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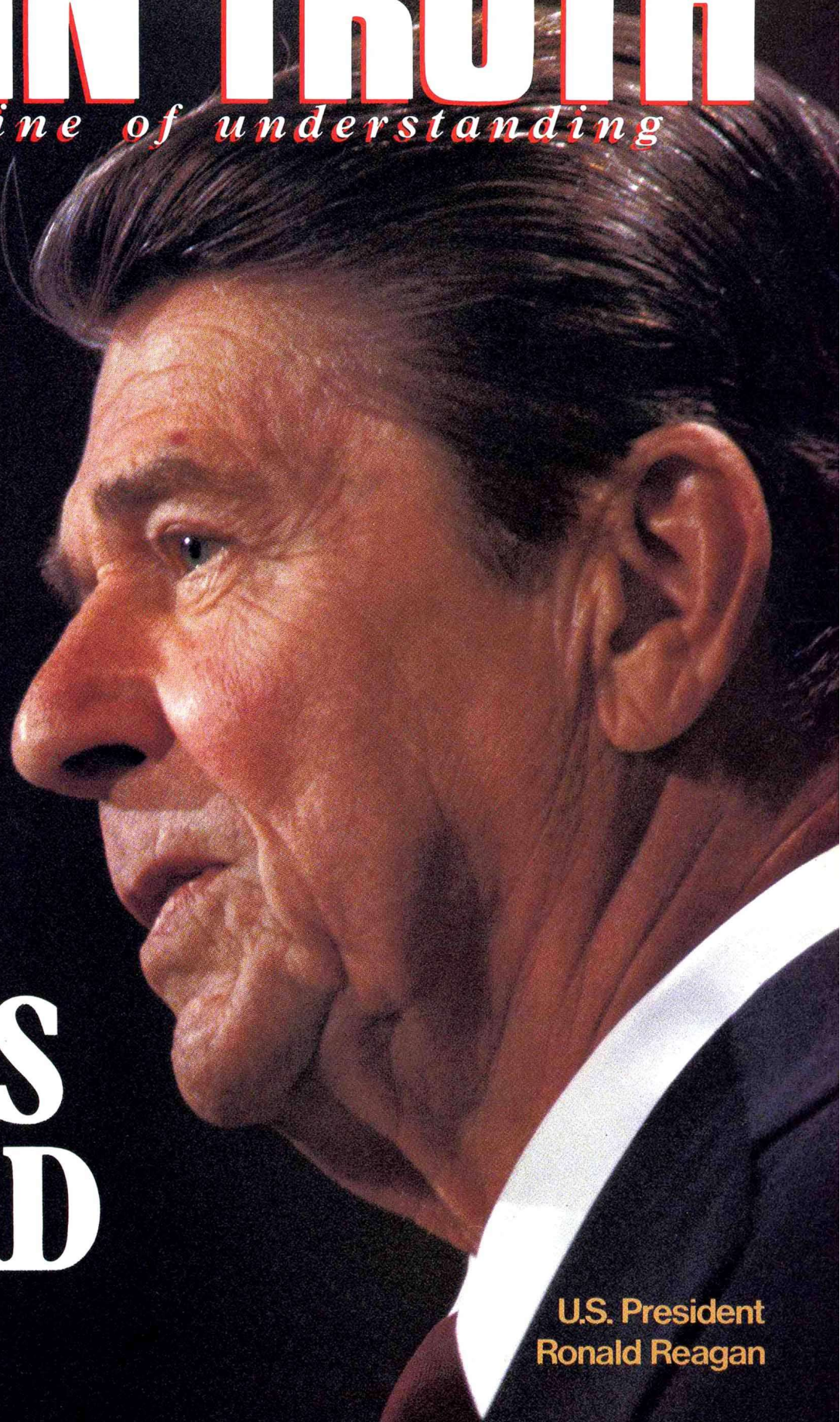
PLAIN TRUTH

a magazine of understanding

The
Next Four
Years-

U.S.
LOOKS
AHEAD

U.S. President
Ronald Reagan



PERSONAL FROM



What's Wrong with Business and Industry?

WEAPONS OF MASS DESTRUCTION threaten to erase human life from the earth! What part have business and industry played in the modern society that now stands on the brink of human extinction?

Surely, when we look at modern business, industry and commerce we find the spectacle of modern development that excites enraptured admiration.

Or has this facet of civilization contributed to the CAUSE of humanity's plight today?

If a Lincoln, a Vanderbilt or an Emerson could come back to life today, he would gasp in amazed wonderment at the astonishing development of modern business and industry!

The amazing development of the telephone, motion picture in full color, radio, television, motor car, mammoth oil tankers, jet planes, spacecraft hurtling men around the earth in 90 minutes, men traveling to the moon and back, unmanned spacecraft transmitting close-up pictures of the Martian surface to earth, the incredible modern computers and almost every conceivable technical business machine, as well as modern mass industrial production and modern sales and distribution systems—all this would cause men of a short hundred years ago to gasp in awe!

What AMAZING PROGRESS AND DEVELOPMENT!

Commerce and industry is a world within a world—a fast-moving, pulsating world of high-gear activity.

Surely all these magic advancements could in no way have contributed to the EVILS that face our world today?

