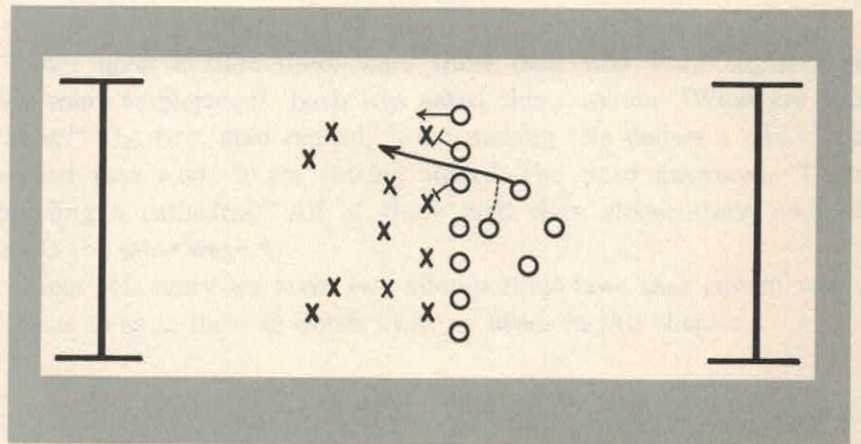


WORK



It's a Play With a Goal in Mind

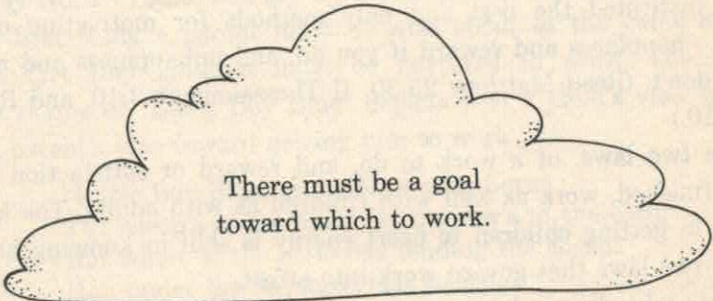
Chapter Eleven

Work

Once upon a time there were three men who were engaged in the same employment. Each was asked this question: "What are you doing?" The first man replied, "I am making five dollars a day." The second man said, "I am cutting stone." The third answered, "I am building a cathedral." All of these men were stonecutters, and all made the same wage.*

From this story we learn two all-important laws that govern work. I want to hang them as clouds over our heads in this chapter.

Law No. 1

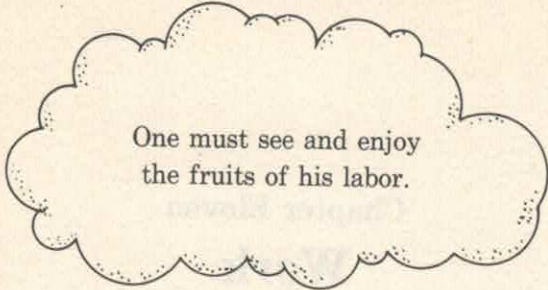


There must be a goal
toward which to work.

The men who were stonecutters had an objective in getting up every morning. Awaiting them at their job were slabs of stone ready to be carved. They never had to sit idly by and wonder what to do next.

* Adapted, with permission.¹⁴

Law No. 2



One must see and enjoy
the fruits of his labor.

For one to work, he must have an incentive or reason for doing the job. No human being is going to exert himself and put out a lot of effort if there isn't a purpose in it. Time is too valuable to spend on something you feel is futile or without aim.

What incentives did the stonecutters have that caused them to put forth so much effort? One expressed by his answer that his motivation was to get the five dollars at the end of the working day. From the second man's statement, we understand that he received his greatest reward from simply enjoying what he was doing. He, in addition to his wage, received a deep personal satisfaction from exercising his skills. As for the third man, it was sheer pleasure for him to visualize the mighty building he was helping to construct.

God instituted the best and only methods for motivating one to work - - happiness and reward if you do, and unhappiness and misery if you don't. (Read Matthew 25:30, II Thessalonians 3:10, and Revelation 2:10.)

These two laws, of a work to do, and reward or satisfaction when you've finished, work as well with children as with adults. The key to success in getting children to exert energy is skill in knowing how to put the two laws that govern work into effect.

