

GOD'S REVIVALIST

September 2014

and Bible Advocate



Special Issue

TRAIN UP A CHILD



about this issue

TRAIN UP A CHILD

“Your children are the greatest gift God will give to you, and their souls the heaviest responsibility He will place in your hands. Take time with them, teach them to have faith in God. Be a person in whom they can have faith. When you are old, nothing else you have done will have mattered as much.” —*Lisa Wingate* ■

DEPARTMENTS

The President's Page	3
News From The Hilltop	12
Revivalist Family	12
Dear Phil	28
Letters To The Editor	35

STAFF

Ken Farmer, *managing editor*

Kevin Moser, *art director, assistant editor*

Shane Muir, *assistant graphic designer*

Jon Plank, *assistant graphic designer, webmaster*

Larry Smith, *editor*

God's Revivalist and Bible Advocate (ISSN 0745-0788) is published monthly except for combined issues in January-February and June-July-August for **\$12.00 per year (\$28.00, Canada; \$45.00, other countries)** by the Revivalist Press of God's Bible School, College and Missionary Training Home, 1810 Young Street, Cincinnati, Ohio 45202. Periodical postage paid at Cincinnati, Ohio, and at additional mailing offices. **POSTMASTER: send address changes to *God's Revivalist and Bible Advocate*, 1810 Young Street, Cincinnati, Ohio 45202.**

God's Revivalist and Bible Advocate, the official organ of God's Bible School, is a magazine founded by Martin Wells Knapp in July of 1888. We seek to proclaim the good news of salvation; to stir a revival spirit among Christians; to stimulate Christian growth and responsible Christian living; to present the happenings and interests of God's Bible School.

Please obtain permission before reprinting any articles from *God's Revivalist and Bible Advocate*. **Unsolicited manuscripts are welcomed, but not returned.**

God's Bible School and College seeks to glorify God and to serve His Church by providing higher education centered in Holy Scripture and shaped by Wesleyan conviction, thus preparing faithful servants to proclaim Jesus Christ and spread scriptural holiness throughout the world.

God's Bible School and College does not discriminate on the basis of age, race, color, national or ethnic origin, or against otherwise qualified handicapped persons in its admission of students or employment of its faculty and staff.

Contact us by telephone at (513) 721-7944 (Revivalist Press, ext. 1351); by fax at (513) 763-6649; by email at revivalist@gbs.edu or gbs4u@gbs.edu. Visit us online at www.gbs.edu or www.godsrevivalist.com.

COVER PHOTO: The Lyle Witt Family (photo by Shane Muir)

CONTENTS

SEPTEMBER 2014
Volume 126 No. 6

FEATURES

Childhood Development by Ken Farmer	4
Psychosocial Development	
Trust vs. Mistrust by Rebecca Miller	6
Autonomy vs. Shame and Doubt by Jennee Hartkopf	7
Initiative vs. Guilt by Stephanie Young	9
Industry vs. Inferiority by Steven Andry	10
Raising Kids With Character by Nadine Brown	16
The Intrigue Of Ink by Connie Palm	18
Raising Up Readers by Greg Breazeale	20
Nurturing A Work Ethic by Daryl Muir	21
Children And Money by Jennee Hartkopf	23
What About Obedience? by Nadine Brown	24
To Spank Or Not To Spank by Paula Alberto	26
A Mother's Thoughts On Discipline by Ruth Vernon	27
Passing Along Our Theological Distinctives To Our Children by Philip Brown	29
Children And Devotions by Stephanie Young	31
Partnering With Parents: How Churches Can Help by Blake Jones	32
It Takes A Village: Raising Children Within Community by Julia Imhoff Thomas	34
Three Huge Mistakes We Make Leading Kids by Tim Elmore	36
Talking To Your Kids About Gender by Heidi Jo Fulk	37
Let's Play! by Richard Miles	38
The Real Reason I Say No To Electronics by Renee Robinson	39

the president's page



OBEDIENCE IS THE KEY

by Michael R. Avery, President

Having children may be doing what comes naturally, but raising children is another matter altogether. Parenting doesn't really come with a set of instructions. For most parents, it's like trying to put together a complex jigsaw puzzle without having a picture on the front of the box for guidance. For Christian parents, the bar is set even higher because of their desire to raise children that love and follow Jesus. At least, for these parents, there is the wisdom and guidance that comes from the Bible. As a matter of fact, the Bible is the first place I looked as I began to prepare for this article. I wanted to refresh my mind on the major Biblical passages that spoke to the subject of parenting, but what I discovered was remarkable—something I had not seen before in all my years of study.

My discovery was two-fold. First, I was surprised at how little the Bible had to say specifically on the subject of parenting! Some claim there are 17 passages

that address the subject; my findings were closer to 10. That is not to say that the Bible is devoid of wisdom and instruction on child rearing. Transforming babes in Christ into spiritually mature saints and raising children into responsible adults are very similar with many parallels. The Bible, of course, is filled with instruction for “growing” new Christians and the carry-over application to child rearing is clear, relevant, and extremely valuable. Many of the articles I have read by experts on parenting used such Scripture passages to make their points.

My second discovery was that the passages that *do* speak directly to parenting were divided equally among the subjects of *discipline* and *instruction*. But what I saw for the first time was that all of these passages pointed to one thing: obedience! The reason for discipline and instruction is that the child would learn to obey! The New Testament reinforces this with the single command “*children obey your parents*” that is given in Ephesians 6:1 and Colossians 3:20. This is the only command to children in the New Testament.

My studies in spiritual formation have convinced me that all formation in Christlikeness is oriented toward explicit, easy obedience. The transformation of the heart, by grace, into a state of obedience allows the disciple to willingly obey the “*all things*” commanded by our Lord. Furthermore, a yielded heart is the inner condition that allows the Holy Spirit to enable the outer life of the individual to naturally express the character and teachings of Jesus.

The same is true in raising children! The formation of character through discipline and instruction is for the purpose of obedience. Once a child understands that he must obey and that he must do so with a willing attitude, then you scarcely have to teach him anything else! Once he knows he must obey, you can simply “ask” him to do whatever it is that you need or want him to do, and he will do it. When a child has learned to obey willingly, then your discipline will be cut to a minimum and you can spend the vast majority of your time teaching, nurturing, and forming those little ones into the kind of men or women you want them to be! So children, “*obey your parents in the Lord, for this is right!*” ■



Childhood DEVELOPMENT

Until the early 20th century, children tended to be viewed as mini versions of adults: They just need to begin using language, get some height and muscle mass, and practice good thinking skills; it takes time for kids to grow into adults.

While that is true, it ignores the complexities at work at different points in childhood development. These give rise to various stages a child passes through en route to becoming an adult, with all that that means.

In attempting to explain this, various theorists and researchers have focused on different aspects of development—for example, psychosexual development (Sigmund Freud), cognitive development (Jean Piaget), moral development (Lawrence Kohlberg), and faith development (James Fowler). All of these theories have merit—some more than others.

Think of childhood as a beautiful diamond, cut by both nature and nurture, yielding many facets (theoretical viewpoints), each showing a different aspect of God's brilliant design in human development. Let me focus on the particular facet that has been pleasantly enlightening to me—the psychosocial theory of Erik Erikson.

Erikson's Search for Identity

When I first became interested in psychology, I remember being surprised by how many theorists worked aspects of their personal experiences into their theories. For example, Alfred Adler suffered from rickets, rendering him unable to walk until the age of four. His theory states that everybody has some sense of inferiority, and the struggle to compensate for and even overcome those disadvantages actually enables success both socially and individually.

Viktor Frankl, reflecting on his experiences while incarcerated at the Auschwitz concentration camp, developed logotherapy, which is based on the premise that the primary motivational force of an individual is finding a meaning in life, no matter how miserable the circumstances might be.

The personal experiences Erikson brought to bear on his theory were his struggles to determine who he really was and where he fit into the world.

He was born in Germany in 1902 to a young Jewish woman who, although married, had separated from her husband, and subsequently had an extramarital affair. Nothing is known about Erik's biological father except he was a Danish gentile. However, his mother listed Erik's surname as "Salomonsen" after her estranged husband. When Erik was three, his mother married a Jewish pediatrician. Three years later, Erik's last name was changed, and three years after that he was officially adopted by his stepfather. Erik Salomonsen was now Erik Homberger.

Although he was raised in the Jewish religion, the fact that he was tall, blond, and blue-eyed resulted in the temple kids teasing him for being Nordic. However, kids at grammar school teased him for being Jewish. Growing up, his main interest was art, so he attended art school in Munich, but eventually dropped out. However, this interest led to an invitation to tutor art in Vienna at a small private school where he caught the attention of Anna Freud, who was treating the affluent parents of some of his students. At her encouragement, Erikson began to study psychoanalysis at the Vienna

Ken Farmer (BRE '77) holds graduate degrees in psychology and counseling, his field of teaching for more than 20 years. He served as Vice President for Academic Affairs at God's Bible School (1999-2013) before becoming managing editor of God's Revivalist.

Material on these two pages adapted from "Erik Erikson" and "Erikson's stages of psychosocial development" in Wikipedia: The Free Encyclopedia, accessed July 24, 2014.

Psychoanalytic Institute. Concurrently, he studied the Montessori method of education, which focused on child development and sexual stages. He received his diploma from the Vienna Psychoanalytic Institute. This and his Montessori diploma were to be Erikson's only earned academic credentials for his life's work.

In 1930, Erikson married a Canadian dancer and artist, the daughter of an Episcopalian minister. Three years later, with Hitler rising to power and burning books on psychoanalysis, the Eriksons left Vienna and emigrated to Copenhagen, and then to the United States. It was there that Erikson finally experienced that necessary environment in which to flourish, rising to acclaim as a clinician and also as a professor at both Harvard and later Yale. While at Yale he became a naturalized citizen of the United States and changed his family's surname from his adoptive father's name of "Homberger" to "Erikson."

It is easy to see how the development of identity became one of Erikson's greatest concerns in his own life as well as in his theory. His rise to prominence in the United States, along with his conversion to Christianity, may have indeed settled his identity crisis.

Erikson's Psychosocial Theory

Erik Erikson proposed a theory of development in which the individual advances through eight life stages, confronting, and hopefully mastering, new challenges

in each. Each stage builds upon the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future.

Each stage is characterized by a psychosocial crisis (as shown in the table below). If an individual does indeed successfully reconcile these forces (favoring the first mentioned attribute in the crisis), he or she emerges from the stage with the corresponding virtue. For example, if an infant enters into the toddler stage (autonomy vs. shame and doubt) with more trust than mistrust, he or she carries the virtue of hope into the remaining life stages.

This brief introduction to childhood development, with a specific focus on Erik Erikson, lays the groundwork for a discussion of these first four stages by professional counselors from two Christian agencies in Cincinnati—Counseling Alliance and YouthWorks Counseling.

For each of these stages, the writers will discuss the psychosocial crisis—what it is and how it is resolved. The benefits of resolving it on the "good side," along with some implications for adult personality and behavior, will be explained. They will give an idea as to what you can expect to happen during the stage. We have also included some sidebars of "Parenting Tips" and resources that may be pertinent to a stage or a specific task of a stage. Enjoy! —KF ■

First Four Stages of Psychosocial Development

Approx Age	Name of Stage	Virtue	Psychosocial Crisis	Significant Relationship	Existential Question	Critical Task	Outcome
0 - 2	Infancy	Hope	Trust vs. Mistrust	Mother	Can I trust the world?	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
2 - 4	Early Childhood	Will	Autonomy vs. Shame and Doubt	Parents	Is it OK to be me?	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
4 - 5	Preschool	Purpose	Initiative vs. Guilt	Family	Is it OK for me to do this? To move forward and act?	Exploration	Children need to begin asserting control over their environment. Success leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
5 - 12	School-Age	Competence	Industry vs. Inferiority	Neighbors, School	Can I make it in this world?	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, failure results in feelings of inferiority.

STAGE 1: Trust vs. Mistrust

INFANCY (birth to 2 years)



When you hold your baby in your arms the first time, and you think of all the things you can say and do to influence him, it's a tremendous responsibility. What you do with him can influence not only him, but everyone he meets, and not for a day or a month or a year, but for time and eternity.

—Rose Kennedy

Introduction

Babies learn who they are by how they are treated. The first two years of your baby's life are a period of incredible development. An infant enters the world utterly helpless and is dependent upon others to provide care and nurture as this development unfolds. According to Erikson, the first task in psychosocial development is for the infant to develop a sense of trust—in other people, in themselves, and in the world around them. Trust is developed when the infant's needs are met. This trust becomes the basis for healthy attachment, the bond that forms between the infant and his parents. Developmental psychologist John Bowlby, the pioneer of attachment theory, recognized that the earliest attachment bonds between an infant and his mother have a tremendous impact that continues throughout life.

Development

Nature (genes) and nurture (experience) both play an important role in psychosocial development. In general, genes are responsible for the basic hard-wiring of the lower area of the brain that controls vital functions such as breathing and heartbeat, while experience is responsible for fine-tuning the connections in the higher regions of the brain that are responsible for emotions and thinking.

Additionally, the lower area of the brain is well developed at birth, while the neural connections in the higher regions of the brain are poorly connected at birth. The extraordinary process of fine-tuning these connections is known as neural plasticity, which makes the infant's brain

highly impressionable as compared to later in life. This maximizes the potential for the infant's early nurturing experiences to begin to shape his mind towards the development of trust or, conversely, the development of mistrust should the environment be less than nurturing.

Psychosocial Crisis (Trust vs. Mistrust)

According to Erikson, the two actions that help an infant develop trust are feeding and the parents' response to the infant's crying. Ideally, the parents evaluate the infant's cries and respond quickly in a way that relieves the distress. When an infant's crying is responded to quickly and consistently, he learns to trust that others are dependable and reliable, and that his needs will be satisfied.

However, if the parents are unreliable or inattentive, the infant instead develops mistrust—the world is undependable, unpredictable, and possibly even dangerous—and he will become apprehensive and suspicious of others. When the infant increases the intensity of crying to get the attention of his parents, normal brain development can be affected as the intensity creates over-stimulation of adrenalin, which in time can cause an overactive adrenaline system. Children with an overactive adrenaline system often display increased aggression, impulsivity, and violence. Intense crying also produces an increase in the stress-related hormone cortisol, which over time can harm or even destroy critical areas of the brain that affect the ability to regulate emotions and behavior.

As a Professional Clinical Counselor with advanced training in the treatment of developmental trauma, I work extensively with individuals who have experienced a less-than-nurturing childhood. The profound consequences of needs not met during childhood are often carried into adulthood and manifest as low self-esteem, lack of healthy boundaries, difficulty with self-care, and difficulty with moderation. These issues often translate into relationship struggles, addictions, and mood disorders.

Resolution of the Crisis

Mom and Dad do not need to be perfect—just reliable! In fact, parents who are overly protective and are intervening the instant the first whimper is heard may lead the infant to develop what Erikson calls sensory maladjustment: overly trusting, gullible, unable to believe anyone would do them harm. The task is to help the infant develop trust without completely eliminating the capacity for mistrust. The successful resolution of the crisis as trust develops is associated with the basic virtue of hope. Erikson describes hope as the belief that our desires will be met—a strong feeling of confidence that is maintained despite temporary setbacks. The belief that "If Mom and Dad aren't here instantly, I trust that they will be here soon."

The first two years: Miraculous. Demanding. Exhilarating. Exhausting. *A tremendous responsibility.* The reliability of the care and nurture given—or lack thereof—during this stage of development is of lasting importance *for time and eternity.* ■

Rebecca Miller is a Licensed Professional Counselor at Counseling Alliance in Cincinnati, OH. Rebecca attended GBS (1975-77) and has served there as an adjunct professor and as a counselor with the GBS Counseling Center.

Positive Parenting Tips: Infancy

- Help your baby feel safe and secure by responding to cries and other cues. Safety and security build trust, and trust builds hope.
- Provide your baby with responsive care. Responsive care means matching your caregiving to what he needs.
- Support your baby's developing skills. He develops new skills when you give him just enough help so he can master the challenge without becoming overwhelmed.
- Spend time cuddling and holding your baby. This will give him the message he is loved.
- Routines are very important and make your baby feel safe and secure. Limit change as much as possible.
- Practice good self-care physically, mentally, emotionally, and spiritually. Parenting is hard work!