Seemingly not. But if we look deeper we find in this facet of society the same evils that have CAUSED humanity's debacle today. We find these vibrant, high-pressure fields of activity motivated by self-seeking competition and greed. And too often, in selling and marketing products, the sales appeal has been to vanity and wrong desires, utilizing dishonesty, misrepresentation, deception, unfair dealing. The motivating incentive is to "GET"—give less while charging more.

There are basics to life we usually do not look deeply enough to see. There are, basically, only the two broad ways of life. They travel in opposite directions. I state them very simply. The one is LOVE, meaning outflowing concern for the good of others, cooperation, serving, sharing. I term it "GIVE." The opposite way to which this world is drawn is "GET."

At an ad-club luncheon back in 1910, I heard a speaker ring out with emphasis, "Competition, NOT COOPERATION, is the life of trade today!" We all seemed to believe that then.

But later, my wise "Ben Franklin" uncle, Frank Armstrong, then leading advertising man in Iowa, explained it to me differently.

"The value of business conventions," he observed, "lies in COOPERATION. Jones has used a new idea that reduces costs. He shares his experience, and all profit—none is hurt. Smith tells how he increased sales and distribution into new markets. All profit by his experience—none is hurt."

But human nature simply doesn't see it that way. That's the way the Creator designed it—but humans differ with him who said, "It is more blessed to GIVE than to receive." Unfortunately that has been regarded as impractical idealism. Yet EVERY EVIL IN TODAY'S SICK, SICK WORLD HAS BEEN CAUSED BY THE "GET" MOTIVE—self-advantage at the cost of others, vanity, coveting, lust and greed—envy and jealousy, hostile competition, strife, violence, war, destruction. And above all, resentment of authority!

Unfortunately the basic activating motive in modern business and industry has been the "GET" philosophy. In spite of materialistic advances, humanity's problems are

(Continued on page 40)

The Family- God's Plan for Mankind

by Herbert W. Armstrong

SOMETHING caused the Creator God to decide to create MAN on this planet.

Few indeed know what it was and what the PURPOSE for humanity's presence really is. WHERE are we going, and what is the way?

These are the most vital questions. Yet, I repeat still again, science cannot give the answers. No religion has the explanation. No university teaches this most important of all knowledge.

God Is Ruler and Educator

Most people know almost nothing about God. To understand ourselves, WHY we are, where we are going and how, we need to know more about our Creator.

Our present life is like going on a journey. Suppose you had just won a prize—an all-expense-paid trip to some other country. Wouldn't you want to know where you are going, how to get there and as many things as possible about this trip? Should we not, then, be even more filled with eager anticipation to know as much as possible about this one great trip of life? And to know that, you need to know some things about the God who is sending you and providing the way.

It is vital at this point, then, to know this, as revealed in the Bible: The Eternal God not only is Creator of all that is, but is the RULER over all he creates and also the

EDUCATOR, the revealer of basic knowledge. He reveals through the Bible vital knowledge otherwise inaccessible to man. Yet mankind—generally—has rejected this revelation as a source of basic knowledge.

The Bible is far, far from the sum-total of knowledge. It is the BASIS, the FOUNDATION, the starting point and the foundational approach to the acquisition of discoverable knowledge!

God, through his instruction book, reveals what man cannot otherwise learn! FULL TRUTH comes from the biblical revelation, PLUS acquired and discoverable knowledge approached through the CONCEPT revealed in the Bible.

Today educators, scientists, psychologists, doctors and those who set the moral standards, rely on the evolutionary concept as their assumed and erroneous basic premise and approach to knowledge. They do not know, for example, how, why or when the family originated.

But the Bible reveals this knowledge otherwise unacquirable!

So once again, let us go to that SOURCE of knowledge!

God Ordained Marriage

Jesus Christ said: "Have you not read that He who made them at the beginning 'made them male and female,' and said, 'For this reason a man shall leave his father and mother and be joined to his wife . . . '? . . . Therefore what God has joined together, let not man separate" (Matt. 19:4-6, Re-

vised Authorized Version throughout).

Marriage is a physical union but a divine institution. Almighty God ordained it! It did not evolve! It is not of MAN'S devising.

Notice, in the scripture quoted above, Jesus said to the Pharisees, "Have you not read . . . ?" He quoted an already written passage of Scripture. He said the Pharisees should have read it! Where is that scripture found? It is found in the second chapter of Genesis. It is part of the brief SUMMARY record of the ETERNAL'S original instruction to the newly created Adam and Eve. The creation of Eve had just been described, and God then said: "Therefore a man shall leave his father and mother and be joined to his wife . . ." (Gen. 2:24).

So the Almighty revealed the sacred MARRIAGE institution to the first man and woman.

Why Marriage?

Now stop and think for a moment. Why did God ordain the human relationship of MARRIAGE?

Animals reproduce. But animals do not marry! Animals are born with instinct. They need little or no teaching. As soon as a calf is born, it will begin to stagger to its feet, while the cow just stands waiting. She does not need to teach her calf how to walk, how to take its food, how to do anything. A little wobbly and unsteady the first minutes, the calf is soon up and walking.

But with humans all this is different. The newborn human does

not get up and walk immediately to its food. The tiny baby is helpless. It has mind—but at birth there is NO KNOWLEDGE as yet in its mind. It must be taught! It needs parents to teach it! It matures so very much more slowly than other creatures! Yet its potentiality is infinitely higher! And for this higher purpose, parental guidance and FAMILY LIFE are NECESSARY!