Parents who do not know how to institute a working program will usually make two disastrous mistakes. (1) They will relieve their children completely of any burdens, and will do everything themselves, or (2) they will allow shoddy or half-finished work to go uncorrected. Neither approach is for the ultimate good of the child they love.

As autocratic parents, let's analyze the subject of work and keep in mind the two laws governing it.

Work is Spelled WORK

From the four letters W-O-R-K, we can outline our subject. In order to train a child and instill within him the desire to work, it will take:

Wise
Organization
Regular
Keeping

I will take these four components and talk about each. Since we, the parents, are the trainers, we will talk about, firstly, our need to become *Wise*; secondly, how to institute proper *Organization*; and lastly, the importance of our children's *Regular Keeping* of their WORK.

I. WISE

Work is a play with a goal in mind. In order to achieve your goal of training a child to work, there are five all-important plays to remember in the game. You will be *Wise* to tie a string around five fingers to remember each one.

Play No. 1 - *Children Play by Nature; They Work by Nurture*

The first thing a parent must be wise about in the game of work is the fact that children must be nurtured to work. The Mother Goose rhyme of "Little Boy Blue" depicts well a child's view of work and a parent's idea toward getting him to work.

"Little Boy Blue, come, blow your horn,
The sheep's in the meadow, the cow's in the corn;
But where is the little boy tending the sheep?
He's under the haystack fast asleep.
Will you wake him? No, not I!
For if I do, he's sure to cry."

Here we have a little boy who is not doing his work, and, for fear of the results, no one is willing to awaken him to his responsibilities. Autocratic parent! Crying or no crying, you will have to awaken your

child to his labor. You have to nurture (that means bring up or train) him to be reliable.

If your child doesn't jump up and volunteer to do the many tasks that obviously need to be done, relax and don't worry about it. He is only being normal. (Remember, in Chapter Nine we mentioned that you will sometimes have to make your children do what they are capable of doing.)

Play No. 2 - *Children Feel Useless If They Are Not Useful*

The fact that children feel worthless unless they are made to become useful, may sound contradictory to what we just said about a child's nature. How can a child not like to work, but basically be happier when he has work to do? I don't know that I can give a satisfactory answer to that question, but it is a fact about human nature that we all need to feel we are capable of producing and that we are good for something. "Our chief want in life," said Emerson, "is someone who will make us do what we can."

"Do-With" Toys Superior to Mechanical Toys

Even when children play, they like to feel useful. In the early 1900's, Caroline Burrell made a comparison of mechanical toys to children's self-organized play. She was of the opinion that, since a child has an instinct for doing something himself, the "do-with" toys are far superior. They help develop the power in boys and girls to depend upon themselves for amusement, whereas the mechanical toys leave little for the child to do.²⁸

Have you had the experience of buying your boy a battery-run car and your little girl a pull-string doll? They were amused for a time, but it wasn't long until you heard "booden booden" and "wa wa" as they were playing about the house. They had discarded the use of the mechanical movements in favor of making their toys run with their own power and creativity.

Teenagers Must Feel They Are Needed

In the book, *Faith in Families*, Evelyn Duvall writes that teenagers must feel that they are needed. Fathers and mothers tend to do the

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important jobs around the house and assign adolescents the less important and more disagreeable chores.²⁹

Mother's delicious meal is an example of this. She will plan and prepare the food for the family, and everyone praises and adores her for it. After the meal is over, this is often what happens: as Mother, lavished with compliments and appreciation, unties her apron strings and leaves the kitchen, she will call over her shoulder, "All right, girls, you do the dishes and get the kitchen cleaned up."

Of course the dishes have to be done and the mess cleaned up, but mothers should let the girls be the creative ones some of the time. When young people are allowed to be in a position in which their accomplishments receive praise and recognition, their desire to be useful is fulfilled and they are motivated to be more willing to volunteer their services.

Now that we understand that a child basically wants to be useful, we can perhaps be more alert to arrange situations to build "mother's little helpers."

Play No. 3 - Children Will Tag Along With a Tactful Trainer

It is my prayer during this study that you will never lose sight of the fact that you are a trainer. You *show* and *tell*, and your children *follow* your example. Children are tag-alongs and, as the saying goes, are as "curious as a cat" when it comes to grown-up affairs. They will pursue you and want to try every new thing they see you do.

If you are a tactful trainer, you will take advantage of the times your children want to help. If you are washing windows or shining silver, and they want to try their hand at cleaning, move over and welcome their services.

