the boys find few masculine duties to perform. Hence, the parent must work hard to find masculine-type duties. I never let my boy do feminine chores. The dish washing has been done by the girls. He does no ironing, etc. He must keep his room clean and tidy, but his chores have been masculine chores such as cleaning the basement, taking out the garbage, having an afternoon job, moving the yard, etc.

A few years ago Dr. Bill Rice wrote me and said, "Dr. Hyles, would David like to have a pony?" I thought, "Where in the world are we going to keep a pony?" Well, I said we would find some place. We went to a neighbor who has a big shed. Yes, right in the city we had a pony. At night the phone would ring and it would be the police department calling, "Do you have a horse? It is running down Schreiber Street." After a while every time the phone would ring at night I would pick it up and say, "Where is the horse now?"

I told David, "Son, you wanted the horse, you have to feed him." David would get up in the morning, trudge through the snow in sub-zero weather, carry a water bucket in one hand and a bag of feed in the others, and go feed the horse. He learned to ride the horse even though he horse

spent more time at the police station than he did in the shed. David owned one of the few ponies in America who had a police record.

A boy needs responsibility; he also needs to assume authority. Give him that responsibility and authority and teach him to work.

15. Do not make a mold for your boy. If you are a lawyer, don't decide before he is born that he is going to be a lawyer. If you are a preacher, let your son decide what God wants him to do. Don't let him think you will be disappointed if he is not what he thinks you want him to be. Now everyone knows that I would like for David to be a preacher, but I will let God decide that. If David becomes an honest man of character and becomes the best garbage collector in Hammond, his dad will be proud of him. It would be wrong for me to make a mold for him.

16. Give him opportunities to lead. Though David is younger than my oldest daughter I always preferred to leave him in charge of the family. When I am away on a trip, it is understood that David does the manly chores. He has learned to be protective of his sisters and the house. The family feels as safe when he is there as when I am there. He has been taught and trained to be physically capable as well as emotionally capable.

17. Teach him to have proper heroes. This is one of the greatest things my mother ever did for me. She pointed to men whom I could emulate and who could be my heroes. I tried to become like those men. I will be eternally grateful for the fact that my mother gave me heroes. This is one reason why parents should choose a church with a masculine pastor. Mothers and dads should be able to say to their sons, "Grow up and be like your pastor," without having to fear that he will be effeminate. It is wise for the parents to choose older boys who are gentlemen and yet real men and set them as examples for boy. Proper athletic heroes, Sunday school teachers, manly pastors, and older boys could be chosen. David and I have been buddies from his infancy. He always waits for me after church and rides home with me. Since I have duties to perform I always come home later than the rest of the family, but David has always waited for me. As a little boy four or five, he wanted to wait for Daddy. Now as a teenage boy on the basketball team, he still wants to wait for Dad. For years I drove him home and now he drives me home.

Recently David had to wait two and a half hours on Sunday evening for his dad. When we got home someone asked him why he didn't come home earlier with the rest of the family. He replied that he wanted to wait for his dad. Then they asked him, "What did you do for two and a half hours alone out in the hall?" David stood up and with masculine physique and presentation he said, "I will tell you what I did for that two and a half hours alone in the hall: I walked up and down the hallway realizing how many people would love to wait two and a half hours to get to ride home with Dr. Jack Hyles, and I thanked God that I have the privilege."

Nearly seventeen years ago I got on my knees over the body of my only son and prayed for God to make him a man. I never prayed that he would be a preacher; I prayed that he would be a man, a Christian man with integrity, discipline, leadership, ability, courtesy, gentleness, strength and honor; yes, in every way, a real man. I have tried now for almost seventeen years to help him become a man. I think he will, I believe I am now ending my work that I sent out to do that day. I think I have about made, with God's help, a man out of a boy.

Chapter Twenty-Two

How To Rear A Teenager

Mark Twain once said that when a child becomes a teenager he should be put in a box and locked up. A hole should be drilled in the box just big enough for air to get through so the teenager can breathe. When he becomes seventeen, the parents should plug up the hole! This, of course, is not true of a teenager who is reared by wise parents who carefully plan their relationship with him. When a child becomes a teenager he is no more a child and should no longer be treated as a child; he should be treated as a teenager. He is coming toward the end of his years at home. Many cords that have bound him to his parents will soon be broken. He is busily engaged in more outside activities than ever before. He no longer needs his parents in the same ways he has needed them in childhood. He is physically, mentally, and emotionally becoming an adult. During these brief years in "no man's land" when he is neither a child nor an adult he must not be treated as he has been. His needs are unique. If they are properly met, these needs can be used to strengthen the teenager's relationship with his parents and strengthen the tie that binds them.