God made cattle “according to its kind.” He made “every winged bird according to its kind.” But he made MAN after the God kind!

Man's Destiny

Now, incredible as it may sound to those who do NOT UNDERSTAND the revelation of God's TRUTH—and only an infinitesimal minority do—GOD is a FAMILY!

Let me make this most wonderful truth of all time PLAIN!

First, go back once again to the very first words in God's revelation of knowledge to us: “In the beginning God created the heavens and the earth.”

God inspired Moses to write those words in Hebrew, not in the English words above. The Hebrew name here translated “God” is *Elohim*. It is a plural form used with a singular meaning like the words *family*, *group*, *team*. One family, but composed of more than one person. One group, but unless composed of more than one person, it would not be a group. One athletic team, composed of two or more players besides a number of substitutes.

Almost no one today knows that God is, actually, a divine FAMILY. One family. That family is ONE GOD.

A clever Satan has deceived people into almost every other belief about God. Most have been deceived into believing God is only THREE persons—LIMITING God to three persons and misrepresenting the HOLY SPIRIT, which flows from God and from Christ, to be a single person.

Others think of God as ONE PERSON ONLY.

But notice, again, in the New Testament, John 1:1-5, 14: “In the beginning was the Word.” Sounds similar to Genesis 1:1, doesn't it? In Genesis 1:1, it is “In the beginning GOD . . .,” meaning more

than one person forming ONE God. In John 1, the English word *Word* is translated from the original Greek word *logos*, which means “word,” “spokesman,” “revelatory thought,” as a being or person.

The next words in John 1 are “. . . and the Word was with God, and the Word was God. He was in the beginning with God. All things were made through Him, and without Him nothing was made that was made” (verses 1-3).

This “Logos” was a separate personage. He existed “from the beginning” the same as God. He ALWAYS self-existed. He existed with God. And he, also, was God. They both coexisted forever. “All things” (words elsewhere translated “the universe”) were made by

Marriage is a physical union but a divine institution. Almighty God ordained it! It did not evolve! It is not of man's devising.

him—the Word—the divine Spokesman.

But now notice verse 14: “And the Word became flesh and dwelt among us, and we beheld His glory, the glory as of the only begotten of the Father, full of grace and truth.” This, of course, is speaking of Jesus Christ. In the human flesh, he was begotten of God the Father, the only one ever so begotten before human birth.

At the time of this begetting and human birth “the Word” became the Son of God.

The Father, from heaven, said of Jesus, “This is My beloved Son, in whom I am well pleased” (Matt. 17:5). Jesus, praying, called God “Father”—Father and Son, a FAMILY relationship. The Church, at the resurrection to immortal SPIRIT life, is to MARRY the resurrected and glorified Christ (Eph. 5:25-28). So we have here a FAMILY relationship—father, son, husband and wife. And the wife is to be com-

posed of born children of God.

In MAN, God is reproducing himself. Man has the supreme potentiality of being actually born into the divine God family!

Do you realize what that means? Of course, God is composed of immortal SPIRIT. Man, like animals, is composed in this life of material FLESH—matter! But the transcendent essential factor is that God IS PERFECT SPIRITUAL CHARACTER! It is the supreme intelligence, combined with holy and righteous CHARACTER OF MIND, that most importantly distinguishes God from every other living creature. No animal has this potential, but it is the true destiny of MAN. Of course God, too, possesses supreme, ALL-MIGHTY POWER. But without right CHARACTER, this power would be destructive and dangerous!

What is this righteous spiritual character?

It is that controlled ability, in a separate independent entity, to come to a knowledge of the true and right from the false and, further, to use the self-discipline to will and to actually DO the right. And how define right? By the spiritual law of God!

This necessitates that each individual human be an independent entity, with a mind of his or her own—with freedom of choice (free moral agency). It requires MIND to absorb KNOWLEDGE, to reason, to think, to plan, devise, to draw conclusions, to will and to act.

Inanimate objects have no mind, make no decisions, have no character. Animals have instinct, but they do not possess human-level consciousness of self, do not absorb knowledge from which to reason abstractly. Animals do not create, question or decide whether to obey moral codes.

Humans are born with MINDS. Humans must be taught and learn. The human mind can absorb knowledge and reason from it—think creatively, formulate plans, make decisions, render judgments and exercise self-discipline.

Man has the capacity to develop righteous CHARACTER. This character is not created instantaneously. It develops through experience, and experience requires TIME. A human

baby is born without knowledge, but with capacity for acquiring it and of developing righteous CHARACTER. The human has the supreme potential of receiving God's own HOLY SPIRIT that imparts the divine nature, to equip the MIND to comprehend revealed spiritual knowledge!

Human babies—born helpless—need the tender care, the loving instruction, the patient training and discipline and the warm affection and love of a mother and father. They need the warmth and protection and security of family and of home life. And they are of supreme importance—for they are the potential HEIRS of God!

Animals have never been given FAMILY relationship as humans experience it. Angels have never enjoyed FAMILY status. The family relationship is a God-PLANE relationship—not an angel-plane relationship. And God bestowed it on MAN! Because MAN is to be born INTO THE GOD FAMILY.