As an autocratic parent, learn to work along with your little tag-alongs.

Today Is Mother's Day

One time I had a marvelous opportunity to witness in action children whose mother had practiced the tag-along principle. My husband was holding a week-long meeting at a neighboring congrega-

tion, and, since it was nearby, our family had the privilege of accompanying him to the services each night.

After one of the mid-week gatherings, the local preacher and his wife invited our family to have lunch with them the next Sunday. We appreciated their thoughtfulness and gratefully accepted the invitation.

The Lord's Day and closing of the meeting rapidly rolled around. The preacher's house was next door to the church building; so, after the regular visiting following the morning service, my husband, children, and I walked over to their house for lunch.

When we arrived, Roy and Norma met us at the door and cordially invited us to come in. They offered us a seat in the living room, and we all sat down together. After a few minutes of visiting, I became somewhat puzzled that Norma was making no move to prepare lunch. When I asked her if I could help her in any way, she replied, "Oh, no! Today is Mother's Day, and the children are doing all the work. They came to my bedroom early this morning, served me breakfast, and told me they wanted me to rest and not go into the kitchen all day. I reminded them that we had invited you folks for lunch, but they said it was all right - - they would fix everything."

Our children were small and I had brought play clothes for them to wear for the afternoon. When I asked Norma if there was a place we could change, she directed us to a room close to the kitchen. As we approached the kitchen area, the three girls (late grade school, junior high, and high school ages) reminded me that it was Mother's Day for me also and I was not to help either.

Soon we were all called into the dining room for lunch. The table was properly set and the meal was superb. I do not recall everything on the menu, but I definitely remember that we had ham with pineapple glaze, hot rolls, and fresh berry pie that the girls themselves had made. They waited on everyone during the meal, cleared the table, and cleaned the kitchen all by themselves.

The whole experience fascinated me so much that I wanted Norma to share her secret with me. I asked her, "What have you done right with your girls that they would voluntarily and with such skill prepare a meal like this?" She meekly replied, "Well, I just don't know,

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unless it is because all of their lives I have let them help me in the kitchen. Any time they want to assist, I never shoo them away. Ever since they were little, I have always tried to give them something to do that made them feel they were helping, even if it wasn't anything more than slicing the cheese or grating the carrots."

Blueberries For Sale

Since parents are the trainers, they must be the ones who are out front setting the example of being industrious. A lazy father and mother can't expect to produce a hard-working son or daughter.

One summer our family was informed about an abandoned blueberry field located down in a valley near where we lived. The land had been purchased by the highway department, and the public was welcome to come in and pick the blueberry crop before the shrubs were torn out.

My husband and I felt that blueberries were so expensive that it was a shame to let them go to waste. We also reasoned that it would be an excellent opportunity to introduce our children to the hard and tedious task of berry picking.

The blueberry field was only a short drive from our house; so several mornings we got up at six o'clock and picked for a couple of hours before our daddy went to the office. Some days we would pick at his lunch hour and return to the field again in the cool of the evening after he came home from work. My husband and I kept the children with us as we worked our way through the rows of bushes.

Each day as we came in from the field, we would sort the berries into pint boxes and flats. After we had picked and stored a winter supply for ourselves, the children loaded the rest into a wagon and sold them up and down the streets throughout the neighborhood. We also sold to businesses.

Over the six-week period of time we worked, we sold enough blueberries to be able to buy school clothes and shoes with the money. The children were very proud to say they had helped in the purchase of their school wardrobe.

After we had made purchases for the children, my husband insisted that I get a new dress from a portion of our profit. The floor-length jumper and lace blouse I am wearing in the picture on the

back cover of this book was my purchase. I have always called it my "blueberry dress" and have had fun wearing it to the TUAC classes on the days I taught this lesson on work.

The third point we must remember about getting children to work is that we the parents must first show the way by being industrious ourselves and letting our children work alongside us. We should never make a practice of sitting down to relax and assigning them a difficult task to accomplish while we are sitting with our feet propped up.

*Play No. 4 - Children's Own Perspiration Adds
to Their Appreciation*

The fourth fact wise parents need to know in the game of work is a hidden truth that lies in the heart and mind of every child. That secret is that children always appreciate what they are able to do for themselves more than what is done for them by someone else. We learned in our chapter on independence that doing for ourselves is what we basically want to achieve. "Just leave me alone, and I will prove to you that I can do it without your help."