STAGE 1: INFANCY RESOURCES

- Brenneman, Kim. *Large Family Logistics*. Vision Forum, 2010.
- Dobson, James. *The New Strong-Willed Child: Birth through Adolescence*. Tyndale Momentum, 2007.
- Faris, Melodi, and Elizabeth McCarroll. "Crying Babies: Answering the Call of Infant Cries." *Texas Childcare Quarterly*. Fall 2010, pp.14-21.
- Karp, Harvey. *The Happiest Baby on the Block: The New Way to Calm Crying and Help Your Newborn Sleep Longer*. Bantam, 2003.
- MacPherson, Erin. *The Christian Mama's Guide to Baby's First Year*. Thomas Nelson, 2013.
- Reisser, Paul C., and Paul Reisser. *The Focus on the Family Complete Book of Baby and Child Care*. Tyndale House Publishers, 1997.



ADDITIONAL RESOURCES

STAGE 2: Autonomy vs. Shame and Doubt

EARLY CHILDHOOD (2-4 years)

A toddler is the most hard-nosed opponent of law and order, and he honestly believes that the universe circles around him. —Dr. James Dobson

Introduction

At some point between 18-36 months, you may feel that you exchanged a cuddly, sweet infant for a selfish, defiant toddler. Many parents view this stage of development in a negative light, even referring to these years as "the terrible twos." However, it is essential that we don't lose sight of the fact that God created each stage of human development for a reason and said, "It is good!" The sense of will to live and flourish, evident in the development at this stage, is wrapped up in the essence of being made in the image of God.

Development

The typical toddler experiences many rapid advancements in motor skills as well as language development. For the first time, toddlers are experiencing some control over their world and they are enjoying the effects of asserting themselves. Toddlers are taking in massive amounts of information as they process their environment, their own emotions and behavior, as well as the feelings and actions of others. At times, toddlers will be overwhelmed by the amount of information they are receiving and we may see them begin to experience a "melt down."

A toddler will experience and express both positive and negative feelings most passionately with his primary caregivers. Children begin to look for and test limits around the 18-month mark. In doing so, they are asking you to set and confirm what the boundary is. Because children learn through repetition, they will repeatedly test both the strength and the importance of the limit.



A child's play may be indicative of his increasing autonomy and independence. Fantasy and pretend play are a small window into the feelings and thoughts of a toddler. At two years old, you begin to see the child engage in symbolic play and imitation.

Psychosocial Crisis (Autonomy vs. Shame and Doubt)

Webster defines autonomy as, "the quality of state of being self-governing; self-directing freedom." The goal of this stage is to develop a sense of self-control without a loss of self-esteem, thus bringing about a feeling of confidence and generosity towards others. While the toddler is reaching for that self-governing state, he has yet to learn discretion and self-control. Therefore the child is completely reliant upon the parent or caregiver to set limits and provide a safe, consistent environment.

Erickson described shame as feeling completely exposed and self-conscious, and, when coupled with self-doubt, it often results in "rage turned inward." Many times we see a nonverbal expression of shame in toddlers when they bury their face or "sink down." Children experiencing this shame would like to escape the world's scrutiny and wish for their own invisibility. Lasting shame and self-doubt arise when a toddler feels the loss of self-control simultaneously with over-control by the parents and caregivers around him.

Not completing this stage of development successfully can have different outcomes. For example, if there is an abject lack of limits/guidance, the child may become manipulative and obsessive regarding power and control. However, if parents are too controlling or do not encourage exploration, the results are feelings of anxiety, fear, paranoia, shame, defiance, and low self-esteem.

Resolution of the Crisis

As a child progresses through this psychosocial stage, a delicate balance of encouragement and support coupled with guidance and protection are necessary. Calm, consistent discipline teaches a child limits, creates a feeling of safety, and assists a child in learning to self-regulate. Inconsistency or overpowering by authority figures leads to confusion, fear, resentment, and continued testing.

Children will learn self-control most effectively by watching how their parents respond to them, especially in emotionally challenging situations. Modeling healthy responses is key for children, particularly at this stage of their development.

Part of resolving this crisis is teaching a child to recognize and express emotions appropriately. Self-control and resilience are characteristics that children learn over time as parents appropriately model discipline, empathy, verbalization of feelings, and proper ways to talk about both thoughts and feelings. It is a wise parent who goes beyond the words a child speaks and intentionally observes the child's body language and facial expres-

sions to investigate what their son or daughter is experiencing emotionally. ■

Jennee Hartkopf is a Licensed Professional Counselor specializing in adolescent and family counseling at YouthWorks Counseling in Cincinnati. Jennee, an alumna of God's Bible School (BA '00), also works with the GBS Counseling Center.

Positive Parenting Tips: Early Childhood

- Allow and encourage safe exploration of the environment.
- Allow toddlers to complete age-appropriate tasks, with minimal assistance.
- Utilize words of affirmation and praise when a toddler completes a task independently—even if it is not "just right."
- Instead of giving vague mandates, give clear specific options or choices. "No, you may not run in the house with your ice cream. You may sit down and eat your ice cream at the table or on the porch."
- Focus on verbalizing cause and effect relationships to teach discretion. Example: "Oops, we had an accident. You were trying to hurry and knocked over your water." Then focus on cleanup, not shaming the child.
- Verbalize specifically the behavior that is unsafe/unacceptable and outline a replacement behavior that would be acceptable.
- Allow the toddler to make decisions and even fail. This is all part of the learning process.
- Talk to the child about the feelings he might experience in an upcoming situation. Then prepare him for how he can control himself. After the situation is over, comment on it, "Look how you calmed yourself down!"

STAGE 2: EARLY CHILDHOOD RESOURCES

- Bookout, Kim, and Karen Williams. *The Everything Guide to Potty Training*. Adams Media, 2010.
- Friedeman, Matt. *Discipleship in the Home: Teaching Children, Changing Lives*. Francis Asbury Society, 2010.
- Rosemond, John. *Making the "Terrible" Twos Terrific*. Andrews McMeel Publishing, 2003.
- Ormartian, Stormie. *Power of a Praying Parent*. Harvest House Publishers, 2014.



ADDITIONAL RESOURCES



STAGE 3: Initiative vs. Guilt

PRE-SCHOOL
(4-5 years)

*Play is the answer to how
anything new comes about.*
—Jean Piaget

Introduction

Pirate ships, tea parties with dolls, imaginary friends, bossy four-year-olds. All of these are indicative of the next stage of development for children. If there is a word that encapsulates this stage of development, it is “exploration.” Around age three, children slowly begin to move away from depending totally on their parents to exploring the world around them.

Development

Busy three-year-olds begin to assert themselves by directing play and other social interactions. Exploration takes the form of imagination, curiosity, orchestration of play, accomplishment of tasks, and facing challenges. Phrases such as, “I can do it!” and, “Look what I did!” become commonplace to the caregivers’ ears. Questions such as the all-inclusive, “Why?” can become routine! However, the experiences which lend themselves to these exclamations and questions are crucial to the development of a healthy child. Through what, exactly, is this child trying to navigate?

Psychosocial Crisis (Initiative vs. Guilt)

According to Erikson, the third stage of normal development involves the crisis of Initiative vs. Guilt. Children need to assert some control and power over their environment to develop a sense of purpose and accomplishment, which will eventually lead to a stronger sense of independence and a healthy self-image. Tasks that are mastered and challenges that are conquered build on the security and autonomy that are developed in the first two stages of psychosocial development. So children explore. They explore socially as they initiate and take charge of play with

others. They explore their physical environment as they venture out, trying new things and desiring to do them independently—at times rather persuasively. Exploring physically involves physical play. They want to see what it is like to climb on that rock, jump off that slide, hide behind that lilac bush. And they explore imaginatively as they pretend, exploring characters, roles, and experiences that are often outside the realm of their current reality.

When children are discouraged from exploration, they can become overly dependent on others. So the caregiver who brushes aside the child’s attempts to “do it myself” and does it for the child negates the quest for independence. When imaginative play is dismissed or stifled, children may feel ashamed of themselves, resulting in a feeling of guilt, and assume that they and their efforts are “bad.” Similarly, when physical play is stifled, especially when accompanied by verbal and facial messages of disapproval, children begin to believe that their efforts at self-initiation are embarrassing to the caregiver, again resulting in guilt. It is important to note that included in this stage of exploration is a normal curiosity about the human body—specifically differences between male and female anatomy. Caregivers must be gentle in their responses to the curious preschooler.

Resolution of the Crisis

During this stage, it is important that caregivers encourage and even foster exploration and imagination. Caregivers who join in imaginative play are reinforcing the child’s sense of initiative, assertiveness, and creativity. Children love to orchestrate a pretend setting and benefit developmentally when they are “in charge” of the specifics of the play. So, the daddy who sits down to a pretend tea party, donning a silly hat, is reinforcing his daughter’s sense of initiative and independence. He is expanding her developmental horizons! When he physically “goes on a bear hunt” with his children, rather than just reading the book, he is fostering their development in rich ways.

Not only should imaginative play be encouraged at this stage, but so should physical play and exploration. It goes without saying that caregivers have to implement safety in children’s physical play, but too much emphasis on safety can hinder exploration. Parents or other caregivers can help children make appropriate decisions in their play, balancing the need for exploration with the need for safety. Ideally, children feel free to explore and create within a secure setting.

Success at each of Erikson’s stages builds on the success of the previous stages. As children successfully navigate stage three, they are trusting, autonomous, and now feel a sense of purpose and initiative. ■

Stephanie Young is a Licensed Professional Clinical Counselor specializing in clinical counseling for adolescents and children in a decidedly Christian setting. YouthWorks Counseling was born out of her private practice which she opened in 2003.

Positive Parenting Tips: Preschool

- Provide regular daily routine as much as possible, but with some flexibility. Develop routines around specific events, such as bedtime.
- Be consistent in your discipline. This will form a sense of security as your preschooler explores his world.
- Allow your child the freedom to explore his surroundings safely.
- Use language your children can understand to explain the “why” behind your limitations and rules.
- Allow your child to make messes in his exploration. You can ease your cleanup by providing washable art supplies, dressing him in “play clothes,” covering things with newspaper.
- Show interest in whatever your child is building, scribbling, pretending, creating.
- Play with your child at times, but also encourage opportunities for time alone and social play with others.
- Allow your children to help with household chores—even if they don’t do it to your standards.
- Calmly and straightforwardly answer your child’s questions about body parts and their differences. Show respect for the body without any messages of shame or guilt.
- Keep your sense of humor and enjoy this stage!

STAGE 3: PRESCHOOL RESOURCES

- Bishop, Marcia and Tom. *Character Prayers*. Free download: <http://home.comcast.net/~hbishop02/character.html>
- Chapman, Gary, and Ross Campbell. *The Five Love Languages of Children*. Moody Publishers, 2012.
- Durbin, Kara. *Parenting with Scripture: A Topical Guide for Teachable Moments*. Moody Publishers, 2001.
- George, Elizabeth. *A Little Girl After God’s Own Heart: Learning God’s Ways in My Early Days*. Harvest House Publishers, 2006.
- George, Elizabeth. *God’s Wisdom for Little Girls: Virtues and Fun from Proverbs 31* (also companion book for boys). Harvest House Publishers, 2000.
- George, Jim and Elizabeth. *A Little Boy After God’s Own Heart*. Harvest House Publishers, 2007.
- Laing, Geri and Elisabeth. *The Tender Years: Parenting Preschoolers*. DPI, 2009.



ADDITIONAL RESOURCES

STAGE 4: Industry vs. Inferiority

SCHOOL AGE
(5-12 years)

There is in every child at every stage a new miracle of vigorous unfolding, which constitutes a new hope and a new responsibility for all. —Erik Erikson

Introduction

Erik Erikson’s fourth developmental stage is one that comes as a child moves into middle-to-late childhood. It is a time when a child begins a personal journey into a world of new experiences. This journey is an adventure into learning, understanding, and competency centered around intellectual skills and the mastery of new knowledge.

Development

At the core of these new experiences, efforts are centered on the child’s attempts to master a world of new information. At no other time are children more enthusiastic about learning than they are in this stage when the imagination is continually expanding.

Within this stage, it is key for parents to remember that this is an intellectual and emotional journey. This is not a time of just gathering information to understand the world around your child, but a time when the child is learning his place in that world. He is indirectly asking questions such as “Do I matter?” or “Am I as important as those around me?”

As the child looks for the mastery and intellectual skills to engage his world, he will also be looking for the emotional validation that speaks to his safety



and security, which is especially important for the child. This emotional side of the equation involves supporting children while allowing them to work through failures. It is a place where children are wanted and cared for whether or not they succeed, not a place of being accepted only when there is success. This emotional safety gives them permission to continue learning and applying new intellectual skills without fear of rejection.

The Psychosocial Crisis (Industry vs. Inferiority)

The essential risk during this time is that the child begins to feel as if he is unable to handle the information or develop the skills that will allow him to function in his immediate environment. Presenting the potential of other complications is that the majority of these new experiences happen in a new environment—school. While the significant relationship of the child has progressed from mother to parents and to family, now there is greater interaction with peers and adults in situations that bring new types of pressures. In addition to parents, teachers also need to help children be successful in dealing with the new information and feeling safe and valued even in the event of failure.

This is a difficult age to say to your child, “Just do it!” Children need—in general, but even more so at this stage—to be heard. Dismissing your child’s words and feelings creates a lack of safety and understanding, resulting in confusion, frustration, and, yes, sometimes anger. Remember, your child is developing. Be patient and teach him how to understand what is happening with his thoughts and feelings. Guide him. When we choose as parents to validate our children’s thoughts and emotions, we create a strong message that what they think and feel has value and purpose.

Resolution of the Crisis

Through all this, children will learn to cope with these new social and academic demands. These experiences allow them to begin to develop a sense of competence—a feeling that they can indeed make it in the world. They realize that not only can they start things on their own, but they can also satisfactorily complete them. While many of these accomplishments happen away from parents and family, children still need their parents to help them process these new experiences, especially the accompanying emotions and feelings. In time, the skills modeled by parents will be internalized and children will begin having these interactions with themselves.

Although children are growing in their ability to think and act for themselves, it is still critically important for them to maintain the sense of grounding that comes in a healthy family setting. It is an “I need to be me, but I still need you” type of mind-set. Deep down,

children need safety, security, and the feeling of belonging. Be there for them. ■

Steven Andry is a Licensed Professional Counselor in Cincinnati. In addition to his work at Counseling Alliance, Steven serves as a therapist with Child Focus, Inc., working with children and families in crisis and as an associate pastor working with married and pre-marital couples.

Positive Parenting Tips: School Age

- Engage your children at their level in a way that shows you are aware of their emotions.
- Facts are not as important as helping your children navigate through the process of making decisions.
- Remember, the relationship is more important than the details. It is okay for children not to understand the facts as long as they feel emotionally safe.
- Learn to integrate the details through the child’s emotional understanding, incorporating the images, sensations, and feelings the child encounters.
- Show your children how to properly process emotions by your own ability to control reactions and solve issues. Children learn so much from watching.
- Learn to understand and support your children’s sense of self. Help them learn to be really happy with who they are.
- Work with your children as they connect to others. Guide them into thinking through the character traits they see in others so that they can incorporate what is helpful but reject what is harmful.

STAGE 4: SCHOOL-AGE RESOURCES

- Dobson, James. *Bringing Up Boys: Practical Advice and Encouragement for Those Shaping the Next Generation of Men* (also companion book for girls). Tyndale Momentum, 2005.
- Gresh, Dannah. *Six Ways to Keep the “Little” in Your Girl: Guiding Your Daughter from Her Tweens to Her Teens* (also companion book for boys). Harvest House Publishers, 2010.
- Lewis, Robert. *Raising a Modern-Day Knight*, Revised. Focus on the Family, 2007.
- McDowell, Josh and Dottie. *Straight Talk With Your Kids about Sex*. Harvest House Publishers, 2012.