This chapter deals with those unique and peculiar methods that should be used by the parent during these important years. No attempt at continuity will be made. There will simply be presented some unrelated observations that have come from over a quarter of a century of counseling with teenagers.

1. Do not yield to the temptation to be simply his buddy. It is true that as a child grows older he has more things in common with his parents. He should not, however, be led to feel he is their equal. There should still be a reverential fear and complete obedience. He should still address his parents by their proper titles, and though the conversations between parent and teenager will be more adult-like it should not be allowed to breed over-familiarity.
2. Do not force conversation but keep the lines of communication open. A teenager wants to know that Mom and Dad are present and interested. He wants to know that they are available at all times when he needs their counsel. He does not, however, want them to force conversation. Perhaps the young girl has become interested in a fine Christian boy in the church but is somewhat timid about it.

She should feel that Mom and Dad are interested and will give her a sympathetic ear and wise counsel if it is sought. She should feel that the lines of communication are open, but that she has the right to initiate such a conversation. In other words, within bounds, the teenager should have more privacy than a child. This does not mean he has a right to do wrong if he so chooses, but that within the realm of right he has more room to move around.

3. Always take seriously his problems. The problems may seem juvenile and humorous to the parent, but they are very serious to the teenager. The wise parent will not use such statements as "You'll outgrow that," "That's just puppy love," "We all go through that stage," "I was just like that when I was a kid," etc. Many teenagers have come to my office with problems, and when I asked them why they did not discuss their problems with Mom and Dad they answered, "They would just laugh at me," "They wouldn't think it was important enough," etc. If a subject is serious to the teenager, it should be serious to the parent. He should not be timid about his problems, his dates, or his activities. If he cannot receive a sympathetic and conscientious ear at home, he will seek it

elsewhere. This one of the main reasons why teenagers often say, "I just can't talk to my mom and dad."

4. Do not take away good in order to punish the teenager. Do not deprive him of doing the good that he does in order to punish him for doing bad. Many parents unwisely punish by forbidding attendance at the teenage prayer band, teenage soul winning, or other church-centered youth activity. The fact that he has done something wrong means that he needs more than ever these avenues of spiritual growth. He should be punished by being deprived of something pleasant to him, but not of his opportunity to serve the Lord.

5. Do not use the doing of a good task as punishment. It does not seem wise for a parent to punish a girl by making her do the dishes or punishing a boy by making him mow the yard. Distaste is created toward the doing of good. The doing of the dishes becomes something bad which is used by Mom for punishment. It would be much better to start in early childhood and reward a child for being good by allowing her to do the dishes as a reward. Hence, work becomes honorable and dignified instead of distasteful punishment.

6. Never shout or scream at a teenager. Much more can be done with frankness and firmness. The parent who screams at his teenager will soon find him withdrawing, and the lines of communication will be broken.

7. Seek the teenager's counsel on matters. Talk over serious things with him. His advice will not always be wise and should not always be used, but it should be considered. By so doing the parent is not only satisfying the inner desire in the heart of the young person to be accepted as more mature, he is also helping prepare him for the decisions of adult life.

In writing this book I have often sought the counsel of my children. This has not only enabled me to gather information helpful to others, but it has also aided the children in realizing their importance to Dad. The parent and child should have periodic serious discussions when fathers can seek advice concerning matters at work and mothers can receive counsel concerning homemaking. It should be repeated that the decision making should be in the hands of the parents, not the teenagers, but their counsel should be seriously sought and considered.

8. Show him the logic behind certain decisions. When he asks for something that requires a "no" answer, explain to him in detail why he was deprived of his request. Do not allow him the extravagance of arguing or complaining, but do allow him the privilege of knowing why. He may not always agree with your logic, but it will allow him to know that there was logic behind your decision, and it will also help him as he rears his own children.

9. Teach him teamwork. It is far better for the teenager to be part of a winning team than to achieve for himself a winning performance. I would prefer my boy to run on a relay team than to run the 100-yard dash. I would prefer him to be a member of a winning basketball team than to win a golf championship. I would rather he win a tennis match by playing doubles rather than singles.

Of course, there are children and young people who have developed an inferiority complex and need individual achievement. However, a proper balance should be sought and every child should be taught teamwork.

When a child shows tendencies toward selfishness, by all means he should be led into group activity. Suppose, for example, that a teenage lad is selfish and never pulls for others. If he plays on a team, then in order to pull for victory he must pull for others, for in pulling for others he is

pulling for himself. If this is done long enough and often enough, he will no doubt subconsciously transfer this desire for their success as his team members to their own individual efforts, for he has formed the habit of pulling for them. An unselfish desire for their success has replaced a selfish desire for team victory.