If your twelve-year-old longs for a ten-speed bike, let him mow lawns, throw papers, pick berries, or save his working allowance and pay for it himself. That bike will get better care than any of the trikes or bikes you bought him in his early childhood.

Too Much Salt

To illustrate how a child is more appreciative of the things he does himself, let me tell you of the time one of our daughters came in from school and wanted to cook something. I was very much in agreement, because I needed items for lunch boxes. She had no preference as to what to bake; so I suggested making cupcakes. That was fine with her, and I helped her select a recipe and assemble her cooking utensils. She had helped me cook before and had done some baking by herself; so I left the kitchen and let her work on her own. (This is a tip I learned from an elder's wife. I will tell you about it next.)

Everything seemed to be going just fine, because she had not come to me to ask for any help. She was doing an excellent job, and

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the cupcakes began to send a delicious aroma through the house. Soon she took them out of the oven, and they were beautiful. She was very proud of herself and, of course, wanted to be first to sample one.

As she sank her teeth in and took the first bite, her pride and enthusiasm waned considerably. Something had gone wrong! The taste of salt stood out above the normal sweetness of cupcakes. As we read over the recipe again, she discovered her mistake. Instead of putting one teaspoon of salt in the batter, she had put in one tablespoon!

That evening at supper, no one in the family uttered a word of criticism about her production. Needless to say, however, the cupcakes were not the most popular item on the menu. But do you think she refused to eat them? Certainly not! She took them in her lunch, and not a one was thrown away. Why? Because she was the one who had put out the effort. Her appreciation was far greater than if the cupcakes had been made by someone else.

Advice From an Elder's Wife

Once your daughter gets the feel of the kitchen and has watched and worked with you for awhile, the time will come when you should retreat, get out of her way, and let her occupy the territory by herself.

Before I ever had daughters, an elder's wife taught me the lesson of leaving the kitchen and letting girls cook by themselves. What girl wants to bake a pie and have to give mother credit for making the crust? No young lady wants to do that! When Daddy comes in, she wants to serve him pie that she made *ALL* by herself.

Katharyn had a teenage daughter who was an outstanding cook. At the age of sixteen Jeannie Karen could have fixed a banquet for fifty people and done an excellent job. Years ago I got a recipe from her that has been a favorite with our family ever since.

When I asked Katharyn how she trained Jeannie to be such a good cook, this is essentially what she said - -

"When Jeannie was younger, I learned it worked better, when she came into the kitchen, for me to get out. Someone else's mess always bothered me, and when she didn't do things just as I thought they ought to be done, it worried me tremendously. The most logical

conclusion for the happiness and welfare of us both was for me to leave the kitchen and go do something else. When she needed help or advice, she would come and ask for it. I did not hover over her and offer constant counsel."

Any time someone begins to exercise a new skill, he does not feel comfortable having an expert "breathing down his neck." Also he likes to try a little experimentation of his own. A girl may reason, "I know Mother does it this way, but I believe I will try it another way." And, believe it or not, children can come up with excellent ideas that are far more creative than anything we may ever have thought about.

Try letting your young children put a fruit or vegetable salad together *ALL by themselves*. It is fun to watch how they do it, and I guarantee you it will be delicious and you will not have to beg them to eat a bite.

Birthdays and Christmas

As I discuss the point of letting children work, earn money, and accomplish things by themselves, I am not advocating that you should never buy your children things for their enjoyment. I am suggesting, however, that you keep the extras to a minimum. Birthdays and Christmas are ample times through the year for parents to give their children special remembrances.

It is a fact of human life (and we should face it in times of prosperity as well as times of poverty) that every human soul attains real happiness when he is able to achieve for himself. A child will grow up feeling worthless if he has parents or relatives who do everything and get everything for him he wants. His maturity will be stifled, because he never has had a chance to sacrifice, plan, and save for dreams of his own.

I believe early childhood is when parents fall into poor judgment in the matter of buying unnecessary extras for children. Babies are so precious; and they are especially adorable when they start to express themselves verbally.

What often happens at this stage in a child's life is that Mother will take him shopping with her. During the course of the ride through

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the store, his little pointer finger starts selecting items that especially take his eye. In his baby language, he will start asking for it. If Mother doesn't readily respond by letting him have what he wants, he will start demanding it. If Mother says, "No!," crying and ugly actions will accompany the "I want this" and "I want that." In order to prevent a scene in public, Mother will shrink into her shell, give in, and say, "All right, honey. I guess you can have it this time."