ADDITIONAL RESOURCES

NEWS

from the Hilltop

DR. AVERY NEW BIBLE METHODIST CHAIRMAN

President Michael Avery is now general connectional chairman of the Bible Methodist Connection of Churches. Elected at that body's 12th quadrennial General Conference, meeting June 3-6, 2014, at Rock Lake, Michigan, Avery succeeds Rev. Daniel Stetler, who had served in office for two terms. Other connectional officers elected to four-



year terms were Rev. Jack Hooker, vice-chairman; Rev. John Parker, secretary; Rev. Deron Fourman, treasurer; Rev. Timothy Keep, Sr., missions secretary; and Rev. G. Clair Sams, editor of *The Bible Methodist*. All connectional officers are GBS alumni.

In major legislative action, the General Conference approved a thorough revision of the *Book of Discipline*.

Committees consisting of representatives from the regional conferences had spent many hours during the past quadrennium updating and clarifying the book's official statements of Christian belief, its "Covenant of Christian Conduct," and its structure of church membership. To become effective, these revisions of the church's constitutional law must now be approved by a required number of votes in the annual conferences and in local congregations. Statutory changes in qualifications for

church leadership and in forms for service rituals were also adopted.

In addition to its missionary outreach, the Bible Methodist Connection of Churches has three regional conferences—Alabama, Rev. Walter Hedstrom, president; Heartland, Rev. G. Clair Sams, president; and Great Lakes, Rev. Blake Jones, president. Its official theme for the next quadrennium is "Spreading Scriptural Holiness."

COMPARATIVO AND WATTERS COMPLETE GRADUATE DEGREES



Cheryl (Martin) Comparativo (BA '11) graduated April 25, 2014, from the University of Cincinnati with an MA in English and Comparative Literature. Cheryl has been on staff since 2011, serving as the director of the Academic Resource Center and as an adjunct professor.

REVIVALIST FAMILY

On these pages, we feature items about GBS alumni, significant events scheduled throughout the "Revivalist Family," and brief news notes from across the Holiness Movement.

BIRTHS



To **Erina (Keaton) (AA '00) and Wesley (1997-2000, 2002) Miriye**, a son, **Stephen Clayton Pilipo**, born May 9, 2014, in Cincinnati, OH. Erina is Facilities Office Manager at GBS. Stephen joins his three siblings Eron (13), Karla (10), and Abby (8).



To **Arlette (Silva) (BA '05) and Tim (BA '06) Makcen**, a daughter, **Aliyah Estelle**, born June 15, 2014, in Cincinnati, OH. Tim has worked at GBS since 2006, first as a student recruiter, and since 2010 as an academy instructor.



To **Amy (Miles) (BA '04) and Kyle Weddle**, a son, **Cameron Logan**, born June 16, 2014. Kyle is an auto body repairman and Amy works for the Ohio Industrial Commission. Cameron joins his brother Connor (2).



To **Jessica and Stephen (BA '02) Smith**, a son, **Seth Thomas**, born July 1, 2014, which, incidentally, is Jessica's birthday, also. Stephen is a member of the GBS Ministerial Education faculty. Seth joins his two brothers Isaac (6) and Joshua (3).



To **Korin (Reiner) (BA '07) and Steve (AA '06) Harms**, triplets, **Stewart Kendrick, Emmalee Grace, and Annabelle Faith**, born July 8, 2014, in that order and two minutes apart. As they were born prematurely, they had to spend some



Ryan Watters (BA '11) graduated on May 16, 2014, from Cincinnati Christian University with an MA in Counseling. Ryan has been on the Student Affairs staff since 2011, serving as Resident Director for Men. ■

ALDERSGATE *forum*

October 21-23 (Tues. evening through Thurs. noon)
on the campus of God's Bible School and College

**"Assessing Cultural Change:
Mapping its Direction, Meaning, and Morality"**

\$100 (prior to 9/15; \$150 after 9/14)
contact: cwatters@gbs.edu or pbrown@gbs.edu

ALUMNI ABSENTEE BALLOTS 2014

Cast your absentee votes for Alumni Association Executive Council at:
<http://s.gbs.edu/alumniballot>

Absentee voting online will be open Sept. 1 – Oct. 8



extra time in the hospital. Korin taught kindergarten in Aldersgate Christian Academy of God's Bible School for three years and Steve is the Coordinator of

Information Technology at GBS. The triplets join their brother, Steven (2).

MARRIAGES



Tiffany (Anderson) to Clint "Rowdy" Minton, May 18th, 2014, at the Community Bible Church in Emmett, ID, Rev. Jonathon Phillips officiating. Clint is in the U.S. Army Reserve. Both are students and part-time employees at GBS.

DEATHS



Andrea Jeanne (Myers) Gray, 52, of Shelbyville, IN, died May 11, 2014, following a brief illness. She was born in 1961 in Gloversville, NY, a daughter of Rev. Donald and Paula Myers. She attended GBS (1980). In 1981 she married Murl Wesley Gray. Andrea enjoyed ministering to others through music. She attended the Shelbyville Bible Holiness Church and worked in food service at Head Start in Shelbyville. She is survived by her parents; her husband of 33 years; three children, Sandra, Donald, and Jonathan; five grandchildren; brothers, Robert and Andrew; and sister, Robyn. Funeral services were held at the Shelbyville First Church of the Nazarene, Rev. Paul Gray officiating, with interment in Oak Grove Cemetery, Palestine, IL.



Ruth Miller, 100, passed away on May 12, 2014, at Wabash County Hospital in Wabash, IN. She was born in 1914 to Ollis and Emma Miller in Wabash County. She attended GBS, receiving her diploma. Ruth was a member of the Wabash North Wesleyan Church, where she served on the board. She also served as missionary treasurer and taught Sunday school for many years. She was known for praying. Her prayers will be missed by many. Ruth is survived by three nieces, Virginia, Sharon, Mary Ann; and two great-nephews, Myron and Byron. Funeral services were held at McDonald Funeral Home, Pastor Joe Kelly officiating, with interment following in the Huff Cemetery in Wabash County, IN.



Ruth F. Phoebus Miller, 85, of Hobe Sound, FL, went to her heavenly reward June 9, 2014. She was born in Bowling Green, MO, where she lived through high school. She graduated from Greenville College in Illinois and spent most of her career teaching commercial arts at Frankfort Pilgrim High School, Frankfort, IN, and Hobe Sound Bible College, Hobe Sound, FL. She loved her students and considered it a privilege to spend more than 25 years teaching in Bible schools. Two husbands, Gordon F. Phoebus and William Price, preceded her in death. She is survived by her husband, Rev. Jacob A. Miller; four sons, Wesley, David, Paul, and Philip; four daughters, Rebecca, Marilyn, Rhoda, and Esther; 24 grandchildren and 17 great-grandchildren. Funeral services were held at Hobe Sound Bible Church with interment at Fernhill Memorial Gardens, Stuart, FL.

Mildred Deloris Zuch Pruett, 85, passed away May 4, 2014. She was born in 1929 in Aliquippa, PA, to Samuel Willis Zuch and Margaret Belle Guy

Zuch. After high school, she attended Asbury College for one year before transferring to GBS, where she earned her BA, graduating with honors in 1952. While at GBS, she met and married Donald L. Pruett



(ThB '52, BA '53). The Pruetts were involved in ministry for over 40 years in Indiana, Kentucky, and North Carolina. Mildred worked at Wesleyan Headquarters (IN) and at Forsyth Medical Center (NC) before retiring. She is survived by her husband of 60 years; three children, Robynn, Karen, and James; six grandchildren; four great-grandchildren; sisters, Evelyn and Tillie; brother, Burt; and many cousins, nieces, nephews, great-nieces, and great-nephews. Funeral services were officiated by her husband Rev. Don Pruett and Pastor David Leland at the Morgan and Nay Funeral Centre with interment following at the Park Cemetery in Fairmount, IN.



Warren H. Ranck, 81, passed away November 16, 2013, at his home in Germantown, MD. He was born in Nealmont, PA, and went to GBS in 1953. It was there he met and married Joyce Pack (1956-57). After graduation (ThB '57), he began his pastoral career in the Free Methodist Church, serving in Pennsylvania, Washington, Maryland, Illinois, and Michigan. He retired in 1994. Warren is survived by his wife of 56 years; two children, Doug and Dana; and seven grandchildren. Funeral services were held at Pumphrey's Colonial Funeral Home (IN) with interment following at Union Cemetery in Burtonsville, MD.



Ruth Louise (Parks) Rodgers, 93, passed away February 23, 2014. She was born in Cairo, WV, to William and Gladys Parks. She attended the Christian Workers Course at GBS in the late 1940s. She married David John Rodgers (BA '52) and together they pastored for over 40 years. In 1968 they returned to GBS; David worked on maintenance and Ruth worked in the public library, a position from which she retired. They pastored again from 1981 to 1987. Ruth was preceded in death by her husband in 2005. She is survived by a son, Jon; a daughter, Judith; three grandsons, Philip, Benjamin, and Jonathan Andrew; three great-grandchildren; and four siblings, Harold, Dale, Mary, and Patricia. Funeral services were held at the Greenwood Community Church of the Nazarene, with interment following in Garden of Memories, Belton, SC.

Emma B. Rundell, 94, passed away June 29, 2014, in Hobe Sound, FL. She was born in Nicholas County, KY. In 1944 she enrolled in Frankfort Pilgrim College,

completing her high school work and taking college classes. It was there she met Merton Rundell. They married in 1948. Both earned additional degrees, hers being a BA from Marion College (now Indiana Wesleyan



University) and an MA in Christian Education from Freedom University. The Rundells completed missionary assignments in Peru (1952-62) and Guatemala (1967-69; 1977-82). There were also two extended periods during which they both taught in Bible colleges: Hobe Sound Bible College (1970-77) and GBS (1983-89) before retiring to Hobe Sound in 1989. Emma, preceded in death by her husband (2009), is survived by two daughters, Mary and Rebecca; a son, Merton III; eight grandchildren; four great-grandchildren; and three brothers. Funeral services were officiated at the Hobe Sound Bible Church by Pastor Rodney Loper, Rev. David Bubb, and Rev. James Southerland, with interment following at Forest Hills Memorial Park in Palm City, FL.

Martha Brim Shockley, 92, passed away on Saturday, May 31, 2014, at the Blue Ridge Nursing Center in Stuart, VA. She was born in 1921 to Robert and Anna Brim in Patrick County, VA. In 1939, she married the Reverend William Rogers Shockley. Together they served for 39 years in pastoral service in the Wesleyan Church in Danville and other Virginia communities. Through their generous missionary donations, the Shockley's Wesleyan Church was established on the island nation of Haiti. She shared her faith with all that she met. Martha is survived by a sister, Charlotte, and many nieces, nephews, great-nieces, and great-nephews. Funeral services were held at Minnies Chapel Wesleyan Church, officiated by Brian Custer, Gary Combs, and Jim Churchwell, with interment following in the church cemetery.



Rev. Billy J. Shuler, 69, of Homosassa, FL, went to be with the King of kings May 21, 2014. Bill was born in Pennington Gap, VA, in 1945 to Clarence and Georgia Shuler. He met Esther Martin in high school and married her in 1963. Bill attended GBS (1968-69) and Marion College (now Indiana Wesleyan University) where he earned his degree. In 1969 Bill began pastoring full time in several different Ohio communities. His last pastorate at the Miamisburg Wesleyan Church was for 27 years, after which he retired to Florida (2003). Bill is survived by his wife; three children, Mike, Bob, and Dan; six grandchildren; sister, Fern; and brother, Randy. Funeral services were held at the Miamisburg Nazarene Church, Rev. Glenn Black officiating, with interment at Highland Memorial Cemetery, Miamisburg, OH. ■

Phonathon **2014**

September 15-18

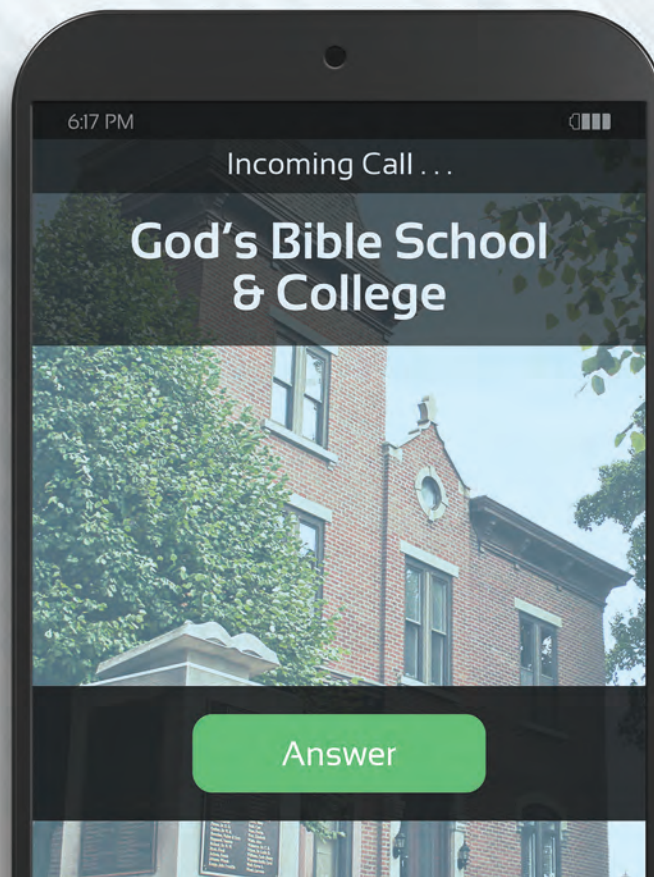
September 22-25

September 29-October 2

We've met our goal of **\$120,000** for the past four years!
Help us reach our goal again this year!

Your donation will increase academic excellence by providing
scholarships and facilitating our student work program.

When a student calls, **consider a donation to this worthy cause.**



Don't want to wait for a call?
Send your gift for Phonathon to:

God's Bible School & College
Office of Advancement
1810 Young St, Cincinnati, OH 45202

Office of Advancement
513.721.7944

Track our progress at
gbs.edu/phonathon

How to Have Kids with

Character

NADINE BROWN



What are your goals for your children? I've met parents who boasted about a son in his little baseball T-shirt, "Jimmy is going to be a great ball player when he grows up," or "Emily is going to be a movie star."

Did you have such goals? My thoughts took a different turn. I was concerned that our sons become responsible adults, and that their future wives and children could depend on them. I was concerned that they would enter marriage morally pure, and be faithful, honest, and generous men. That they would obey God and so have His blessings and mercy in their lives. Responsibility, dependability, purity, faithfulness, honesty, generosity—these are quite daunting goals for any parent.

Unfortunately one of the big temptations for parents who desire to see improvement in their children is to try to change everything overnight. But the key to success is to focus on one or two character qualities at a time, and to see that these are done consistently. This makes more sense than to hope for a complete character makeover in a month.

So how does one address this task? Let me suggest that you focus on one character quality each month of the year. The family can begin the month by learning the definition of that month's character quality goal. Definitions like:

- *Perseverance*—finishing what I start.
- *Dependability*—doing what I know I should, so others can count on me.
- *Honesty*—telling the truth even when it hurts.
- *Obedience*—doing what I am told, when I am told, and with a good attitude.

These are short enough that even a toddler can learn to recite them. And your 5- or 6-year-olds can write them out, with some help, to go on the refrigerator.

Different slogans each week of the month are also a good idea. For example, here are several for the character quality *Responsibility*, which can be defined as follows:

Responsibility—telling myself what to do and accepting the results of my actions.

- I will tell myself to do what I should.
- I will accept responsibility for what I do.
- Privilege brings responsibility.

God's word provides us with Scriptures our children can memorize that teach this character quality, too:

- Whatever your hand finds to do, do it with all your might (Ecc. 9:10).
- Whatever you do, do all to the glory of God (1 Cor. 10:31).
- I will pay my vows (Ps. 22:25). This is a Scripture that embodies the inner commitment involved in personal responsibility.

So how does this play out in day-to-day life? How do you teach the character quality of responsibility?

For younger children, about 2 or 3 to 7 years of age, developing responsibility involves teaching the child what to do and how to do it. And repeating the instructions multiple times! Here are some tasks appropriate for this age:

- Feed a pet.
- Carry plates and silverware to the sink after each meal.
- Perform a household chore, such as pick up the toys before nap time or bedtime.