10. Do not allow the teenager's desire for privacy to develop into an obsession for secrecy. The natural withdrawal from Mom and Dad is accelerated during the teen years. The door that was once wide open is now shut and soon will be locked. The little wide-eyed girl who used to want to go to the store with Dad now wants to stay at home. Though this desire for privacy should be honored, it should not be allowed to develop into secrecy. If the teen has his own room, let him retreat into its privacy, but insist that the door usually be kept open. When on occasion the door is shut (and there should be such occasions) do not allow it to be locked. He should realize that though he is growing older and needs more privacy, that privacy should be earned and when it becomes secrecy, he has forfeited his right to privacy.

There may be times when the youth will want to retire to his own room and listen to the radio. He should not be allowed to do so with the use of ear plugs. Many Christian parents do not realize that their youngsters are listening to music that is detrimental to their development.

It is best that when a teenager talks on the telephone he do so in some place that is only semi-private. He should not be allowed the luxury of having a phone in his own room. Though the family should not snoop while he is talking on the phone, they should nevertheless feel free to carry on the regular routine of living even though this might necessitate an occasional passing through the room or the hallway where he is talking. He should not be allowed to dominate the telephone and tie it up for long periods of time. Such practices breed selfishness, idleness, and secrecy.

When at all possible the teen's room should be near the center of activity. It is best that his room not be the one at the end of the hall where no one else ever passes. It is best for him to be nearer the center of the house. This will not take away his privacy, but it will prevent his secrecy. There is a temptation on the part of many parents to go the extreme by allowing the child to be aloof from the rest of the family. On the other extreme is the parent who adopts gestapo tactics of investigation. Both are dangerous. The wise parent will certainly respect the child's desire for privacy as this desire is a normal part of the development of the teen years. He will, however, let the child know that this privacy is earned and will be taken away when it becomes secrecy.

11. Teach him appropriate and proper behavior toward the opposite sex. With the coming of the teen years there comes also an awareness of the opposite sex and its attractiveness. This is normal and should not be discouraged. During these years, however, careful training should be given to the child concerning dating and the developing of his relationship to this new gender he is beginning to notice.

(1) Teach him from childhood not to date unconverted people. Since the Bible forbids the Christian to marry an unconverted person, the wise parent will instill in the mind of his child the danger of even having a date with one who is unsaved. I have taught the teenagers in our church not to date someone who would not meet the spiritual qualifications they would want to find in their mates.

(2) Use wisdom in determining the age for a child to begin dating. It seems unwise for a pre-teen to have any other relationship with a member of the opposite sex than that of having a boyfriend or girlfriend at school, etc. Then during the early teens perhaps the parent should allow them to sit together in church and in other public meetings. They should not, however, be allowed to sit near the back of the auditorium, and at this age, they should always be within seeing distance of their

parents. At first it would be wise for them to sit with the parents, and then later perhaps in some conspicuous place, but never in a corner, in the back, or in the balcony. (At the First Baptist Church of Hammond we allow no teenager to sit in the balcony unless he is accompanied by an adult.)

As the middle or older teen years approach the parent should carefully observe the teenager so as to discern whether he should be allowed to have an actual date in a car with a member of the opposite sex. One of the most dangerous things a parent can do is allow his child to go unchaperoned on a single date. Double dating should be permitted to more mature teenagers only when the two boys are in the car before either girl is called for, and both girls are delivered home before either boy has left the car. Even then the parents should know and approve each member of the party.

(3) The parent should warn the teenager of the dangers of going steady. There is only so much ground to cover between the first date and marriage. If too much of this territory is covered before the couple is ready for marriage, there is a grave danger present. When a relationship develops too rapidly so as to make the next step that of marriage, a couple must then either marry or break up. This causes many people to break up permanently who otherwise would have married each other. If a teenager really cares for another, he must wisely space the steps before marriage so as to arrive at his destination (the marriage altar) at the same time emotionally, mentally, physically, and for that matter, financially. The parent should warn the teenager that there are more couples who do not get married because of going steady as teenagers than there are who do marry because they decided to go steady. Hence, going steady will probably come nearer keeping the teenager from marrying the one for whom he is fond, rather than causing him to marry her.

Then, too, the teen should be warned that the desire to go steady is usually caused by an inferiority complex. One feels insecure and thinks his own personality is unable to hold the affections of the one to whom he is attracted, so he makes a contract of some sort with her so that what he is unable to do the contract will do. If a couple truly loves each other, they will not need to go steady. If they do not love each other, they should not go steady.