What has baby learned? He has learned that, because Mother will not stick to her "no" and be willing to discipline, all he has to do is to make a demand, get obnoxious, and he will get his way. Baby will get to the point that, every time he is taken to the store, he will feel he is entitled to a new toy.

Children who manipulate their parents after this fashion will grow up to be selfish and demanding. If they don't get help from somewhere, they will become incorrigible. It would be next to impossible to excite them with a gift of any kind.

Autocratic parents will be wise to remember that children need to dream, plan, and save on their own for the extra desserts of life.

Play No. 5 - *Children Readily Respond If There Are Reason and Reward*

What we have said thus far about the game of work is: (1) Children have to be made to work. (2) Everyone is basically happier if he is productive. (3) Parents must set the example of being industrious and let their children work alongside them (4) Children have a greater appreciation of things they accomplish *ALL by themselves*.

We have one finger left to tie a string around. The last play we must remember in the game of work is (5) Children will readily respond if there are *Reason and Reward*.

What do we mean when we say a child will readily respond to work if he has a reason and a reward? You may be asking, "Do you mean to say that if I expect to get any work out of my child, I am going to have to give him an explanation and furnish a reward every time there is something to be done? That's right! That is exactly

what I mean! But before you get too excited and make plans for a payroll, let me relieve your mind.

If you have an autocratic family and are teaching your child to be *OBEDIENT*, he automatically has *Reasons* and *Rewards* for doing any work you assign. So relax! In God's command for a child to be obedient, his reasons and rewards are automatically built in.

Look how magnificently it works! *What is an obedient child's Reason for working?* Nothing more than the fact his parents told him what to do. The healthy fear he has learned for their discipline will inspire him to get the task done immediately. *What is his Reward?* He has not only one reward but two. Since fear of punishment and chastisement is implemented in a child's reason to work, it must be pointed out that God does not function on fear alone. When a child obeys his parents, he receives, firstly, an inward peace and feeling of love and acceptance from having parental approval. Through his cooperation, he also helps maintain a peaceful home environment, which is priceless.

Secondly, his obedience and respect for authority will result in his receiving a reward that is above all other rewards. That gift is from God. God's marvelous promise of abundant and protective care is directed to the obedient child who honors his parents. *"Children, obey your parents in the Lord: for this is right. Honour thy father and mother; which is the first commandment with promise; That it may be well with thee, and thou mayest live long on the earth."* Ephesians 6:1 - 3.

Isn't it fantastic that simply teaching a child to *OBEY* works to accomplish so many benefits? I have often wondered why God didn't give more details to parents - - do this, don't do that, etc. When God said train, love, and use the rod to make a child obey, He in His wisdom knew He had said enough. When those orders are carried out, most of a child's life will fall naturally into place.

Is a Verbal Reason Always Necessary?

Please do not think, when I say a child needs a *Reason* to work, that I am advocating that you furnish constant explanations as to why every job is assigned. Young mothers often express frustration

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over a child who queries them about every fact given. They will ask, "Is it necessary always to give a child an explanation as to why he must do something?" The answer to that question is "No!" If there is not time, or if no purpose would be served by giving a child an explanation, none has to be given. There is nothing wrong with furnishing an occasional word of logic explaining your decisions, but it is certainly not a requirement.

Children who constantly question their parents over everything they are told to do are manifesting resistance to authority and are being disobedient. It must be remembered that obedience is unquestioning. A disobedient child's resistance should be stopped, and stopped immediately.

Free Rewards That Should

Naturally Accompany Parental Approval

Parents should amply supply the free rewards of a smile, kiss, hug, pat, a word of praise, a comment of "I appreciate that" or "I am proud of you." These gifts of the spirit are only reflexes that should naturally accompany parental approval.

If a parent has a poor self-image, is cold and unaffectionate, the gifts of affection, compliments, and acceptance will be withheld from the child. When this happens, the child will fail to experience the warm and delightful feeling that obedience should bring. This is why we learned earlier that parents must learn to convey the proper affectionate love in order for obedience to work effectively.