For our family, brushing teeth was an opportunity for learning responsibility. We seemed to manage the toothbrush part pretty well, but inevitably the toothpaste ended up on the floor without a cap. Of course each boy was sure the other was the culprit! Finally, I had a great idea, I purchased two tubes of toothpaste, printed the boys' names in large letters, and, using scotch tape to protect the writing from water, taped their names to the two tubes.

Reward your children's responsible behavior by having them cut out a crown, cover it with shiny tin foil, and keep it on the fridge. Bring it down for them to wear for a few minutes each day after they have done their chores as "Miss Responsibility" or "Mr. Responsibility." An activity chart with stars to add is also always fun for small children.

For older children 8 to 15, developing responsibility can be illustrated by three ways of giving instructions for the same task:

1. I want you to mow the lawn today, start by 3:00 PM and stay with the job until it is finished.
2. I want you to mow the lawn today, be sure it is done before supper.
3. I expect you to keep the back yard up by mowing once a week.

Let's look at the first instructions. Who, what, and when are spelled out for the younger worker; he has no decisions to make.

The second instructions are given in such a way that the responsibility for planning when to mow the lawn has been shifted to the child who has several questions to answer. What time do we usually eat supper? How long will it take me to mow the back yard? When should I start to be sure I finish before supper? Should I start now and be done early or wait until the last minute? Might it rain?

In the last set of instructions, the older worker is given the privilege of fitting the job into his schedule. No one is going to remind him. But with privilege goes the responsibility of seeing that the task is completed as assigned.

As with efforts for our own personal growth, the development and maturity of our children is our responsibility and one we have under God. He is there to help both us and them if we make character development a matter of prayer and fasting. With older children, encourage them to ask God for help, and then to obey His Spirit as He prompts them. ■

Nadine Brown is a research scientist, educator, and author. Although currently out of print, a few copies of her book How to Have Kids with Character, Even if Your Kids Are Characters are available directly through her at nadinembrown7@gmail.com.

Illustrations in this article are by Ron Wheeler and are reproduced from the book.



Perseverance

Finishing What I Start

by Nadine Brown

"I want to do it! I want to do it! Let me do it!" begged Philip more times than I could count.

So I'd hand over the mixing bowl or pull a chair up to the soapy dishwater for him. Two minutes later I'd turn around, and my willing helper had disappeared!

Because children get distracted or lose interest in activities so easily, we know we will have plenty of opportunities to teach the character quality of perseverance. A simple definition for this big word is, "Finishing what I started to do."

My husband and I found mealtime an ideal opportunity for teaching our sons to finish what they started. When we served the children's plates, we gave them small helpings with the stipulation that they had to eat it all.

So there they sat with that mountainous obstacle of five peas in front of them. Such a challenge usually called for reinforcements, so their glasses were refilled with milk. Then with glass in one hand, fork poised in the other, and a few grimaces, down the food would go. When the last pea disappeared off the plate, our young men knew they had accomplished something.

A few spoonfuls may seem unimportant, but character is built one small accomplishment at a time.

It has been amazing to me to watch my children transfer the "finish-the-job" concept to other areas after we worked on it at the dinner table.

I recall a particularly trying meal, with peas tucked under the edge of the plate and potatoes spread all across it in an attempt to make it look like most had been eaten. I rescued the peas from their hiding place and scraped the potatoes together again. Finally, the boys finished their food. As they went off to play, I cleaned the table and wondered if child rearing was really worth the effort.

A bit later Nathan called from his room, "Come on, Mom. Come and see!" I wearily dropped the dishrag and went to "see." He stood in the doorway of his room, beaming. All his toys were put away and he announced, "See, I finished the job."

So hang in there, Mom and Dad. And remember, you need to persevere, too, as you try to teach this character quality to your children. ■

Chalk, charcoal, lipstick, cake icing, and pixels can all be used to write words, but most often we use ink. There is an intrigue to ink. It schemes to attract, enchant, captivate, and conquer us.

Have you ever shed a tear or bawled outright, ever felt a shiver of fear or burst into belly-bouncing laughter when you encountered ink?

It doesn't matter if it takes the shape of the down-to-earth English alphabet, the flowing stream of Arabic script, the hung-on-a-clothesline letters of Hindi, or the

to enroll in night school and admit that she could not read—not a word. On the night that Edna was able to read her very first sentence perfectly, she lifted her head and smiled the most beautiful smile I have ever seen. I hope Edna is now reading to her great-grandchildren.

Reading has the power to make dreams come true.

Third grader Cruz dreamed about and desperately wanted to be the first person in his family to read English. Trouble was, he had been so poorly taught to blend sounds that when he first read to me I thought he was having a seizure. Cruz tried so hard but was disappointed and defeated. With proper teaching, by the end of the year, Cruz could read to his parents fluently and with great expression; his dream had come true. Keep on dreaming, Cruz!

Reading has the power to enrich. I

parked the car, walked across the grassless, red clay yard, went up the shaky steps, and knocked on the door of a two-room shack. Inside, I found a totally print-sterile environment. Not a picture, nor an advertisement; not a book nor a Bible. The school district had sent me there to homeschool Licia. Barely able to read, she chose a book. We sat on the edge of the bed and read "Henny Penny, the sky is falling! The sky is falling!" Indeed the sky was falling for Licia, twelve years old and pregnant. Research shows that low literacy level increases the risk of teen pregnancy by 2.5 times. Licia, I wonder if an environment enriched with books would have made a difference for you?

Reading has the power to influence choice and behavior.

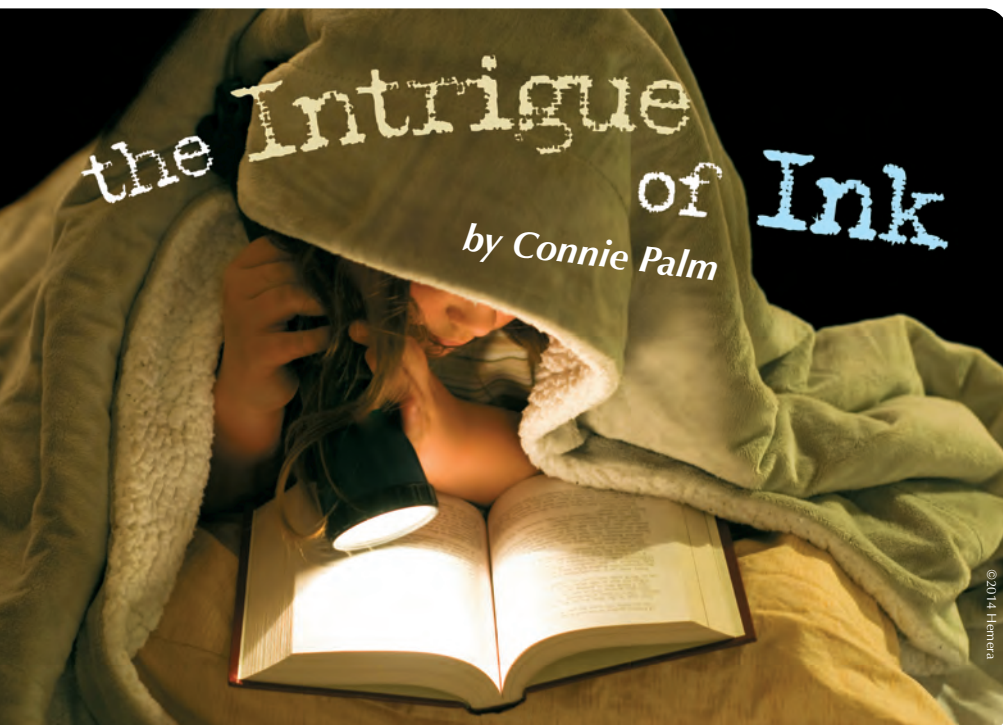
That intriguing ink arranged in the right way can cause one to think, hope, plan, consider, change. Five-year-old Scotty had "required" his father to read *Basil Bear Learns about Consequences* over and over. After a small infraction of the house rules, Scotty was in "time out." His parents overheard him saying to himself, "I wonder, will the consequences be good or bad?" Next time, I believe Scotty will ask that question before rather than after he acts.

Common sense tells us that being able to read will give a child a better life. Research done by begintoread.com gives these statistics: 85% of all juveniles who interface with the juvenile court system are functionally illiterate; more than 70% of all prison inmates cannot read above a fourth grade level. The Department of Justice states, "The link between academic failure and delinquency, violence, and crime is welded to reading failure."

artful calligraphy of Chinese characters—any arrangement of ink can link to our marvelous mind and be transformed into knowledge, entertainment, emotions, and intelligence that can be considered, weighed, and result in choices that affect behavior and consequences.

Reading has the power to satisfy curiosity. Tom was struggling with his reading and I had been working with him for several years. He had a rather strange obsession—he loved bones. He collected bones of various birds and animals. Every day he would ask me to read to him about bones, skeletons, or archeology. For a while I did, but then one day I said, "Tom, when you are older, I will not be around to read to you, so now you must learn to read for yourself." By the end of the year, Tom was reading encyclopedias and was able to satisfy that insatiable curiosity of his. I wonder which archeological dig Tom is working on today?

Reading has the power to lift one's head above shame and failure. It was hard for Edna, 39 years old,



In addition to staying out of jail, there are many benefits to being able to read. Readers have improved vocabulary, better concentration, better language skills, better test results, and more cultural awareness.

Reading enriches creativity, imagination, emotions, and learning. Pity the child who is exposed to nothing but electronic entertainment where imagination is reduced to only one concept and where pictures are already provided, where emotions are already defined, and unbending structure is already in place.

So, see that your child becomes a good reader. In 1985, the U.S. Department of Education's first ever Commission on Reading published its report, "Becoming a Nation of Readers." It concluded that, "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

When you read, make it enjoyable. Don't belabor the meaning of words, the factual background, or the "lesson." Put energy and excitement, tenderness and tautness, love and laughter, mystery and mayhem into your voice, and by osmosis they will know that from ink they can get new words, knowledge, and fun. Lots of fun!

Read to your children books they are interested in but that are above their reading level. Have them read to you books that they like and that they can read. Read from many genres of books. A child who eats nothing but hotdogs will think that there is nothing better than hotdogs. The only way for you to know which books are best is to read them yourself. Libraries and the internet abound with lists of recommended books.

Otherwise, begin with books written before the mid-seventies. A shift in children's literature occurred about that time, and although there are many good children's books being written today and ones you will want to use, some recent books push the envelope on every social and moral issue. These may be useful if you discuss the ideas with your child and put the content through the filter of God's Word. But be aware that there is a plethora of recent books for children that are just plain stupid. Time is precious...choose the best.

All the benefit of reading to children is doubled, maybe tripled, when a father does it. We are in the most distracted, fractured, connected-but-disconnected generation of all time. Even small children are living frenetic lives. That daily period of time when you read aloud can provide an oasis of quiet, a period of peace, a measure of true connecting and centering.

The intrigue of ink! It creates shapes that form words. Those words are mysteriously transferred to our marvelous minds and transformed into knowledge, pleasure, emotion, choice, and success.

Let us celebrate ink! ■

Connie Palm (MA, EdD) is a GBS graduate (BA '60) and a long-term Christian educator, missionary, and author.

BOOKS ABOUT BOOKS

- Clarkson, Sarah. *Read for the Heart: Whole Books for WholeHearted Families*. Apologia Press, 2009.
Hunt, Gladys. *Honey for A Child's Heart: The Imaginative Use of Books in Family Life*, 4th Edition. Zondervan, 2002.

BOOKS YOU SHOULD READ TO CHILDREN

- Bishop, Jennie. *The Princess and the Kiss: A Story of God's Gift of Purity*. Warner Press, 2000.
Boynton, Sandra. *Blue Hat, Green Hat*. Little Simon, 1984.
Davoll, Barbara. *The Christopher Churchmouse Treasury*. Victor Books, 1992.
Jackson, Dave and Neta. *Hero Tales: A Family Treasury of True Stories from the Lives of Christian Heroes*. Bethany House Publishers, 2005.
Lucado, Max. *The Crippled Lamb*. Thomas Nelson, 2011.
McCloskey, Robert. *Blueberries for Sal*. Pearson Early Learning Group, 1976.
St. John, Patricia. *Treasures of the Snow*. Moody Publishers, 2001.
Vernon, Brent. *Neckless: The Audrey Amaka Story*. George IV Publishing, 2010.
White, E.B. *Charlotte's Web*. HarperCollins, 2012.
Wilder, Laura Ingalls. *Little House on the Prairie* (Little House Collection Box Set). HarperCollins, 2004.

BOOKS CHILDREN SHOULD READ

- Ballantyne, R.M. *The Coral Island* (plus other Ballantyne books). Wildside Press, 2003.
Benge, Geoff and Janet. *Christian Heroes Then and Now* (Series). YWAM Publishing, 2000.
Bunyan, John. *Pilgrim's Progress*. Dover Publications, 2003.
Jackson, Dave and Neta. *Trailblazers: Featuring Harriet Tubman and Other Christian Heroes* (plus others from the Trailblazers series). Bethany House Publishers, 2009.
Lewis, C.S. *The Chronicles of Narnia* (Box Set). HarperCollins, 2010.
McCusker, Paul, Marianne Hering and Nancy Sanders. *Imagination Station Series* (Vol. 1-14). Tyndale House, 2014.



ADDITIONAL RESOURCES

ADDITIONAL RESOURCES: The various resource lists found throughout this issue are excerpted from a larger list which can be accessed online. Special thanks to the eight alumni and GBS-affiliated mothers who created the "Grand List" and chose from it the shorter lists published in this issue.



www.godsrevivalist.com/bonus

RAISING UP READERS

by Greg Breazeale

I want my sons to read; and read the right kinds of books. I want them to devour books. I want their imaginations to soar as they enter The Wardrobe or race across the landscape of Middle Earth. I want them to enjoy learning and growing through reading. I want their character forged by story and fantasy. I want their minds challenged as they labor through a meaty theological work. I want their hearts gripped as they read history and biography. I want them begging me for a later bedtime so they can stay up and read.

Of course I cannot guarantee that they will enjoy reading. One may love it; another may hate it. It might be a chore for one and a joy for the other two. Regardless, I want to cultivate an environment of reading in our home. To that end, here are some things I am doing and am planning to do.

Invest In Good Books. If my sons are going to read—and love reading—it’s going to cost me! Books ain’t cheap, especially the good ones. I recently built into our budget a line item called Boy’s Books. I want them to know that books are a financial priority for us. I want them to know that books are more important than toys. The toys will be put away one day, the books likely will not. They will grow old enough to read children’s books again before they know it!

Let Them See Me Reading. For them to love reading, I must read. Fortunately my wife Heather and I love reading. It comes fairly easy to both of us. Ever since I learned to read, I have enjoyed reading. My sons need to see this. They need to see me curled up with a book in bed at night or in my chair on a Saturday morning. They need to hear me say “Let me finish this chapter and then we’ll play.” They need to hear Heather and me discussing books with each other often. Reading is both taught and caught.

Never Refuse An Invitation To Read. When my sons bring me a book they want read to them, I read it. No questions! Or at least that is my new policy. I may have “accidentally maliciously destroyed” *The Pokey Little Puppy* after my two-year-old wanted it read for the fifteenth straight time. But now, as long as it’s in my power, I never refuse reading a book they bring me.

Pray They Read. I have a prayer card for each of my sons on which I’ve written, among others, a prayer for them to be readers. Only God can instill in them a desire to read. I stand in need of much grace for this.

Take Them To Bookstores and Libraries. We go to both, and I plan on going again and again. Try it. Let them explore the shelves. See what draws them. Let them pick any book they want.

Require Reading. I plan to require our boys to read for certain periods of time when they are older. Some may object that doing so could make them dislike reading. But at some point in their lives others will require them to read. I’d rather help build this discipline into their system early rather than see it forced on them later. I may allow them to stay up as late as they want, as long as they are reading a book.