Of all life forms—whether plant, animal or angel—in all God's creation, MAN ALONE was created for MARRIAGE—for HOME and FAMILY LIFE!

Man is, now, composed of matter. Yet in man, and in MAN ONLY, is God's CREATION still going on! Humans, by repentance, surrender to God and acceptance of Christ, may be in mind and attitude converted—may receive God's Holy Spirit. Thus, they are actually begotten as God's children. They may have direct contact with God and call him FATHER! They are brought into a FATHER-AND-SON relationship with God!

This is possible for no other creature—not even angels! Angels were not, never can be, begotten and BORN of God! Each angel is a separate creation. No angel can ever become a part of the DIVINE FAMILY OR KINGDOM OF GOD!

Notice! God says: "For to which of the angels did He ever say: 'You are My Son, today I have begotten You'? And again: 'I will be to Him a Father, and He shall be to Me a Son'?" (Heb. 1:5).

Neither animal, nor angel, nor any other being, except MAN, can be literally begotten by spiritual reproductive process, and then

actually BORN into the divine GOD FAMILY!

Humans are, if converted through Jesus Christ, the heirs of the GOD FAMILY. They are to enter the divine FAMILY. They are, even now, the begotten children of God. Therefore God ordained the family relationship for human beings.

Family relationships demand MARRIAGES!

The FAMILY relationship demands the HUSBAND-AND-WIFE relationship! And that demands MARRIAGE and faithfulness to that matrimonial bond! The CHURCH of God is merely that BODY composed of the begotten children of God. And the church, as a BODY, is the affianced BRIDE OF CHRIST, to MARRY Christ at the time of the resurrection and his Second Coming!

NOW UNDERSTAND! The husband-and-wife relationship, and the family relationship, are God-plane relationships!

Since humans were put on earth for the very PURPOSE of being begotten, and then BORN into the God FAMILY—which is the KINGDOM OF GOD—the ETERNAL has endowed this GOD-PLANE relationship for HUMANS and for humans only! What a wonderful privilege to be humans—to be given the marriage relationship now, to marry Christ and become part of the God family!

The Affianced Bride

Here is another reason for the institution of marriage in the human family. It is to teach us—to constantly remind us—of our sacred relationship to Jesus Christ!

Here is the vital teaching: "Wives, submit to your own husbands, as to the Lord. For the husband is head of the wife, as also Christ is head of the church; and He is the Savior of the body. Therefore, just as the church is subject to Christ, so let the wives be to their own husbands in everything. Husbands, love your wives, just as Christ also loved the church and gave Himself for it, that He might sanctify and cleanse it with the washing of water by the word [the Word, if obeyed, washes away error], that He might present it to Himself a glorious church [glori-

fied—deified], not having spot or wrinkle or any such thing, but that it should be holy and without blemish.

"So husbands ought to love their own wives as their own bodies. . . . For we are members of His body, of His flesh and of His bones. 'For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh.' This is a great mystery, but I speak concerning Christ and the church" (Eph. 5:22-28, 30-32).

Notice! For this reason—because of the coming marriage (spiritually) between Christ and the church—because the church is, now, the affianced bride, engaged to marry Christ—FOR THIS REASON, God ordained the MARRIAGE institution for humans! But not for animals! Not for angels!

Notice Revelation 19:7, speaking of the Second Coming of Christ in glory: ". . . the marriage of the Lamb [Christ] has come, and His wife has made herself ready." Only those made ready in righteous character will be presented to him then!

Why Home and Family

So, in addition to the family relationship, there is also the divine marriage relationship.

So understand! The husband-and-wife relationship and the family relationship are God-plane relationships!

Humans are free moral agents. God never forces one to be truly converted—to become his very begotten son. Yet the purpose God is working out here below is to reproduce himself—to bring, through Christ, "many sons to glory" (Heb. 2:10) in the divine KINGDOM OF GOD!

Since humans were put on earth for the very purpose of being begotten, and then born into the God family, the Eternal has endowed this God-plane family status for humans, now—and for humans only!

What a wonderful privilege to be given the MARRIAGE and FAMILY relationships that we may be prepared for the spiritual marriage to CHRIST and the divine family status, for eternity, in THE KINGDOM OF GOD! □

Preschool Years: Preparation for Life

We've covered the importance of the family, healthy babies, good parenting. Now we take you through the real-life experiences of childhood.

PARENTING begins with that wonderful moment you first hold your baby in your arms.

It is then that the educational process starts that molds and shapes the child into what he or she will be in later life.

Make no mistake about it—the early months and years are the most critical in guiding and rearing of children. Here is how you can make the most of this vital period of time.

Talk to Your Child

Beginning right after birth, talk to your baby. As much as possible avoid baby talk. Use clear speech. Talk while caressing him, bathing him, dressing him, changing him. Hearing the sound of your voice and the language you speak is necessary to his development.

Changing the position of the baby's crib from time to time is important, too, as he begins to distinguish differences in seeing as well as hearing. He begins to become familiar with different colors and shapes.

By the time your child is 8 or 9 months old you will notice that he has more of an understanding of what you are saying. When you see this spark of enlightenment, fuel it!

Use carefully selected words and phrases—but speak normally.

Don't use baby talk that will only have to be unlearned later. Remember, a child will revert to early learnings, and any faulty constructions you have instilled will come out later—to the child's embarrassment in front of classmates.