These free gifts of the spirit are the most lasting and satisfying rewards one can ever receive. A woman who is consecrated to her husband and children can thrive on them. Earlier I advised husbands to compliment, praise, show small affections, and tell their wives daily that they love them. These rewards of husband approval are invaluable encouragements that keep her spirits alive. If she works her heart out, yet never feels approval from the man she loves, it will kill her spirits and cause her to give up.

Children, like a wife, mother, and homemaker, don't need a weekly paycheck for all of the efforts they put forth. They will thrive if they receive the intangible gifts that express approval and convey

the thought that "you are great, and I don't know what we would do without you."

We can therefore conclude that the rewards of tenderness, politeness, embraces, and commendations should be given and are to be expected from autocratic parents. They should automatically accompany the parental approval shown for a child's obedience.

"I Never Took My Eyes Off the Furrow"

I have tried repeatedly to emphasize the importance of using *Praise* as a reward for a child's diligence and faithfulness. It should not be overdone, but should be tempered and used just enough to keep a child well balanced. Too much praise, or praise given undeservedly, can cause one to think too highly of himself and to develop a disagreeable personality. Too little can result in a child's retreating into inferiority and accomplishing little in life.

One of my brothers tells a story of how a word of praise from our father made its impact on his life. His present desire to strive for excellence was, more than likely, awakened by early experiences such as the one I am about to relate.

He, as well as my other brothers, always worked alongside Daddy. Our dry land farm didn't yield enough to make us wealthy, but with each of us doing his part we never went hungry or without clothing and shelter.

One day, in the course of carrying on the daily farm operations, he and my father rode into town together. After they had taken care of a few business transactions, they stopped by the local grain elevator before returning home. Since our town was so small, there were only a few places for the farmers to congregate, visit, and keep up with community news.

On that particular day, there were several other farmers who had come into town and also stopped by the elevator. As they were all gathered around conversing, my father pointed to my teenage brother and said, "Do you see my boy? I am really proud of him! He can plant a straighter row of crop than anyone in this country. I couldn't begin to keep up with him."

My brother said, "After Daddy praised me before the crowd of men, I never took my eyes off the furrow when I drove the tractor through the field." He wanted to live up to the praise and not allow any of those farmers to pass our father's fields and see crooked rows. He did live up to the praise, too! I can remember riding along the roads in the spring and fall and seeing the crops he had planted. The rows were always perfectly straight.

Can There Be Other Rewards?

After a child experiences heavenly approval and receives the free gifts of warmth, affection, and praise from his parents, are there other rewards he can receive for work well done? Yes, there are! Parents can appeal to the human side of their child, if they wish, and give material things as added compensation for good work.

Any and all added rewards, however, are optional and should be left up to the discretion of individual parents. As long as they remember to make a child produce and earn the right to freedoms granted, any extra recompense is up to them. The rewards parents can give, in addition to a child's regular food, clothing, and shelter, are as numerous and varied as their imaginations. The following are only a few suggestions that may serve as special rewards for a goal attained, if parents can and want to offer them: money, extra TV time, special family nights, a night to stay up late, attending a special movie, going out to eat or to the circus, a trip to the mountains to ski, inviting a guest for dinner or to spend the night, a special Baked Alaska, the privilege of sleeping on the silk sheets and pillow slips, or spending a night with grandparents or a friend.

Personally, I think it is nice to receive tangible things. I enjoy the luxuries of life enough myself to understand how exciting it can be to look forward to receiving something for which you have worked. I believe that, as a child produces more and becomes more dependable, he should be compensated materially for his diligence. (This is my opinion, however, and is meant to be only a suggestion.)

II. ORGANIZATION

Early in the chapter, we learned that having a work to do and receiving a reward when finished were the two laws governing work.

We have also learned that an obedient child receives both. If his parents never did anything more than give a spoken fact, both laws are activated in his life. His goal is assigned (Law 1), and his prompt obedience brings the rewards of being furnished the essentials of life, plus peace, joy and acceptance from Daddy and Mother and, most importantly, God (Law 2).

With that as a basis, our second major consideration is how to make the chores around home run more smoothly. Since children by nature do not seem to see anything to do, how can parents relieve themselves of having to be full-time foremen giving constant facts to each child? Can children actually be trained to do their chores consistently, enthusiastically, thoroughly, and spontaneously? Is it possible for parents to eliminate the daily reminders to "empty the trash, make your bed, hang your clothes, walk the dog, dry the dishes, gather the eggs, feed the chickens, set the table, clean your room, do your homework"? Wouldn't it be wonderful to assign jobs one time and be done with it? The answer to these questions is "Yes." It is very possible to get children to do their chores automatically, without having to be told every day. It can be done simply and peacefully through *Organization*.