Teach Them the Grand Story. The chief end of reading is to know the Grand Story, the Gospel, and to find the echoes and shadows of that Story in all that we read. This is my ultimate purpose for cultivating a love for reading in my sons. I want the Word of all words and the Story of all stories to wash over them, capture their affections, penetrate their hearts, and lead them into worship. ■

Greg Breazeale is pastor at the Austin Stone Community Church in Austin, Texas. This article is adapted from his blog deepermagic.org and used with permission.



©2014 iStockphoto



NURTURING A **WORK** ethic

by Daryl Muir

If there are children born in love with work, I haven't met them. Kids naturally have a selfish streak and bear little-to-no interest in doing anything under obligation.

But little ones love to help Mama with her work. "Helping" Mom doesn't look like work, because being joined at the broom handle is a relational connection. It might be anything but helpful, but imitating a parent is written into a child's DNA, and participating in what Mom or Dad is doing creates a sense of belonging.

Discouraging that eager participation, even though she's something more to trip over for the first few years, will almost certainly become a regret. She will walk away feeling rejected only a few times before she learns that helping is something to be avoided, her efforts are never good enough, and there's no point in trying to please a parent.

The eagerness to assist may become sporadic, but with encouragement and training, children eventually learn to love the sense of approval, accomplishment, and fulfillment that comes from work, even when they don't feel like doing it.

Some of the unhelpfulness of young children may be mitigated if positive alternatives are provided. It will

probably be when you're expecting company and under a deadline to get the house cleaned that Johnny is feeling most helpful. If you simply do not have time to let him get under your feet, don't tell him so. Give him something to do that keeps him from hindering progress but lets him stay in close connection with you. He will feel he's part of a relationship and that he's contributing. He'll also be listening for compliments, so don't miss the opportunity to reinforce virtues.

As kids grow older, they can be given age appropriate household chores. Don't wait until they're teens and big enough to do "real work" to teach a work ethic. It's doubly difficult to introduce work as a new concept during a time that's already chaotic, so make sure the foundations are laid in the first twelve years of life.

Start small. If they're old enough to walk, they're old enough to put toys away when they're done playing. They probably won't have the attention span to clean an entire room, so you can help, and in so doing model cooperation. However, if you regularly just pick up after them, they'll assume the nature of things is that kids destroy and parents restore, and work gets done magically without any responsibility on the part of the child.

Elementary age children respond well to charts with a list of chores to be done every day. Build rewards into the system so they get tangible fruits for their labor. If they can post a star for every chore, and after, say, twenty stars, there is an even bigger reward, they're always working toward something. It might be a favorite treat, an outing, or allowance money. An allowance, by the way, should never be given gratis. It should be something earned.

As they begin to understand work has rewards, both tangible and intangible, it becomes much more appealing.

Children's Chore Charts *by Marilyn Muir*

- An online search for “children’s chore charts” quickly brings up a variety of free, printable charts, with numerous ideas for point systems.
- A creative parent or an artistic child can make a larger chart on a poster board—great for families with numerous kids. Stickers, cutout pictures from magazines or coloring books, or markers and crayons may be used for decoration.
- Making your own charts allows for detailed preferences in titles, responsibility lists, points, and prizes—whatever method best fits your family. If one set of ideas does not work well, try different methods until you find one that brings good results.
- It is possible that adding space for Dad and Mom’s responsibilities along with the young child’s chores may encourage enthusiastic cooperation. Seeing the parents’ check marks or stickers upon completion models success for the child needing lots of encouragement.
- Having a variety of levels in your point system can be good for the various personalities and ages of children. This optional level of earning rewards can teach children valuable lessons in saving, at the same time it serves the needs of a child who requires more immediate incentives.
- Remember to be fair and encouraging in your rewards system, not allowing unreasonable length of time before a prize may be attained. You are wanting good results, so be approving and give lots of praise.
- A few ideas for various levels of prizes to be earned by all ages: candy bars, tiny toys, useful hair accessories, matchbox cars, coupons (e.g. ice cream outing with Dad or Mom), allowance money, a page of stickers, and items you know your children like. Older children may ask to save up their points to earn a particular book, game, or hobby item.
- As children become older, they can be trained in the various duties of housekeeping by alternating jobs on a weekly basis. Boys and girls alike can learn early to wash and safely put away dishes, clean bathrooms, rake leaves, sort and fold laundry, etc.

Expressing approval for a child’s efforts is not only essential to a work ethic, but it is vital to spiritual life as well. Although their performance may be subpar, keep in mind your performance isn’t always perfect either. Improvement comes with practice, but they’ll soon quit trying if the efforts expended aren’t at least recognized. And that apathy will morph into towering resentment if nothing they do is ever good enough.

Spiritual life is negatively impacted if a parent, especially a father, is never pleased, because, in a child’s mind, God must be the same. He will be seen as harsh and unapproachable. That false concept of God will create spiritual dysfunction of breathtaking proportions, with endless ramifications.

Possibly the most important byproduct of a good work ethic is self-discipline. The willingness and initiative to do the right thing, whether one feels like it or not, is necessary in every conceivable facet of life. No one will ever actualize full potential without self-discipline. The greatest talent is worthless without the discipline to develop it. Work will always be subpar if one lacks the conscientiousness to do things right the first time, every time, and, where possible, outshine last time.

The health of your children’s spiritual life will reflect their self-discipline, especially as they grow older, because real godliness is unattainable without it. Spiritual “disciplines” are just that. It takes discipline to carve out time from a busy schedule to spend with God. It requires self-command to hold every thought in captivity to Christ. Only self-control will empower them, with God’s grace, to walk away from temptations, however bewitching. It is as those disciplines are exercised that the Spirit is able to renew and transform one’s mind into the mind of Christ.

My grandfather, a farmer, used to say that a boy is a boy, but two boys are half a boy, and three boys are no boy at all. He was referring to the amount of work he got out of them when two or more were able to distract one another with their pranks and antics. He apparently spoke from experience since he had four of them. But all five of his children grew up to be hardworking and productive, so the training worked even if he may have despaired at times.

If your children seem to be the variety who abhor hard work, don’t give up on them. The lessons will eventually take hold. You may notice they’re much more industrious at someone else’s home than at their own. That’s a sign something is taking root.

Keep encouraging and challenging them, and as God steadily augments His work in them, you’ll see the results of partnering with Him in rearing the little ones He entrusted to you. ■

Daryl Muir (BRE '96) pastored for 27 years before returning to GBS in 2012 with his wife, Marilyn (GBS 1984-86; 1987-88). Marilyn is the Music Division Office Manager and Daryl is Assistant Resident Director for Men. He also is a speaker for Marriage Matters and Men of Integrity.

Children and Money *by Jennee Hartkopf*

You are teaching your children about money management—either intentionally or accidentally. What type of foundation are you laying? I encourage you to make the most of teachable moments that naturally occur and supplement them by creating specific learning environments structured to teach sound principles about money—not so many rules that it is legalistic, but not so much grace that it is welfare. Here are some ideas which hopefully will be helpful.

Have children work for allowances. Handing out money and not teaching strong work habits create people who whine, who feel entitled, and who become perpetual victims. That doesn't teach children how life really works. To combat the attitude of entitlement, model and teach the basic principle of working: "If you don't work, you will not have the funds to purchase the items that you want."

Assist children in budgeting their allowance. Children have many wants. Talk with them about planning for specific purchases. As added incentive, let them know that in addition to their "regular chores," there are other chores they may do if they want to earn money. As soon as they can understand, start teaching and implementing simple budgeting techniques. Buy them a little bank or help them develop a simple envelope system, such as, "Give, Save, Spend." No matter the system you choose, the idea is to create a basic framework for budgeting and teaching boundaries with money.

Allow children to make their own spending decisions. After you help them set up a system, give them the freedom to control it. Allowing children to choose what they will spend money on is an opportunity to teach wise decision making. It is tempting to buffer a child's decisions or rush to "bail out" when poor decisions are made. However, it is essential that children be allowed to fail so that they can learn from their mistakes.

Help children develop a giving spirit. Modeling and teaching a consistent message of living openhanded is crucial. Let them see you tithe and give to charities/non-profits. Taking the time to explain "why" helps children make proper connections between the money and the people it is going to help. Most young children are naturally openhanded. Be proactive in seeking out situations that encourage sharing and generosity. Then spend time with your child praising him or her, therefore positively reinforcing the sharing behavior.

Use allowances as pretext for meaningful discussions. It is never too early to begin talking about biblical principles re-

CHILDREN AND MONEY

- Blue, Ron, Judy Blue, and Jeremy White. *Your Kids Can Master Their Money: Fun Ways to Help Them Learn How.* Focus on the Family, 2006.
- Burkett, Larry. *Money Matters for Kids.* Moody, 2001.
- Ramsey, Dave, and Rachel Cruze. *Smart Money Smart Kids: Raising the Next Generation to Win with Money.* Ramsey Press, 2014.

ADDITIONAL RESOURCES

lated to money. For example, in a culture trying to make our kids discontent with what they have so that they will purchase the next big thing, learning early that happiness and contentment does not come from things is critical. Material possessions should not define who we are.

Help your child realize that every good thing we have is from God. He is generous in all the gifts He has poured out on us. So, instead of living as if our finances, talents, and time were treasures to be hoarded, we should be living in a constant state of gratitude. Teach your children to enjoy God's blessings and share them with those around us. ■

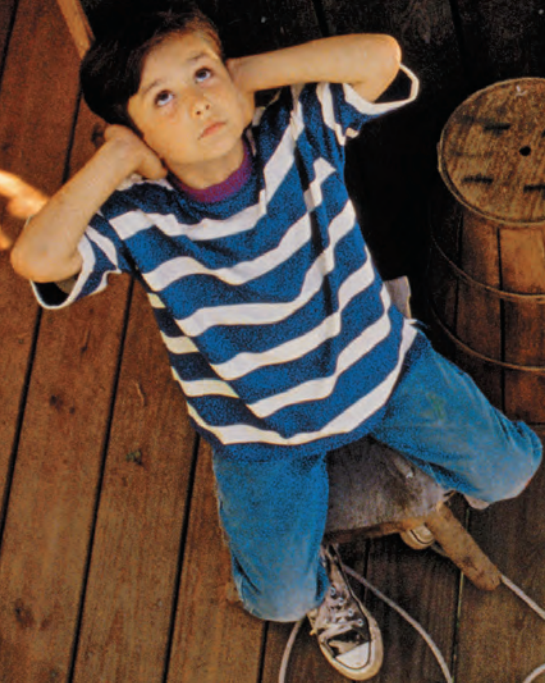
Jennee (Hooker) Hartkopf (BA '00) is a Licensed Professional Counselor at YouthWorks Counseling specializing in adolescent and family counseling.



What About Obedience?

TRY THIS THREE-DAY TEST

by Nadine Brown



If training for obedience were the only responsibility we parents had, I'm sure we could do a pretty good job. But we are busy earning a living, sweeping the garage, fixing dinner, and cleaning the floor. In the meantime our children spend all of five years (and the better part of ten) seeing if we really are going to make them mind or if they can have their own way.

Willing obedience is the most important character quality you will develop in your children because obedience is the foundation on which everything else is built. How do you react to your child telling you "No!"? What about obedience with a rebellious attitude?

If the purpose of obedience were just to please parents, it wouldn't be so important. But obedience to parents is just the training grounds for later obedience to God. How can you have any hope that your child, who has made a million self-willed, rebellious decisions before he/she is twelve years old, will later accept God's leadership?

How do you train your children to obey proper authority? The book of Deuteronomy gives some excellent guidelines for conducting a training program:

You shall love the LORD your God with all your heart, with all your soul, and with all your strength. And these words which I command you today shall be in your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. (Deut. 6:5-7)

Notice the two-step sequence for child rearing. First, Biblical principles must be in our hearts. We are to guide our lives by God's precepts and to give Him joyful obedience. Second, out of this personal relationship with God we are to train our children diligently—when we get up in the morning, when we go to bed at night, when we are at home, and when we are out traveling. This training involves constant verbal communication—we are to be talking with them about God—who He is, His love, His wisdom, His justice, and His patient goodness. Children need to know that God wants the very best for their lives. I know this sounds like a lot of work, but it becomes easier when you ask God for help and as it becomes a habit.

In this day of instant everything, we want a magic cure for disobedience. I can't promise you that, but I can guarantee impressive results in three days of diligent training. Let me propose this three-day test.

First you must prepare for this three-day test by confessing to God your lack of diligent, consistent training. Ask His forgiveness for all the times when instructions were given but you were too busy to follow through to see that they were obeyed. Next, pray earnestly for God's help to train your children diligently in obedience. If your children are seriously out of control, spend time with your husband, grandparents, or a family friend fasting about the situation.

Second, you need to have a talk with your children. They of all people know just how careless and inconsis-

tent you have been. You need to ask their forgiveness for your failure to obey God in rearing them. This is one of the most important steps you will take, so don't bypass it.

Third, ask your children to pray for you. Tell them you want to obey God and train them for obedience. After all, you are doing this for their good, and you are all in this together.

Now you are ready to begin the three-day test. Choose three days when you have no other major projects or activities planned. This should follow promptly on the heels of your talk with your children.

On the morning of the first day, begin by explaining to your children what the ground rules are, something like, "I will speak to you once, at the most twice, so I am sure I have your attention. Then you are to stop what you are doing and do what I told you to do." Explain that with God's help they are going to come when they are called, that they will put their toys away when they are told to, and that you will administer prompt discipline if they do not.

Are you thinking what most parents think when they consider a commitment to discipline their children consistently? I can remember sitting on the couch in the living room in quiet despair thinking, "If I do that, I will be spanking my children every five minutes all day long!" It didn't happen, though! Children are smarter than that. When the boys realized I really was going to take up a switch and discipline them every time they disobeyed, they began minding.

Success in the area of obedience is as simple as correcting your children one more time than they disobey you! ■

OBEDIENCE AND DISCIPLINE

- Brown, Nadine. *How to Have Kids with Character; Even if Your Kids are Characters*. Tyndale House, 1990. (currently out of print, but copies are sometimes available on Amazon.com)
- Eggerichs, Emerson. *Love and Respect in the Family*. Thomas Nelson, 2013.
- Forster, Pam. *For Instruction In Righteousness*, Revised. Doorposts, 1995.
- Ingram, Chip. *Effective Parenting in a Defective World*. Tyndale Momentum, 2007.
- Kimmel, Tim. *Grace-Based Parenting: Set Your Family Free*. Thomas Nelson, 2005.
- Krueger, Elizabeth. *Raising Godly Tomatoes: Loving Parenting With Only Occasional Trips to the Woodshed*. Krueger Publishing, 2007.
- Leman, Kevin. *Have a New Kid by Friday*. Revel, 2012.



ADDITIONAL RESOURCES

To Spank or Not to Spank...

by Paula Alberto, *licensed counselor, Counseling Alliance*

Parents today often question whether or not spanking children for misbehavior is the best form of discipline, and many rationalize that spanking is perfectly acceptable because the majority of us were spanked as kids and “we turned out okay, right?” We all want to do what is best for our children and, in light of that, perhaps we should ask ourselves, “What are our goals in dealing with misbehavior?”

One obvious goal would be to teach children not to engage in behaviors that are dangerous, disrespectful, or that break the rules. Spanking children in these instances can certainly teach them not to do these things because they will get paddled and paddling hurts. But what happens when children grow into teenagers or young adults and the threat of physical punishment is no longer present? They may not have developed the ability to monitor their own behavior effectively by making logical and informed decisions if the main form of discipline was spanking. Therefore, another goal of discipline should be to teach children how to make better choices.

This begs the question—is there a way to discipline children that will go a step beyond spanking to teach them to learn self-control and mature, responsible behavior? In other words, can we structure “punishment” in a way so that they actually learn valuable lessons that naturally evolve from bad behavior? The answer is yes—if we begin to allow children to experience the natural and logical consequences of their behavior, and then reinforce the lessons learned from those consequences.

Natural consequences are the things that can happen when the parent does not intervene in a situation. For instance, if your daughter leaves her favorite toy out in the yard and refuses to put it away when you ask, then a natural consequence might be that the toy gets stolen or ruined by weather. At this point, you should gently point out that the choice she made to leave the toy outside led to the toy being lost or ruined. Then the next time she is asked to put away a toy, she will be more likely to remember what happened to the other toy and will comply. This valuable lesson will be useful throughout the child’s life.