Children should be learning cleanliness from the home environment.

Work on your own grammar. You are your child's first teacher and you are transmitting the language with which your child will think and express his ideas. You surely want to transmit it as thoroughly and as correctly as you

can. It is wise also to avoid the other extreme—once the child can comprehend. Some parents talk above the child's level of understanding. If this happens the child may "switch off," later



impairing concentration in school.

Encourage Curiosity

Don't confine your baby to a playpen for overlong periods. It may be more convenient, but it can curtail

interest and curiosity—and curiosity is essential to learning.

As your child is crawling, he learns by feeling the surroundings. Muscles and coordination are being developed. Coordinated movements early in life have a

parents who are truly interested and excited about their accomplishments.

Parents must show the child how to give and share. The child must not be allowed to snatch toys away from others. He must learn not to

tive eagerness toward new opportunities, rather than a withdrawing, doubtful, discouraged inferiority complex.

Children should be learning *cleanliness* from the home environment. They should be learning *friendliness* by social contacts and events—from group outings to home entertaining to dining out. They should be building confidence, enthusiasm, a happy, positive approach. By their actions, they should be displaying a deep honoring of parents and respect for all elders.

They should be learning to follow instructions by completing household chores and tasks. At their level, they should be learning to *work* for results, staying with a task until it is completed successfully.

Children should be taught to *accept criticism*. Your child will need your comfort when criticized, but he or she must learn to make necessary correction when wrong and forget the sting of criticism. Your love will help.

If parents let down in these areas, the child will become unresponsive both to his parents and his teachers at school. He'll become an expert at tuning out—he'll ignore directions and adjust poorly to situations.

Be Highly Interested

Parents should be highly interested in their child and all his interests. This shouldn't be just a casual display—young minds quickly discern the difference: When "Daddy, will you play with me?" is asked, the response, too often, is usually a weary, "Not now, I'm too tired." Or "In a minute, son," hoping some other interest will soon occupy him.

Take time to play with your child. It shows your child that you love him and accept his world. Also, you can see the progress he's making—on a regular basis.

Children should be allowed to play near you when you are working, even though this leads to interruptions. Our job as parents is to train our children. Answering their questions is a necessary part of this responsibility.

When the questions come at a moment that you cannot answer, have the child wait. This is valuable training for school and later life. It develops patience and control. It is

Children should be allowed to play near you when you are working, even though this leads to interruptions.

take anything that isn't his. He must not shade stories to his own advantage.

Above all else is the parental model for these traits. This will determine the child's character. And character is the real key to later success in school and life. Character and good study habits are what every parent first needs to be teaching his children at home.

A child needs to be learning order and organization. No boy or girl should be brought up in household confusion. A neat, ordered home with regular mealtimes will help develop order, trust and confidence in a child.

Praise builds confidence in your children. Don't talk demeaningly to others about your children's faults and inner feelings. If a child knows that what he or she reveals to you from the heart goes out to others, the child will stop being open with you. Don't lay the foundation for a generation gap. Begin building family loyalty now.

Activities—not necessarily expensive activities—when done together are the concrete, personal experiences that draw parent and child to each other. Such shared experiences will also develop right self-confidence in children—a posi-

critical role in the development of the brain.

All dangerous things should be put out of baby's reach, but allow for a certain amount of minor mishap. Don't be overprotective.

Limits in certain areas should be set for the child's own good. Refrain from saying "no" continually, but set definite limits to establish self-discipline early.

Remember that children will test their parents and will push to the limits they can go. But they will accept authority if parents are firm.

Character Development

The child's character traits, personal values and personality are decided basically by the home environment. Parents are the prime teachers—or should be! But often the development of character is left to the school in hopes that teachers will impart to the child the discipline and respect the parents couldn't.

A parent should realize he or she has a host of advantages with which to succeed. Young children will unquestionably believe a parent. They have a strong desire to please



good, too, because the child has to remember the question, which is excellent preparation for school. If, however, these questions are left unanswered, we have let valuable learning experiences go by.

Children of all ages benefit by being included in the day's regular activities. Shopping, painting the fence, visiting friends, planting the backyard garden are all helpful educational experiences.

Personality and Language Development

As time goes on you will notice your child's personality developing. At age 2, some children are capable of using expressive language. Building compound and complex sentences can be handled at this age, though some youngsters do take a bit longer. At age 2, a child has a speaking vocabulary of about 200 words, but during the next three years it can reach 2,000. This shows the steady, rapid progress that can be made during these crucial preschool years.

Help your child put immature responses into words. Don't let him get away with nodding or pointing. Have your toddler speak in correct, full sentences.

In all teaching, remember: A child will strive to live up to our expectations. If we have a low standard, the child will settle for that. If it's a high one, he will reach for it.

Teach and train in a positive, happy, warm, loving way. You shouldn't allow yourself to get so overburdened with other tasks that impatience sets in. Have time for laughter and fun. Make family life enjoyable.

Your Child's Play

Play is the child's work! It is important in his or her life and development. Far from being an extra, it is vital to growth. From the earliest days, play experiences help develop coordination, tastes, maturity and personality. Character is largely formed in early play experiences.

Through play a child rehearses patterns of living. Play doesn't always have to include toys. Teaching your child to perform household chores can be equally fun and constructive. If proper play experiences are offered, a child is likely to

transfer much of the pleasure of play into what adults call work.