(4) Boys should not be allowed to drop in unannounced to see a girl. The young man should have an appointment with the young lady or he should not come. This appointment should always be approved by at least one of the parents. Casual dropping in and hanging around is dangerous and in poor taste. Of course, this is even more true for a young lady. It is even in poor taste for a young lady to call a boy on the telephone unless there is business to transact. A social phone call should always be initiated by the young man. When he comes to see the young lady it should be by appointment only with the full knowledge and approval of the parents.

(5) The parent should always know where the teenager is and what he is doing. For example, if he is playing miniature golf, the parent should know at what miniature golf course he is playing, approximately how long he will be there, where he will go when he finishes, and what time he will be home. The parent should approve every place and activity.

Of course, there should be certain places that are off limits. Clear and detailed instructions should be given to the young people concerning these places.

If for some reason the plans for the evening have to be altered, the teen should call his parents and explain what has happened and what the alternate plans are. These plans should be approved by the parent. Any change of plans or activities should be reported to the parent immediately by telephone.

(6) The parent should teach the young person dating etiquette. Each teenager should know how to behave properly and appropriately while in the presence of a member of the opposite sex and especially on a date. The boy should be taught how to open a door for the young lady. The girl should be taught to step aside and allow him to do so. The boy should be taught to open the car door for his date and the girl should be taught to wait until he does so. A girl should be taught not to sit too close to a boy. The boy should be taught to keep his hands off of her! Both should be warned against embracing, kissing, etc.

(7) Teenagers should be taught the proper way to close a date. Stress should be given to getting her home on time and having a prayer of thanksgiving together for the good time enjoyed. The girl should then in good taste tell the young man that she had a good time, and he should then politely escort her to the door, speak an expressive word if he so desires, and in a mannerly and gentlemanly way, say, "Good night."

May God help us to lead our children wisely through these crucial days when they are in "no man's land" - too old to be children and too young to be adults, so that we will not have to "plug up the hole in the box."

Chapter Twenty-Three
Fifteen Minutes In Royalty

by David Hyles

(Skeptics sometimes remark that disciplining a child and rearing him according to the Bible will make him grow up to hate his parents. Let such skeptics read the following article written by David when he was sixteen. The article was not written for a school assignment or because of any compulsion. It was written simply to express the spontaneous feelings of a sixteen-year-old boy who loves his dad. The article is printed just as it was written, with no proofreading, editing, changing of spelling of punctuation -Dr. Jack Hyles

All alone I stood in the lobby of the church on a cold dark Sunday nite. Everyone else had left long ago, yet I remained waiting. My father was the pastor, and was again late because of a conference. Every Sunday nite and Wednesday nite I remembered I had waited for him. It was getting later, and the janitors had all gone home. I shared the building with no one.

Discouraged and a bit angry I began to walk alone through the building. I wondered why I should wait so long just for a fifteen-minute ride home. Walking past a nursery I looked in and saw bed after bed. I began to dream of a day when maybe I would have a little baby of my own. Would there be a church where I would feel safe to leave my child? Here the nurseries were clean and the babysitters dedicated Christians.

Someday I would have my own child, and he would grow. As he grew I would want him to be taught to obey. I walked past the beginner and primary departments. So many little children came there to be told about Jesus and right and wrong. Would my child have the same?

And as my child grew to be a junior, a junior higher, and even a high schooler, would there be a place like this which stressed discipline and morals - a place which would lead my child toward God's will?

Suddenly I realized what a great place this was, and my father was its pastor. People all over the world looked at our church with envy and respect. Hundreds of preachers came here to be taught how to build similar churches.

Many hours were spent without my father at home. He travels over 10,000 miles a year speaking to thousands of people. Why? Because he wanted to have churches everywhere.

People traveled many miles just to hear my father speak. He was a widely-read author and speaker, a nationwide radio speaker, a world-traveling conference speaker, a leader of pastors, and a great man.

Many people would stay up all night just to be able to talk to him for five minutes. Hundreds of people cherish the day they simply met him and shook his hand. Night and day he works and tries to help people.

Out he walked as I sat in the car alone. He opened the door, and got in. "Hi, doc." he said, "how's school coming?"

Away we drove together, talking about sports, church, school, and anything else that came up.

With Dr. Jack Hyles, my father, next to me I spent fifteen minutes in royalty.

(David never intended for his dad to see the above article and to this day he has no idea that it is being published. His dad discovered the article quite by accident.)

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