But what if the behavior is one that is either dangerous or does not have immediate, natural consequences? That is where logical consequences are appropriate. Logical consequences happen as a result of the child’s behavior and are imposed by the parent or caregiver when there is the potential for danger or no immediate natural consequences. The logical consequences should always be connected to the behavior or rule infraction so that they make sense to the child and teach cause and effect. For instance, if your son is caught riding his bicycle in the street, the natural consequence could be that he gets hit by a car. You cannot allow that to happen, so, instead, give him the logical consequence of taking away the bike so that he cannot put himself in danger by riding in the street. Then explain to him that he chose to ride in the street, which is dangerous, so you as a parent chose to take away his bike.

The focus of this type of discipline is both to correct immediate unwanted behaviors and to teach children how to think about the logical consequences of everyday choices and actions. By actively and consistently using natural and logical consequences as a form of discipline, we are teaching our children to accept the outcomes of their own behavior and to take responsibility for their choices, which in turn will make them more disciplined and effective people as they enter adulthood. ■



A Mother's Thoughts on Discipline by Ruth Vernon

It is a challenging time for young parents. My heart goes out to you. I remember a lot of the fears and concerns that go into raising children. Here are some practical tips that worked for our family.

- *Make sure you and your spouse present a united front. Don't allow your child to pit you and your spouse against each other.*
- *Love your companion. That's one of the greatest gifts you can give to your children. Build up your companion in your children's eyes.*
- *Expect good behavior. Don't bribe with gifts!*
- *Enforce instant obedience. Don't use the "count to three" method.*
- *Always win the battles. You are the parent. You are the one in charge.*
- *Give your children the discipline they need, but balance that with lots and lots of love.*
- *Avoid reacting in anger to the misconduct of your child.*
- *Never scream at your child—not even in the most stressful moments.*
- *Take care of things as they happen. Don't let your child get by with something over and over again and then react in a strong manner. This confuses the child. Be consistent!*
- *Make sure your children understand why they are being disciplined. So, before you discipline your children, talk to them about the reasons for the corrective behavior.*
- *Once disciplinary measures have been carried out, don't keep reminding your child of his or her bad behavior. Model Christ's forgiveness.*
- *If your child frequently cries or screams out of anger or willfulness, first verbally tell your child to stop. If that doesn't work, pat his mouth (don't hit) and hold if he doesn't stop immediately. If that doesn't help, a swat on the bottom doesn't hurt a thing. One episode probably will not stop the behavior, but after several times your child will finally catch on.*
- *Winning can be painful for a parent, especially if your child is strong-willed, but the rewards are worth it.*
- *Unless your child is very small or sick, there is never an excuse for them to be unkind.*
- *Don't make promises you can't fulfill. Be a person of your word.*
- *Praise is important. Make sure your children know you're proud of them. Notice and point out their good decisions and character qualities.*
- *Remember that there is a difference between purity and maturity. Don't voice doubts about your children's spiritual status when they are naughty. Discipline them when they need it, but let them know that God gave them parents to help raise and train them. Express confidence in their prayers.*
- *Pray with your children. They pick up more from you than you know. Be their spiritual example.*
- *Be quick to apologize when you're wrong. You won't always be right!*
- *Treat your children with respect. Don't shame or humiliate them. If at all possible, discipline them privately.*
- *Assure your children that they are a vital part of the family. Ask for their input and advice.*
- *When you recognize your child's gifts, do all that you can to encourage and help to develop those gifts.*
- *Children trust you to build a wall of protection around them. Don't let them down by giving in to their every whim. Trust your God-given instincts.*

I could go on and on. When my children were young, I so badly wanted to do everything right. I wanted more than anything to raise them to love and serve Jesus. I sought advice from older couples with grown children who were living for the Lord. They gave me many helpful tips for childrearing but reminded me that, ultimately, my children would have a choice. It would be their decision whether or not they would serve Jesus. This truth is still the same. We must do our very best to discipline our children in love, cover them in prayer, and entrust them to a faithful God.

Discipline is hard work, but it is so worth it! ■

Ruth Vernon (BA '63) served as Dean of Women and Assistant Dean of Women at God's Bible School from 1966-1977, and has worked with children in a variety of capacities for over 50 years.



©2014 iStockphoto

Dear Phil

HOW DO I IMPLEMENT DEUTERONOMY 6?

I know Deuteronomy 6 tells me to teach my kids about God “when you sit in your house and when you walk by the way and when you lie down and when you rise up.” Could you give me practical ideas for how to implement this? —a passionate parent

Dear Passionate Parent,

I’m delighted to share the ideas I’ve collected. First, a word about Deut. 6. God’s plan expects grandparents to share the training load (v. 2). God blesses grandparents and parents who train children to fear Him with family multiplication (v. 3). God expects you to have His word in your heart (v. 6). He expects child training to be a part of all of life (v. 7). He directs us to create reminders, experiential and visual, to imprint His word on our children (vv. 8-9).

When you rise up...

- Ask your children: What’s the most important thing in the whole world? The answer they should have memorized because of your constant repetition is “To love and serve Jesus.”
- Catechize, then model: model verbal thankfulness to God for the blessings of sleep, of the new day’s opportunities.
- At breakfast, read a short Scripture and discuss it.
- Dads, pronounce the blessing of Num. 6:24-26 then recite Psa. 67:1-2 with your children.
- Apply Prov. 16:3 by committing

the day’s work to the Lord and asking for His direction.

When you lie down...

- God never sleeps (Psa. 121:4) so He can watch us and protect us.
- His angels encamp around us (Psa. 34:7), and especially around children (Matt. 18:10).
- Quote Scripture: Psalms 1, 23, 34, 100, 121.
- Pray—not “kids prayers,” but in a way that models a conversational relationship with God.
- Read age-appropriate bedtime stories. Include missionary biographies and other books that reinforce character traits.
- Review the day: “Anything bothering you?” “Anything you’d like to talk to me about?”

When you walk along the way...

- Be intentional about talking to children about...
 - * Why we work.
 - * Why we take money back that isn’t ours.
 - * Why we keep the law (1 Pet. 2:13-15) and how to view law enforcement (Rom. 13:1-5).
- Listen to music that reinforces good theology:

- * Patch the Pirate, Children’s Bible Hour
- * Sacred Music Services, Majesty Music, Soundforth, SacredAudio.com
- Read and listen to good stories:
 - * Audio Drama: Lamplighter Theatre; Adventures in Odyssey; Jonathan Park Adventures; Focus on the Family Radio Theatre.
 - * Christian children’s fiction: *The Wingfeather Saga* by Peterson; *Chronicles of Narnia* by Lewis; *The Hobbit* by Tolkien
 - * Key Resource: *Honey for a Child’s Heart* by Gladys Hunt

When you sit in your house...

- Recount answers to prayer.
- At family devotions, have children act out Bible stories. Use a paraphrase version or children’s Bible.
 - * Use hymns, songs, choruses, and Scripture songs.
 - * Teach catechism (e.g., early Methodist children’s catechism; BJU Press Catechism).
 - * *By the Book: A One Year Devotional Through the Bible* by Dave Gordeuk.
- Memorize Scripture as a family—focus on character development (e.g., Luke 6:27-28; Phil. 2:3-4; 4:6-8; Eph. 6:1-3; 4:32).
 - * Ask questions and reward attention to Scripture reading with prizes.
- Utilize visual media that reinforces the values you’re teaching. However, be careful not to overdo this.
 - * AnswersInGenesis.org/kids/videos and Odyssey Adventure Club.

Please share other ideas with us at <http://trainthemdiligently.blogspot.com>.

Blessings,
Philip

A. Philip Brown II is a member of the faculty in the Division of Ministerial Education at God’s Bible School and College.

pbrown@gbs.edu

PASSING ALONG OUR THEOLOGICAL DISTINCTIVES TO OUR CHILDREN

by Philip Brown

You've met them. People whose parents lived a holy life, but they don't. Entire sanctification? No such thing. Living above willful sin? Not possible! Perhaps they've become generically evangelical. In more than a few cases, they've become agnostic or atheistic or, worst of all, apathetic.

How is it that so many children of apparently godly parents reject their parent's theological distinctives? Is it all a toss of the dice? You win some; you lose some. *Que sera, sera*. Is that the best we can hope for? I don't believe that's what the Bible teaches. There are always reasons why things turn out the way they do.

On the other hand, is there a formula that will guarantee a 100% success rate in passing on our theological distinctives to our children? You know—follow it to the letter, bake at the right temperature, handle with sufficient care...and, presto! cookie-cutter copies!

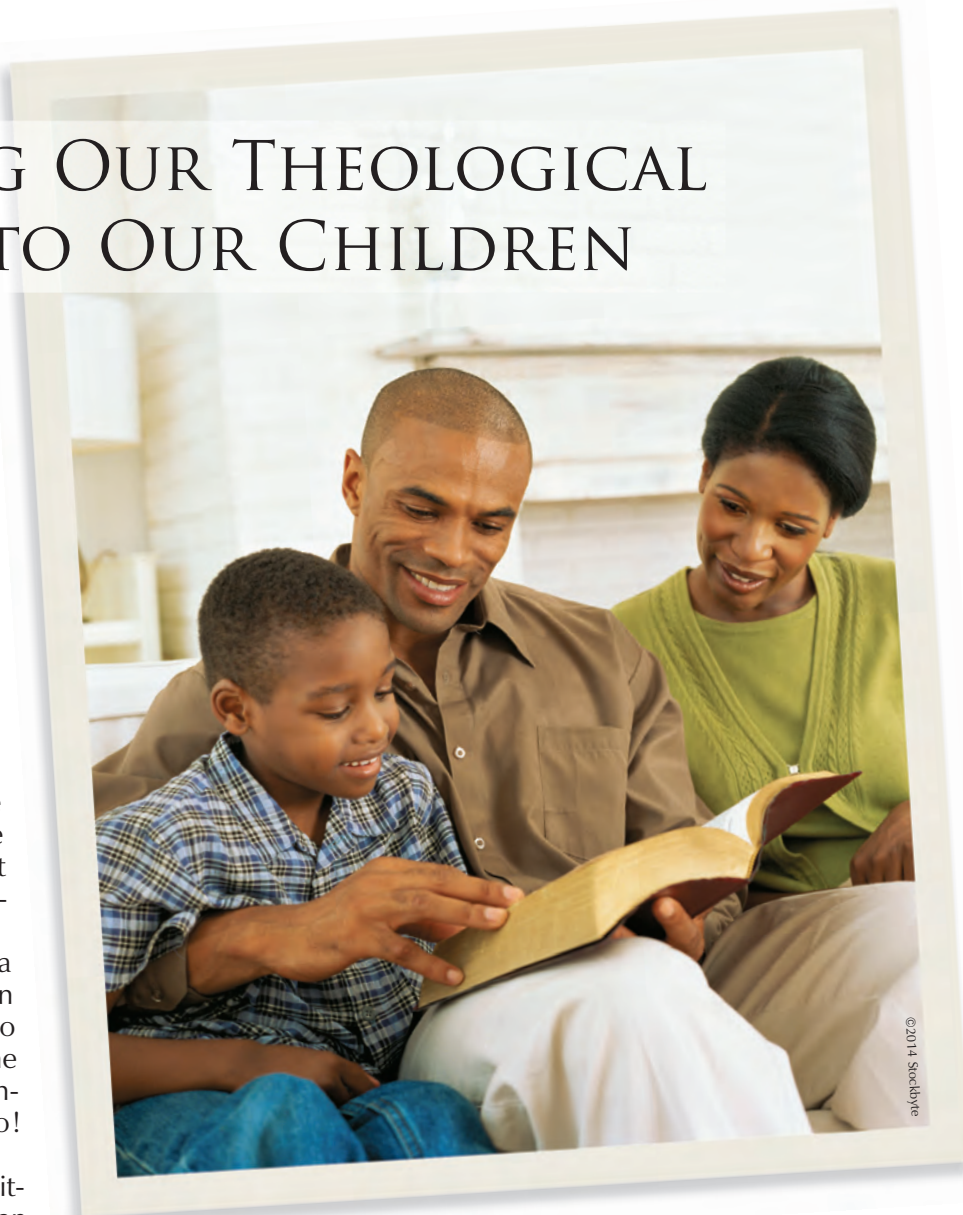
Again, the answer is negative. Transmitting values isn't formulaic. The process can not be distilled into a simple recipe.

Passing on your theological distinctives is science, art, and spiritual task all at the same time. Put another way, it's content, discernment, and dependence on God.

The science part is the content. It's what you communicate verbally and, more importantly, non-verbally about what you believe, why you believe it, and why you don't believe other things.

For example, do you believe that sharing your faith and discipling others are crucial components of serving God and seeking His kingdom? If so, do you talk about it with your children? Do your children see you doing it? Do you equip and deploy them to share their faith? Do you pray together for people to get saved?

The art part is discernment: the when, where, and how to train, talk, model, mentor, and deploy your distinctives. It especially involves awareness of the avenues of content input your children are receiving—media, peers, church, school, the devil, the Holy Spirit.



For example, is sexual purity—chastity before marriage and fidelity in marriage—important to you? If so, start early, address it positively (it's a great gift from God to be opened at the right time), and monitor the input they receive on it, especially through media and peers.

As a second example, you should ask your children occasionally about what the devil has been telling them. You'll be surprised at how active he is in young minds. Ask them what God has been talking to them about. Don't be alarmed if they're initially less aware of God's voice than that of the devil's.

The spiritual part is dependence on God (1 Cor. 2:14-15). You pray for your children and with your children. You fast and pray for your children alone and with your spouse. You recruit other people to pray with you for your children.

No matter what we say or how we say it, the spiritual truths we are seeking to transmit require the Holy

Spirit's work in our children's hearts to understand and implement them.

So, what do you do? First, you have to be intentional. Just hoping your children will catch on somehow, somewhere, sometime stacks the deck against success.

Being intentional means you identify your theological distinctives. If you don't know what they are, there's little chance of passing them on. The first item on your list should be: God's Word is the ultimate source of truth and ultimate authority for all we think,

Key Theological Concepts

- God's word is our ultimate authority (John 12:48; Rom. 2:12-13; John 17:17).
- The Bible is God's Word (2 Tim. 3:16; 2 Pet. 3:2, 16).
- God is good; He always does what's best for us (Psa. 34:8; Gen. 50:20).
- God is wise; He never makes a mistake (Rom. 11:33; Isa. 40:13-14).
- God is sovereign; there's nothing outside of His control. Nothing comes into my life without first having His permission (Psa. 115:3; Job 1:9-12; Matt. 19:26).
- God is faithful; He always keeps His word (1 Cor. 10:13).
- No one is good apart from God (Rom. 3:10-11).
- Everyone has sinned and needs to be saved (Rom. 3:23; 6:23).
- God gives everyone grace to respond to the light He gives them (Tit. 2:11; Rom. 1:20).
- Jesus loves and died for everyone in the world (John 3:16; 1 John 2:2).
- We are saved by faith and stay saved by faith (Eph. 2:8-9; Heb. 10:38).
- Repentance is turning from doing wrong to doing right with God's help (1 Thess. 1:9).
- The kind of faith that saves, obeys (Jam. 2:17-18).
- If we are trusting and obeying Jesus, we don't have to worry about going to hell (1 John 1:7; 3:19; 4:17).
- We can know that we are saved (1 John 2:3).
- We can be saved forever (Heb. 7:25).
- God doesn't love us only if we're good (Rom. 5:8). He loves us because that's the way He is (1 John 4:16).
- After we are saved, God wants us to give Him back our new life as a living sacrifice (Rom. 12:1).
- God wants His children to obey the Holy Spirit who lives in them (Eph. 5:18; Gal. 5:16).
- The Holy Spirit talks to us through His Word (Heb. 10:15), through our consciences (Rom. 9:1), and sometimes through thoughts He puts in our mind (Acts 8:29; 10:19).
- God judges people by what they know, not by what they don't know (Rom. 2:12-15).
- Being a Christian is having a relationship with God, not trying to be perfect (John 17:3; Psa. 130:4).

say, and do. We change. Scripture is unchanging. We fail. Scripture is unfailing. We err. Scripture is always right. By grounding your children in God's Word, you anchor them to absolute truth. Our understandings of Scripture may grow, but God's Word doesn't.