Toys are important, though. They are a child's tools for learning. They can be used to develop a strong, healthy body and an alert mind. They can help form a child's personality and creative skills.

When purchasing toys, parents should select those suitable for the child's age, sex and temperament.

Up to one year children enjoy and profit from toys they can look at, feel, safely chew on, hold in their hands and drop. They should be washable and unbreakable and have no sharp edges.

One-to-two-year-olds often like toys they can take apart and put together again, and toys they can push and pull around. Balls, blocks, little airplanes, cars and dolls would generally interest them.

For toddlers and younger children, toys that can be assembled, that give children the chance to learn different colors, and help them learn to count, are good.

As a child grows older, he likes to turn pages (teach him how) and

The manipulative skills of 4- and 5-year-olds need toys that stimulate their coordination and mental abilities.

experiment with newly discovered abilities. Nontoxic modeling clay, safe vegetable dye paints, various balls (which help coordination, timing and agility) and construction sets are good, depending on the child. If a child has difficulty catching balls, toss things to your offspring, such as soiled laundry to put in the hamper.

Girls enjoy dolls that can be dressed and have underclothes

changed. Boys, too, should be familiar with the procedure.

The manipulative skills of 4- and 5-year-olds need toys that stimulate their coordination and mental abilities, speed and accuracy. Trains, hobby materials in arts and crafts, construction or model sets, tricycles, real carpenters' tools and games that can be played out of doors are appropriate here.

Outdoor play is excellent for health and coordination. A swing, jungle gym, outdoor tub (under your supervision) are good, as is a sandbox, replete with shovel, bucket and sieve.

Good educational experiences and toys should involve active personal participation. This is essential to the whole pattern of development.

Be sure the toys are safe and durable. Some suggestions of the U.S. National Commission of Product Safety include:

Test doll heads. Twist and turn the head, as well as the arms and



legs, as a child might. Look for sharp edges.

Make sure the eyes and ears of toy animals are firm.

If a toy comes only in a package, ask the retailer for a sample you can examine.

Be wary of electrical toys.

Get assurance that paint on toys is nonpoisonous.

Above all, use good common

sense! Remember—children are your priceless gifts from God. Make their playtime safe.

Toys do not have to be the purchased variety exclusively. Some can be made from wood or cans with plastic tops. Children enjoy cardboard boxes too—they make fine trains and buses. Creative toys provide the child the excitement and satisfaction of learning. They challenge the child to use his imagination in a constructive and creative way.

Scissors should be round ended, but really cut. This is the time to teach proper use of sharp objects, and your child should soon be quite safe with them. (If giving pencils you should observe how the child is holding the pencil and forming letters.)

From your cloth remnants have your child cut odd bits of material and match the pieces, feeling as well as seeing the differences.

Don't expect perfect results from your child's craft activities. It is the activity that counts at this time, not the result.

Be sure to have your child clean up and put toys away. That is each child's responsibility—in having toys one must learn to take care of them! Failure to do so is allowing a breakdown of character.

In games with others, a child should be taught the importance of sharing and that winning is not as important as being a good sport. Games teach good sportsmanship and how to face disappointment gracefully. A child should be taught to always put forth his best effort and to cheerfully cooperate with others. These points should be learned early!

Television

Many preschoolers are practically weaned on television, in some cases spending more than half of their waking time with eyes glued to their "teacher."

In the United States, before reaching age 5, a child may have

already spent more time in front of a television set than the average student in a liberal arts program spends in the classroom throughout the entire four years of college attendance!

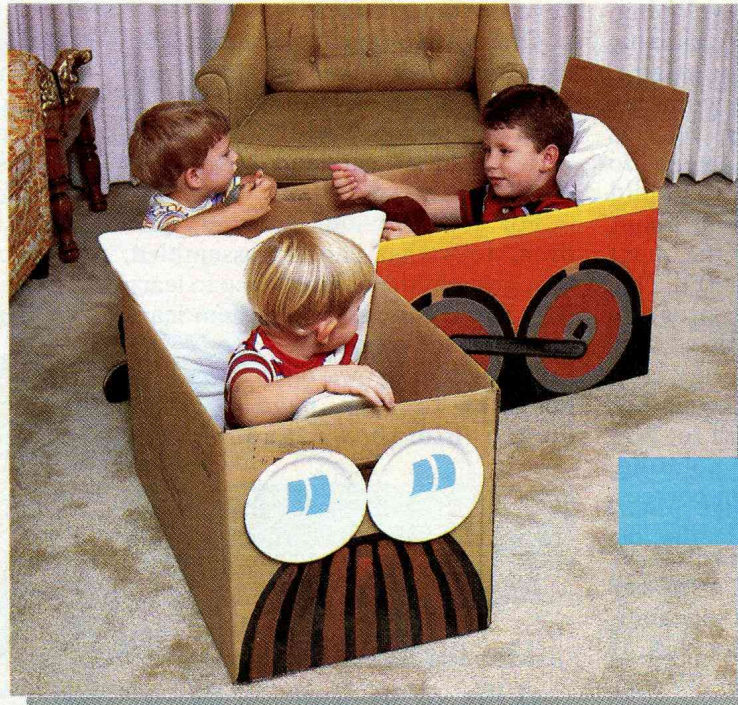
Quickly changing scenes and the rapid-fire delivery of television shorten the attention span of children.

Many children who watch television extensively tend to lose their powers of imagination. The electronic video thinks for them so often, they become unable to think for

then comment on any fallacies or wrong actions that can creep into "good" programs.

The Importance of Listening

Children need to come to school with the *habit* of giving their undivided attention to the teacher—or any elder who is speaking. This is far too often not the case because of the impact of television, and because parents themselves are failing to set the example. The child's future is *already* at a very sad disadvantage.



Children enjoy cardboard boxes too—they make fine trains and buses.

themselves. (The simplest of toys and a vivid imagination entertained before television was available.)

Upon entering school, children reared on television find their "training" catching up with them! With the children accustomed to being entertained, teachers find it difficult to hold their pupils' attention for any length of time. Add to this possible weakened eyes from staring at one point (sometimes without blinking for long periods, whereas the normal eye movement is from side to side).

Television should not fill the vacuum created by a parent's neglect. It should not be a baby-sitter. Children need to be talked to and listened to in their formative years. The television set itself, however, is not the problem—if control is exercised. Watch good programs *together*. Parents can

Listening is a vital key to learning. Start developing this skill early. It will take work, diligence and self-discipline, but your child's future success depends on it.

Have your child sit still and be quiet at certain times of the day. Start by having him or her listen to you for a minute or two at a time. Make sure the child's eyes are on you. Then ask a question concerning what you had just covered. Praise the child with: "What a good boy (or girl) you are! Those ears just catch every one of Mommy's (or Daddy's) words!" A big hug will be in order.

You will develop by experience the ability to know how much your child is able to take in and reiterate in answer form. Add information when you feel it's too easy for him, always expanding your offspring's knowledge and understanding. Extend his listening time to several

minutes by the time he's about 5 years old.

Literature for Reading

In teaching to listen, read to your child! Take your child to the library even by age 2. A love of books will begin to develop by so doing.

Choose books that have proper information. Avoid too many talking animals and fairy tales. Keep to subjects relevant to your children's experiences and interest.

Through books your child's vocabulary will increase and he will learn the flow and rhythm of words. Synonyms and antonyms will enter his ears. Nouns and adjectives will parade before his mind.

Poetry is important for the rhythmic pattern children enjoy, and for speech development (by repeating words that may initially be difficult to pronounce). Have your child learn several from memory. Memory work aids in the proper development of mental organization. Be sure the selections cover a wide spectrum of facts and experiences. Introduce your child to the rhythm of language with all its richness and beauty.

Show your child how you read. As you read, use expression—make the story or poem exciting, interesting. Use inflection and vocal color—but be balanced! Don't be over dramatic.

Don't continue reading something in which your child has no apparent interest at the time. He has *so many* of his own interests going, build on these. His knowledge in these subjects will rapidly increase and other areas will open from this.

Open the world to your child—teach, instruct, nourish, add to the ideas and interests he or she has.

Try to look at the world through a child's eyes. View the folded rosebud, the billowing clouds, the tiny twigs of trees. Appreciate and enjoy God's creation with your child, and you will be teaching him "while you're walking by the way."

Don't Rush Reading

Don't be a parent who is over anxious to get his child reading! Parents *often* like to put great emphasis on this while leaving other *more*

valuable preschool work undone. Children often can "read" before they go to school, but have poor comprehension and eyesight and can do little else. They have learned to identify words, but without the depth of meaning that takes added maturity and life experience to comprehend.

To some parents, other areas are not so obvious or readily tangible as reading, and therefore are overlooked. These are the important attitude areas covered earlier. This is the foundation upon which all else will rest.

Reading at a *very* early age can be accomplished, but it is not necessary. If your child does show interest in reading before his first year at school, expose him to familiar words all around us—"STOP," "TELEPHONE." In a natural way, have your child point out signs as you walk and ride. He or she will have such pleasure in recognition! Select books to read that contain these words. It is much easier for a child to understand ideas that are familiar than a book in which there is little interest.

Have your child tell you a brief story. Using *large dark letters*, print what he or she has said. You can make up a book this way, using *large* sheets of paper. Praise your child for each word recognized.

If you choose to buy your child books, make book buying a real event. Buy one at a time. With this incentive, a child will not only experience joy in reading, but may want to try out writing.

Preschool Writing Development

Again, remember it takes tremendous coordination to write. This can be developed by picking berries, folding napkins, sorting out Daddy's nails and bolts, working with clay or kneading pastry with Mother.

Encourage your child to do *much* cutting and pasting. Cut out pictures and paste them by topic in a scrapbook.

Use cardboard upon which to paste a picture and cut into shapes—an endless supply of jigsaws!

These activities develop strength in hands and fingers. Good penmanship begins here.

If your child strongly favors use of his left hand, make no issue of it.

Be sure to teach your child not to write in books that should not be written in.

Mathematics

Preschool years offer a made-to-order situation for teaching elementary mathematics. Have your child measure how many times a certain toy will fit on a chair, how many steps it is to certain objects. Have your child set the table and count out the spoons, forks, knives and plates needed.

Make a clock using numbers found in magazines. Have your child gather acorns, stones, pebbles, sand, shells, and weigh them against each other on a scale.

On shopping trips, have your child find round and oval fruits and vegetables, rectangular packages. Let him or her have experience with proper handling of money, especially pennies, nickels, dimes.