Second, you have to have the right attitude toward your distinctives. I believe the key parental attitude is openness to questions. An open attitude is not fearful, antagonistic, or worst of all, condemning of questions. An open attitude affirms, e.g., "Good question! Glad you asked!" An open attitude models investigation, e.g., "Let's look at what the Bible says." It helps children, as much as possible, to find the answer themselves, e.g., "What does this verse say about your question? How can we apply what God has said in this case?" And, not least of all, an open attitude is transparent with ignorance, e.g., "I don't know the answer to that question. Let's see if we can find it."

Third, you have to be repetitious. Even if your child got it the first time, the likelihood that they will forget it when faced with new questions is high. There's a reason for the old saying—repetition aids learning. It's true! After you teach something, have your child say it back. Ask a question or two to check for understanding.

On this page is a partial list of key theological concepts with suggested verses as starting points for conversations about them. ■

DISCIPLING CHILDREN

Friedeman, Matt, Ray Easley, and David Philips (ed.). *Hidden In The Heart: A Catechism for Children*. CreateSpace Independent Publishing, 2013.

Schoolland, Marian. *Leading Little Ones to God: A Child's Book of Bible Teachings*. William B. Eerdmans Publishing, 1995.

CHILDREN'S BIBLES

Hoth, Iva. *The Picture Bible*. David C. Cook, 2009.

Pulley, Kelley. *The Beginner's Bible: Timeless Children's Stories*, New Edition. Zonderkidz, 2005.

Maxwell, Arthur. *The Bible Story* (10 volume set). Pacific Press Publishing, 1980.

CHILDREN'S DEVOTIONALS

Budensiek, Joy. *By the Way* (Series). Joy Budensiek Publishing, 2014.

Hill, Nancy S. *The One Year Did You Know Devotions*. Tyndale Kids, 2008.

Hurnard, Hannah. *Hinds Feet on High Places*. Wilder Publications, 2012.

Lucado, Max. *Grace for the Moment*. Thomas Nelson, 2012.



ADDITIONAL RESOURCES

Children and Devotions

by Stephanie Young



I have no greater joy than to hear that my children are walking in the truth. —John, the Apostle

Just as a permanent building starts with a strong foundation, so does a spiritual life. Jesus Himself spoke about laying a firm foundation on the rock (Luke 6:47-49). Godly parents have a beautiful opportunity to lay an eternal spiritual foundation in the lives of their children.

To the ancient Hebrew people, a passage of Scripture known as the *Shema* was foundational to their faith and their way of life. Found in Deuteronomy 6:4-6, it portrays a way of life that begins that foundation. We are instructed to teach our children the commands of the Lord—to talk about them when we sit at home, when we walk along the road, at bedtime, and at the start of a new day. In short, life itself brings a thousand and one ways to teach our children about our amazing God. Sometimes that can be as simple as pointing out the symmetrical design inside a flower. Other times it may be structured devotional times.

Today is an exciting time to live when one considers the ancient truths of Scripture combined with the wonder of technology. Parents who are intentional about laying a firm foundation in the lives of their children have access to every method—from simply reading from the favorite printed Bible to on-line, electronic, and even interactive devotionals. Diligent students of the Word have written devotionals specific to every age, so that the words spoken about Timothy—“...how from infancy you have known the holy Scriptures...”—may be spoken over our children as well.

We marvel at historical buildings that have stood the test of time. How much more valuable is the truth that has stood through the ages. Parents, lay a firm and steadfast foundation in the lives of your children. Those “buildings” will last through storms and on into eternity! ■



PARTNERING WITH PARENTS:

How Churches Can Help

by Blake Jones

I love to watch a family walk across the parking lot and into church! Yet, it is more than just a Norman Rockwell picture—it is God’s ordained plan for church and family to work together in mutually supportive roles. And thus, my pastor’s heart reaches to that dear family that hurries into church on a Sunday morning. Those parents are facing increasing challenges to raise children in a post-Christian world. Media, playmates, toy producers, and a host of other enemies of purity, honesty, and innocence are arrayed against godly parenting. So, as I step up to the pulpit, I see individuals who have come to church with their own baggage and struggles; but I also see families—families who want to do right and raise their “gift from God” well, but who are sometimes at a loss to know what to do!

Certainly, the church does not bear the lead responsibility for raising godly children. It is a Christian parent’s work and burden, without question. The parents are building future leaders of righteousness and integrity for the church. They are, to a great extent, shaping the next generation’s view of God and holiness. Thus, parents need to facilitate the learning of Scripture, prayer, holy habits, godly lifestyles, and Christ-like attitudes right in the true center of education—the home.

However, if a church is to fulfill its ministry role to the family, it must partner with parents in the grand work of handing earnest Christianity to another generation. It will never happen by osmosis. Just hoping and praying that God will get our children to heaven is woefully presumptuous. There must be purposeful partnerships built between the church and the home.

The partnering church needs to offer a “teaching priest” to the perplexed moms and dads. Ranting preaching that has neither the backing of thoughtful preparation nor the design of careful instruction eventually

leaves homes and families without chart and compass. Parents need and deserve better than that. I am not asking for the church to leave the Scriptures and move to mere psychology. The Bible is full of principles for child rearing, family interaction, parental nurture, and spousal interaction. When young adults are pushing back at Sunday school and Bible lessons these days, it is not in defiance of God’s Word! It is a desperate cry for the inspired themes to be applied to current struggles. In more ways than we realize, these young parents do not have the basics that we assume they have. Many came up in homes where both parents worked, and they have missed the teaching they need for running their own homes. Cultural voices have left them disoriented about corporal punishment. The sad agendas of public schools have left parents needing solid answers for teaching God’s existence, creation, God’s plan for sexual union, and a host of other things! The pressures of finances have them at their wits’ end with ever-growing debt. So when they come to church, they are seeking the partnership of teaching-pastors and mentors who are able to bring sense to their reeling world with solid Biblical instruction. They will walk away from old clichés and mindless “pat” answers! They want truth with relevancy; truth with simple but clear application to today. And, friend, that kind of teaching will not happen by a teacher merely scanning some lesson for a few minutes before class on a Sunday morning or droning monotonously from some quarterly!

Children need simple Gospel messages to which they can respond. Whether from the pastor, the junior church leader, or the Sunday school teacher, children need the message of sin and a Savior at their level. In fact, all must be intentional and cooperate to make this happen. We must never forget that our church’s goal is for sinners, old and young alike, to find Jesus Christ. It is far better for a child to be saved from a life of sin and heartache than to be saved later out of a life of brokenness.

photo by Nicolae Pop

Far too often, holiness churches have been rightfully criticized for being a few years behind the cutting edge of spiritual issues. We are already behind in the warning, prevention, and necessary precautions against pornography and internet abuse. Some older folks think a prophet's voice is a bit too aggressive while eight-year-olds are already entrenched in the filth. It is past time for churches to partner with parents in helping them get involved in proper relationships with their children, necessary communications, specific accountability, family devotions, safe friendships, and sane precautions. Probably the best way to help the parents raise godly children would be to offer men's groups and ladies' groups that monitor and mentor their spiritual walk with God! Then they will be better prepared to be leaders in their own homes.

Insurance companies are pressing churches for background checks of teachers, assistants, nursery workers, and church staff. They are urging the presence of two adults in a classroom and windows in every door. As difficult as that may be for the "old guard" to swallow, our young parents are part of a new world of litigation, sexual deviancy, distrust, and fear. Our churches will never effectively partner with modern parents if church leadership ignores their concerns. While we do not need to become obsessed with precautionary measures, we do need to be a step ahead of issues instead of ten years behind. A partnership is built on trust, and our churches need to be carrying the heavy load of establishing guidelines that make our dads and moms feel comfortable and safe with their little ones.

If a church is to partner effectively with parents, children cannot be mere baggage in a worship setting! Welcome the sound of crying babies. It sure beats a geriatric service. Offer the support of a nursery without a "takeover" by some "Auntie" with more advice than wisdom. Encourage parents to help church become a friendly experience for children. Verbally affirm your delight when a young dad takes the offering with a little buddy holding his hand. What is more beautiful than a mother testifying with a baby in her arms? Let the little ones collect a special offering once a month. Call them to the front to sit around the pastor as he shares some insight into his message or a Bible verse. And please, welcome the praise of children in song and childish testimony. Pay attention to the children as families leave the service. Get down on their level once in a while and talk to them. Give them high fives! Pat them on the head. Dad and Mom have to know that you are seriously interested in the little ones they bring to a worship experience.

Partnerships are valued trusts. But a partnership always depends on the faithful diligence of both parties to be involved, intentional, and sometimes inventive. Since it is our calling as a church "to serve this present age," may the God of Heaven enable us to offer to families a safe haven of worship and instruction, a network of prayer and support, and a place where their children can find God and experience Him. ■

Rev. Blake Jones is president of the Great Lakes Conference of the Bible Methodist Connection of Churches. He and his wife, Saundy, live in Vestaburg, MI, where he pastors the Rock Lake Bible Methodist Church.

PREACHING TO KIDS

- Brown, Carolyn C. *You Can Preach to the Kids Too!* Abingdon Press, 1997.
 Claasen, David. *Object Lessons for a Year: 52 Talks for the Children's Sermon Time.* Baker, 1986.
 Freudenburg, Ben, and Rick Lawrence. *The Family-Friendly Church.* Group Publishing, 2009.
 Litherland, Janet. *Storytelling from the Bible.* Meriwether Publishing, 1991.
 Raney, Deborah, and Vicky Miller. *Children's Sermons To Go.* Abingdon Press, 1998.
 Wezeman, Phyllis, and Anna Liechty. *Tell Me a Story: 30 Children's Sermons Based on Best-Loved Books.* Pilgrim Press, 2005.

CHILDREN'S CHURCH

- Flinn, Lisa, and Barbara Younger. *Around the Year in Children's Church: 52 Programs for Kids Ages 3-7.* Abingdon Press, 2012.
 Fowler, Larry. *Rock-Solid Kids: Giving Children a Biblical Foundation for Life.* Gospel Light, 2005.
 Gospel Light. *The Big Book of Bible Crafts (ages 3-12).* Gospel Light, 2000.
 Gospel Light. *Big Book of Bible Story Art Activities (ages 3-6).* Gospel Light, 2003.
 Gospel Light. *Big Book of Kid Sermons and Object Talks.* Gospel Light, 1999.
 Hartman, Bob. *Telling the Bible: Over 100 Stories to Read Out Loud.* Monarch Books, 2007.
 Leman, Kevin. *The Birth Order Book: Why You Are the Way You Are, Revised.* Revell, 2009.
 Nelson, Thomas. *Children's Ministry Resource Bible.* Thomas Nelson, 1993.
 Ryrie, Charles. *Object Lessons.* Moody Publishers, 1991.

ONLINE RESOURCES

- Bible Visuals International: <http://shop.biblevisuals.org/>
 Child Evangelism Fellowship: <http://www.cefonline.com/>
 The Kidologist: www.kidology.org
 Ministry to Children: <http://ministry-to-children.com/>
 Penn View Visuals: <https://ssl.catalog.com/~pennviewvisuals.biz/store/>

CHURCH NURSERIES

- Gospel Light. *I Love to Look: 12 Bible Story Picture Cards.* Gospel Light, 2008.
 Hays, Rita B. *The Most Important Space in the Church: The Nursery.* Discipleship Resources, 2009.
 Spohrer, Julia A. *Serving in the Church Nursery.* Zondervan, 2003.



ADDITIONAL RESOURCES



It Takes A Village

Raising Children Within Community

by Julia Imhoff Thomas

“It takes a village to raise a child.” When I read this statement the first time, everything in my individualistic American mind-set rebelled against it. Honestly, I thought raising a child required me...and my husband—but that’s it. Just us. Years later, I have learned better. While I still disagree with the way some interpret this wise African proverb, I’ve come to see the truth and beauty in the proverb itself. If the last eleven years of being a mother has taught me anything, it’s taught me that I am not enough. This job of molding souls is bigger than I am, and I need wisdom from God and the input of others if I ever hope to see my boys in heaven someday.

Undeniably, the primary responsibility for a child’s physical, mental, and spiritual well-being falls on the shoulders of his parents. Yet, the family unit is never in a vacuum. We may attempt to shield our children from outside influences, but we can never do this completely—nor should we attempt to; for if we do, we will lose the opportunity to draw from the power of community.

Community is not simply your town or neighborhood. I think Jonathan Wilson-Hargrove said it best: “Community is not the crowd where we are together without being known. It’s not the club where we commit without encumbrance. Neither is it the clan where we find safety in shared history. Beloved, community is instead that fellowship in which we know ourselves as we are known in mutual dependence. It is the membership in which we learn to take responsibility for our future in mutual accountability. It is the circle of trust in which we know our flourishing depends upon mutual welcome.” In this framework of community, the “village” is indeed taking part in raising the child.

Within community, we all have a measure of responsibility for the next generation, whether we are currently raising any children or not. The choices we make have an affect on others. Little eyes are watching our

lives, and we will influence them one way or another. In 1 Corinthians 8, far from giving us a “live-and-let-live” sermon, Paul calls mature believers to restrain their own liberty for the sake of others out of love and concern.

My particular community is made of people from varying denominational heritages. One particular friend is from a background in which she did not grow up with as many lifestyle guidelines as others among our close associates. I noticed over time that she grew her hair longer and no longer wore it in the latest fashion. She expressed to me that she cared about her influence on the children of our community. She saw the value of teaching the children not to be enslaved by the world’s standard of beauty, and she wanted to support the parents’ attempts to instill that value in their children. She didn’t demand her right to her freedom or try to argue whether her choices were “legal” or not. She simply surrendered her rights for the good of the next generation—an example of Hargrove’s “encumbrance of commitment.”

Since the days of Paul, we’ve moved further away from a community mind-set to an individualistic mentality. As a result, we no longer feel responsible for anyone but ourselves and our families. In community, however, we are brothers and sisters working toward the goal of taking the next generation to heaven with us, no matter the cost. We become mindful of our impact on others and we can no longer see our lives and choices simply as our own to do with as we will. Within Christian community, our wills are first surrendered to God, and therefore to the good of all, for His sake. As a parent, I am so grateful for people who support with their words and with their lives the values that my husband and I are trying to instill in our boys. The powerful influence for Christ these people have on our boys is immeasurable.

The reality is that a community mentality is not always easy. It all sounds pretty good when we think of


others sharing in the responsibility for our children's souls, but this requires us as parents to allow others to speak hard things into our lives and into the lives of our children.

I remember well one warm summer evening standing on the front porch of a dear friend's home. My community doesn't have a lot of "boxes" for categorizing people, so even though Dorinda is single, I was sharing with her some of my concerns for my oldest son and asking for any insight she might have. Dorinda loved me enough to speak truth into my life. She said, "Julia, I know you don't mean to be, but you are too hard on Josiah sometimes. I think that may be part of the problem." Those words were hard to hear. The normal forces of the flesh rose within me. "What does she know? She doesn't even have kids!" But then I chose to trust her. Being honest with myself, I knew she was absolutely right. I also realized how difficult it must have been for her to love me enough to give me the truth I needed to hear. If I would have chosen that day to defend or excuse myself, I would have felt better for the moment, but I'm convinced my pride and refusal to change would have driven a wedge in my relationship with my son. Rebellion would surely have eventually resulted. Instead, I chose to surrender my pride and accept the truth—an example of Hargrove's "mutual accountability."

Living within this kind of community requires vulnerability and self-introspection in an area that most of us hold as sacred. It demands that we lay down our pride and accept that we are not enough, that we do indeed need others. We must drop the façade of perfection, allow people into our less-than-perfect homes, and give them access to our needy hearts. Christian community calls us to question honestly what influences we are allowing on our families and to make the hard choice of paying whatever cost necessary to ensure that our children are within a community that is spiritually healthy.

Yes, the price is high. Developing the kind of trusting relationships that make up community requires time and effort. However, I believe raising our children within community will reap boundless eternal benefits to our families, our churches, and our world. ■

Julia Thomas lives in Salem, IL, with her husband Matt and two sons, Josiah and Micah (seated in center of photo).