Music

Acquaint your child with music. From earliest days let him hear a rich variety of music in the home.

Play recordings, both classical and children's, along with a rich selection of other types, including ethnic compositions from around the world. Include music that is majestically inspiring, peaceful, pleasurable, joyous—and even sad. Have background music at special meals.

Point out the instruments of the orchestra.

Let your child participate in making music and keeping time to it. Let him or her sing, dance, skip, jump, march and learn left and right by so doing. Through rhythmic activities a child gains coordination, confidence, social skills and knowledge. Music helps in discipline and development of creative skills.

Be careful not to ridicule or in any way put down the musical attempts of your child. Encourage, and help instead. Make music fun. Enjoy it as God intends.

The Important First Day at School

As your child gets closer to school age, prepare for that important first

day. See that he or she has been playing with other children, is having contact with other adults who have authority—and responds to them.

Talk positively about your child's school. Problems of excessive shyness can be avoided if the child is allowed to stay with relatives and later a close friend or two for the odd morning or afternoon during toddlerhood or soon after.

Some experience of a well-supervised and structured playgroup for a morning or two (avoid more than this) can help prepare the child for the school setting. Build it up as a joyous experience—a place where he or she will meet new friends, new challenges and have a lovely time. Take your child to visit the school before enrolling.

As your child enters on the first day, and all succeeding days, he or

she should enter without you, have a cheery "Good morning" for the teacher, put the lunch pail neatly in the space provided, walk in an orderly manner to the desk and sit quietly, waiting for the class to begin.

When the teacher speaks, a child should respond instantly, not when he's ready to! He should not wave his hand frantically when asking or answering a question. He should be trained in finishing lunch within a half hour and sit properly during it. He should have been independently toilet-trained and not embarrassed to ask a teacher for permission to use the toilet in emergencies.

Any questions or misunderstandings you have should be directed to the teacher directly, not through your child. You will be laying groundwork for an effective future relationship with the school.

Uphold the teacher in your child's eyes. If you don't, you are undoing principles you have already taught. When school and home work together, progress is steadily and rapidly made.

To help reassure your child, be sure to be prompt in picking up him or her at dismissal time.

Putting God's principles as the basis of knowledge, your child will now have the start of a giant blessing that will grow day by day. He or she will please all who come in contact with your family, reflecting your training and, by extension, God's truth, for "even a child is known by his doings, whether his work be pure, and whether it be right" (Prov. 20:11).

Our next installment, "Pre-adolescent Years," will carry us up to the beginning of the teen years. □

Changing Years

(Continued from page 9)

exercise in this manner, and the talks you share while walking can strengthen your marriage as well.

In addition to physical symptoms and the ability to take care of those physical aspects of menopause, it is most urgent we understand the emotional changes that will also occur.

Fluctuating feelings of depression and irritability are not symptoms of encroaching mental illness. They simply, to one degree or another, are emotions one must cope with at this time of life.

There will be good days and there will be bad days. There will be times a woman will forget even

her best friend's name. She will notice extreme fluctuations in her feelings of anger and love.

While hormonal imbalance plays a significant role in the emotional makeup, outside factors can also play a part. A woman overly subjected to stress is much more likely to have fluctuating emotions than a woman who lives and works in an environment of love and understanding.

This brings us to the conclusion of the matter. Every woman must accept that she will enter into *and pass through* menopause. It is not a sickness or disease, but a normal, to-be-anticipated time of life.

It is a time when a husband must offer more love, understanding and time to his wife than ever before.

Children, relatives and friends must also pitch in to create a stable and loving environment.

Then, it is a time to look forward to about one third of a life span of accomplishment and joy.

If you have entered or are about to enter menopause, relax. You are going to go through some changes, yes. You will some days be hard to live with. You will have some bad days. But they will get fewer and further between. One day they will stop.

Stay active and busy. Maintain a good exercise program. Eat a wholesome and balanced diet.

Then you may find, as one woman wrote, "The change begins at age 45 but, believe me, life begins at 50!" □

PERSONAL

(Continued from page 1)

spiritual—and the spiritual incentive has been "GET"—"ME FIRST!"

Result? In spite of materialistic advances there has been spiritual retrogression. Trouble, evils, suffering and anguish engulf the world.

"Is honesty the best policy?" A magazine survey put this question to 103 business executives, all high in their lines. An overwhelming majority doubted whether a strictly honest policy would enable one to rise to the top in the business

world. Only two answered yes, and one of these said he knew he was being naive.

Looking more deeply, past the materialistic advances in the business world, there has been selfish motivation, dishonesty, dog-eat-dog competition, disregard for the good of others, sharp practices.

This facet of modern civilization, like modern education, government, science and technology, has moved in the direction opposite from the foundational spiritual law of our Maker. It has contributed to bringing man's world to an appar-

ent state of hopelessness and a soon future of utter destruction.

But that super-strong "unseen hand from someplace" is now about to intervene. He sends a voice crying out with the world's only and sure hope! That intervention will save humanity from itself. A new and different world of PEACE, HAPPINESS and ABUNDANCE for all is that sure hope. Mankind won't bring it about. It will have to be done TO humanity—and our motivation shall be *changed* from "GET" to "GIVE!" Agree or not—IT IS SURE! □