Letters

TO THE EDITOR

Letters should be addressed to the Editorial Office, 1810 Young Street, Cincinnati, OH 45202, or emailed to revivalist@gbs.edu. Letters reprinted here do not necessarily reflect the opinions of the editor of God's Revivalist nor those of the administration of God's Bible School. Names and locations of writers will be withheld at their specific request or at the discretion of the editor. We reserve the right to edit and condense.

Ever since my father, Ermal Wilson, preached amazing messages from Old Testament passages, such as "Handfuls on Purpose" from the Book of Ruth, and "Manna in the Wilderness," and many more, I have had a deep longing in my heart to develop that kind of love for Scripture. I was amazed and delighted to see a whole issue of *God's Revivalist* dedicated to some of my favorite themes [Winter 2014].

PAUL WILSON
Redford, MI

I so enjoyed "A Day in the Life of a Student" [April 2014]. What a unique way to present information about a student! The picture of Karen Olson "Cleaning the Cafeteria" brought back memories of my mother, Lenos P. Bereman (1922-1926), telling of her job at GBS. She set the tables for breakfast in the early 1920s. God bless your students and faculty.

PHYLIS ORMAN
Indianapolis, IN

Thanks for the tribute to Betty Farmer [May 2014]. All is very true and more. The Farmers were some of the dearest people. After holding more than 1,000 revivals, camps, and conventions, and staying in many homes...staying in the Farmer home was the "TOP" of the list.

DR. O.W. WILLIS
District Superintendent (retired), The Wesleyan Church
Noblesville, IN

Thank you for Cheryl Watters' article, "Single Again: Dealing with the Empty Nest and Widowhood" [May 2014]. It was a blessing and encouragement to me.

PATRICIA (THOMAS) WILLIAMS
Noblesville, IN

I think the *Revivalist* is the best it has ever been. It is well laid out. The photos, articles, and information are all balanced to produce a tremendous periodical.

EDESEL TROUTEN
Emmett, ID

SEPTEMBER 2014





An Excerpt From...

3 HUGE

Mistakes We Make Leading Kids



©2014 Stockphoto

While I applaud the engagement of this generation of parents and teachers, it's important to recognize the unintended consequences of our engagement. We want the best for our children, but research now shows that our "over-protection, over-connection" style has damaged them. Let me suggest three huge mistakes we've made leading this generation of kids and how we must correct them.

1. We Risk Too Little

We live in a world that warns us of danger at every turn. Toxic. High voltage. Flammable. Slippery when wet. Steep curve ahead. Don't walk. Hazard. This "safety first" preoccupation emerged over thirty years ago with the Tylenol scare and with children's faces appearing on milk cartons. Unfortunately, over-protecting our young people has had an adverse effect on them. For example, if children don't play outside and are never allowed to experience a skinned knee or a broken bone, they frequently have phobias as adults. Interviews with young adults who never played on jungle gyms reveal they're fearful of normal risks and commitment. The truth is, kids need to fall a few times to learn it is normal. Pain is actually a necessary teacher.

Childhood may be about safety and self-esteem, but as a student matures, risk and achievement are necessities in forming their identity and confidence. Because parents have removed "risk" from children's lives, psychologists are discovering a syndrome as they counsel teens: High Arrogance, Low Self-Esteem. They're cocky, but deep down their confidence is hollow.

2. We Rescue Too Quickly

This generation of young people has not developed some of the life skills kids did thirty years ago because adults swoop in and take care of problems for them. We remove the need for them to navigate hardships. This may sound harsh, but rescuing and over-indulging our children is one of the most insidious forms of child

abuse. It's "parenting for the short-term" and it sorely misses the point of leadership—to equip our young people to do it without help. Just like muscles atrophy inside of a cast due to disuse, their social, emotional, spiritual and intellectual muscles can shrink because they're not exercised.

3. We Rave Too Easily

The self-esteem movement has been around since Baby Boomers were kids, but it took root in our school systems in the 1980s. We determined every kid would feel special, regardless of what they did, which meant they began hearing remarks like: "You're awesome!" "You're smart." "You're gifted." "You're super!"

Attend a little league awards ceremony and you soon learn: everyone's a winner. Everyone gets a trophy. They all get ribbons. We meant well—but research is now indicating this method has unintended consequences. When we rave too easily, kids eventually learn to cheat, to exaggerate and lie, and to avoid difficult reality. They have not been conditioned to face it. Our kids must be inoculated with doses of hardship, delay, challenges, and inconvenience to build the strength to stand in them.

Bottom line? Your children do not have to love you every minute. They'll get over the disappointment of failure but they won't get over the effects of being spoiled. So let them fail, let them fall, and let them fight for what they really value. If we treat our kids as fragile, they will surely grow up to be fragile adults. We must prepare them for the world that awaits them. Our world needs resilient adults, not fragile ones. ■

Read the full article online:

<http://growingleaders.com/blog/3-mistakes-we-make-leading-kids>

Dr. Tim Elmore is a best-selling author, international speaker, and president of Growing Leaders, a nonprofit organization that helps develop emerging leaders under the philosophy that each child is born with leadership qualities.

Talking to Your Kids about **GEN****DER** in a Gender-Confused World

by Heidi Jo Fulk

I have two daughters and two sons. Distinguishing our kids as male or female seems straightforward enough. But in our culture, that seemingly simple dividing line is being questioned; not just roles and stereotypes, but the most basic of issues—even for children.

On a recent trip to the children's section of the local library with my five-year-old son, I perused the "new book" shelves as he darted over to the fish tank. Displayed near the top was a book about a little boy who made and wore a dress. I skimmed the book and read a letter the author included about gender non-conforming children. I was troubled, but put it back and turned my attention to collecting a stack of books with my son.

As we left the library, I couldn't stop thinking about that book. I wondered how my kids or I might react if a little boy like the one in the book was in one of my kid's classes. Or if one of my little boys said he wanted to wear a dress. And what might my girls want to wear that might usually be only for boys? So after some pondering and praying, here's where I landed:

Talk to Your Kids

If there is (or someday may be) a child we know that is clearly "gender non-conforming," I will talk to my kids about it.

I will remind them that they shouldn't judge someone's heart or character by what they play with or wear—to not focus on the outside, but to think about and try to understand what's going on in his or her heart (1 Sam. 16:7). I will encourage them to be kind to the child. I'll remind them never to tease or speak against the child in a group or one-on-one, but instead speak words to build him or her up (Eph. 4:29).

I will also talk about the purposeful and specific ways God created each one of us—including our gender. I could read them Genesis 1:27—God created man in His own image; He created them in the image of God; He created them male and female. God created boys and girls on purpose...and that's a blessing and a gift to us! I will remind them that while we're each unique and won't all look or act the same, there are some basic traits and specific commands in Scripture for different genders. Being a boy is awesome. Being a girl is awesome. They are different, but the differences are a part of God's plan for life and His glory.

Put Up Fences

If one of my children wants to wear something that is blatantly for the opposite gender (like the boy wearing a dress in the book), I will tell my children to look at our backyard. I'll point out the fence. I'll point out all the space in our yard inside the fence. I'll remind them that the fence is there for a few reasons:

- To give them a safe place to play
- To mark off our property and our neighbors' property
- To keep things we want in, in; and things we want out, out

I'll tell them that when it comes to clothes, Mom and Dad are going to put up some fences. Some will be for general appropriateness—like not wearing your best outfit to play in the mud. Some will be for health and safety—like hats, gloves, and coats in the winter. Some will be to reflect God's standards—like modesty. And some will be to reflect their boy-ness or girl-ness appropriately. Now if those are our fences, there will still be a lot of room to "run around in the yard"—still lots of room to make individual choices and express individual styles... but without ignoring the fences.

I'll have one or both of these conversations with my kids someday. Most likely, there will be situations when they will be necessary. I'm thinking through them now so I'll be prepared. In the meantime, I'll be preparing them with truth and grace. ■

Heidi Jo Fulk blogs, leads a women's Bible study, and directs an elementary girls' ministry at her church. This article was adapted from her post on www.truewoman.com.





LET'S PLAY!

by Richard Miles

The joy of watching my grandchildren play as they run through the yard with their friends and hearing their contagious belly laughs is a delight I hope to experience many times over. My joy, though, is overmatched by theirs. But then, maybe I should stop this unstructured play time and take them inside to do something “worthwhile” and “educational.” Perhaps I should protect them from getting so tired and so hot and so dirty and sweaty by letting them sit in the air conditioned house playing on the computer or watching a DVD or playing on a smart phone or tablet. Alas, Papa doesn’t protect these little ones; I just let them spend their evening “wasting time.”

But am I really a bad grandpa for letting these children have so much fun when we could have been teaching them something? Research consistently shows that unstructured play is very healthy and very necessary for child development. Parents can feel pressure to make sure their children stay ahead in the game of life by packing in as much structured learning time as possible. Other overly busy and exhausted parents do not structure their children’s time, and, because they are too busy and exhausted, they keep their children in the house, entertaining their developing minds with electronic entertainment. Computers, televisions, DVDs, music, smart phones, and tablets become their play and often their primary influencers.

Though studies show there can be benefits associated with electronic play time, the “mechanics” of the developing brain require—yes, require—the kind of learning that comes from natural learning. This learning takes place when children’s imaginations engage at their own initiative and when they “master” or at least cope with their environment and with others in their play kingdoms. Early brain development depends on a three-dimensional “classroom” not found in digital media, but found in the nature God created.

It’s with good reason that the American Association of Pediatrics strongly recommends that a child under two years of age should watch NO television, DVDs, etc. They further suggest that it is important for kids to spend time reading and using their imaginations in free play, especially outside play. In fact, they recommend children play outside a minimum of 60 minutes per day.

Parents are stewards of their children’s brains, especially during the first three years of life when the brain triples in size. Parents can stifle this growth or propel it. It is said that 30% of a child’s IQ is “up for grabs” during this formative period. To handle a child’s brain is to handle a treasure. Handle it well, parents; your children are depending on you.

Children at play live in a world that is their size. This world fits them, and because it does, it feels good and natural. In this child-size world, children develop their imaginations, spatial skills, and the give-and-take of both competition and cooperation. When parents enter this small world and allow the children to lead the play time, they not only encourage their children’s brain development, but they also build value and security into them and deepen their relationships.

Simple games that children manipulate with their hands and conquer with their brains appear far more valuable than electronic media games, and yet what are the hottest sellers? What do children demand and get? I ask, “Who is the parent?”

In this complex world full of gadgets of all kinds, perhaps “simple” and “natural” are better.

“Papa, may we go outside to play?” “Sure, why not!” ■

Rev. Richard Miles (BRE '74) has a master’s degree in counseling from Liberty University and is Vice President for Student Affairs at God’s Bible School.

A Letter to My Boys: The Real Reason I Say No to Electronics

by Renee Robinson

Dear Boys,

Do you remember the day we went to the drugstore and the lady said, "Wow, you are the first kids I've seen all day with nothing in your hands!"? Remember how she marveled at how you didn't need an electronic device to carry through the store? I know how her words made you feel. I know how it reminded you that you are different because your mom limits your electronic usage.

The same reminder you receive when we go out to eat and you notice all the kids playing with their phones and iPads instead of talking to their parents. I know it was a reminder of all the sporting events where you feel you are the only kids whose parents are making them cheer on their siblings rather than burying themselves in a phone. I know it was another reminder to you that you feel different in this electronic age we live in.

Well, boys, it's not you. It's me. Me being selfish maybe. You see I can't bear to miss a moment with you. Let me explain.

I want to talk to you when we go out to eat. I want to listen to your questions. I want to have training opportunities. I want to allow space for conversation that can take us deeper. And, if you are always distracted with electronics, well... I might miss those moments.

I could give you all the statistics about how damaging it is to your development, your attention span, your ability to learn. While all of those are valid reasons to keep electronics away, that is not my primary reason why I say no to you so much. It's more than that.

I want to guide you into an understanding of life and who you are. Boys, kids today are starved for attention, true connection, and relationship. I don't want you to feel starved. That is why I say no. I know that feeding the desire to play on your device is like giving you candy. It satisfies for a moment but provides no long-term nutrition. It does more harm than good.

I want you to be comfortable with yourself. I want you not to feel a constant need to be entertained and distracted. If you stay behind a screen, you never have to experience just being you, alone with your thoughts. I want you to learn to think, to ponder life, to make discoveries, to create. You have been gifted by God in unique ways. I want those to bloom. They can't bloom in the glow of a screen. They need life, real life, to bring them to light.

It's OK to be bored. We can be bored together. And we can discover new things together.

I love you. I love you too much to quiet you with an iPhone or an iPad or a DS. And I can't even apologize, because I'm really not sorry. I'm doing this so that I won't be sorry one day.

With all my love,
Mom

TECHNOLOGY USE

- Arterburn, Stephen, and Roger Marsh. *Internet-Protect Your Kids*. Thomas Nelson, 2007.
- Housman, Brian. *Tech Savvy Parenting*. Randall House, 2014.
- O'Keeffe, Gwen. *Cybersafe: Protecting and Empowering Kids in the Digital World of Texting, Gaming, and Social Media*. American Academy of Pediatrics, 2010.

GAMES AND APPS

- Adventure Bible Memory App, by Zonderkidz
- The Bible App for Kids, by YouVersion
- Fighter Verses, by Children Desiring God
- Kids Answers, by Answers in Genesis (<https://answersingenesis.org/kids/>)
- Starfall Education Products, by Starfall Education
- VerseMinder, by NavPress

DVD SETS

- Animated Bible Story DVDs, by Nest Family Productions (<http://www.nestlearning.com/>)
- Auto-B-Good, by Rising Star (<http://autobgood.com/>)
- Buck Denver Asks...What's In the Bible, by EchoLight Studios (<http://whatsinthebible.com/>)
- Greatest Heroes and Legends Series, by Cinedigm Entertainment (www.christianbook.com)
- Children's DVD Pack (and other DVDs) by Answers in Genesis (<https://answersingenesis.org/store>)

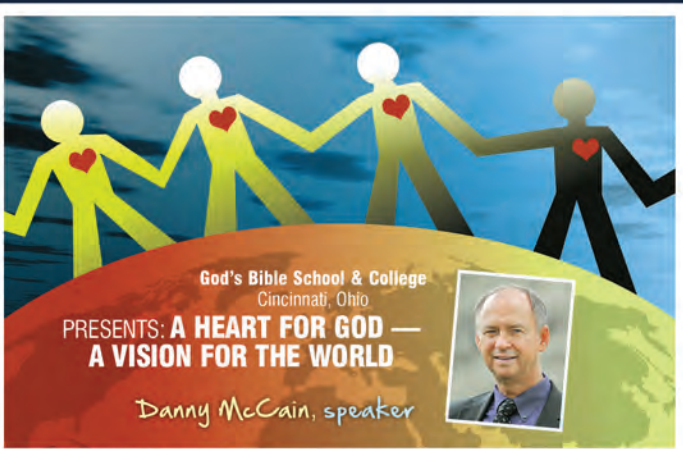
MUSIC

- Hide 'Em in Your Heart (I & II), by Steve Green (<http://www.stevegreenministries.org/>)
- Hymns for a Kid's Heart, by Bobbie Wolgemuth and Joni Eareckson Tada (<http://hymnsforkids.com/>)
- Patch the Pirate, by Majesty Music (<http://majestymusic.com/>)
- Sleep Sound in Jesus, by Michael Card (<http://www.amazon.com/>)
- Worship for Kids (and others), by CedarMont Kids (<http://www.cedarmont.com/>)

ADDITIONAL RESOURCES

Renee Robinson is a speaker, author, and blogger. This article is adapted with permission. The full letter can be viewed at www.renee-robinson.com as well as Renee's book, *Seeking Christmas—Finding the True Meaning Through Family Traditions*.

SEPTEMBER 2014



MISSIONS CONVENTION

NOVEMBER 9-11, 2014

soul-stirring messages * prayer times for "the harvest"
panel discussions * workshops * international meal



GOD'S BIBLE SCHOOL & COLLEGE

Homecoming

October 10-11, 2014