Let Me Show You How to Start

When you mention being organized, many people shrink back and throw up their hands in surrender. They declare, "I am the world's most unorganized person. I can't organize my own work, much less all of my children's."

If you feel that way, let me show you how very easily organization works and how to start. The first thing you will need in order to start an organized work program for your children is an hour's time, a pencil and paper. Sit down, take a sheet of paper for each child, write each name across the top of a page, and number one to ten.

Start out with early morning and mentally go through a day. The age, sex, living conditions, and abilities of each child will have to be taken into consideration when making your work list. From the time a child gets up in the morning, what are the things he needs to accomplish during the day? Take the first hour and a half of a seven-

to-twelve-year-old child. He must get dressed, wash his face, make his bed, feed a pet, and be out of the house.

Continue with the same routine home from school. Finally, before bed, he may look at his list and do any housework. Do additional chores together, such as brush his teeth.

Many parents find it difficult to remind their children of their responsibilities. Instead, they keep his list at school at all times. He works, and the constant work leads to a wreck in the home.

All of this can be done simply by making a list and once a week putting it on a chart.

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to-twelve-year-old's schedule as an example. It might look this way: he must get up when his alarm goes off, go to the toilet, get dressed, wash his face and comb his hair, put his pajamas away, make his bed, straighten up his bedroom, set the table for breakfast, feed a pet, eat breakfast, brush his teeth, attend family worship, and be out the door and on the way to school by 8:30 A.M.

Continue to go through the day mentally. When the child arrives home from school, what needs to be accomplished before supper and, finally, bedtime? Our seven-to-twelve-year-old's continued activities may look like this: change his school clothes, have a snack time, do any homework, give a pet some added attention, play or relax, do additional outdoor or indoor chores, eat supper, have a time of togetherness with the family, bathe and put on clean underwear, brush his teeth and get ready for bed, and off to bed.

Many parents of children aged four to twelve feel it is their duty to remind, prod, and even bear most of these responsibilities themselves. Instead of making it the child's business to make his bed, keep his room orderly, take care of his pet, get out the door to school at 8:30, lend a hand at mealtimes, take baths, get his homework, and get to bed at a certain time, many parents serve as a constant warning system for their child and make themselves a nervous wreck in the process.

All of this is ridiculous and totally unnecessary! It can be eliminated simply by sitting down twice a year (once at the beginning of school and once at the beginning of summer) and organizing children's duties on a chart.

I should like to use Figures 1, 2, and 3 as simple suggestions as to how children's work lists may be organized. The following is the key to the symbols that precede each number: O=Jobs that must be done by breakfast or before school. □=Jobs that must be done after school and before supper. *=After-supper jobs.

Figure 1

(Ages 4 - 6)

Since children this age can not read, pictures are all that is necessary on their organized work list. My comments in parentheses are for the parents to use in presenting the chores to the child.











- O 1.  (Get dressed.) You lay out his clothes.
- O 2.  (Comb your hair and wash your face.)
- O 3.  (Make your bed.)
- O 4.  (Hang up your clothes and arrange your room.)
- 5.  (Feed the fish.)
- 6.  (Pick up and stack Daddy's paper in the garage.)
- 7.  (Empty the bathroom trash.)
- * 8.  (Take your bath and brush your teeth.)
- * 9.  (Pick up and put away all your toys.)
- * 10.  (Go to bed at 7:30.)

Figure 2

(Ages 7 - 9)

The chores at this age will begin to vary according to whether the child is a boy or girl, and whether you live in the city or country.

- O 1. Make your bed.
- O 2. Clean up your room.
- O 3. Set the table and count out the vitamins for breakfast.
- O 4. Help with breakfast clean-up. (This will entail either drying dishes for Mother or loading the dishwasher.)
- 5. Feed and water the cat.
- 6. Keep napkin holder, sugar bowl, and salt and pepper shakers filled.
- 7. Set the table, and fix and pour the drinks for supper.
- * 8. Bathe, put on clean underwear, and brush your teeth.
- * 9. Empty the kitchen trash.
- * 10. Pick up and put away the baby's toys.
- * 11. Go to bed at 8:15.
- * 12. Read the Bible or a Bible story before lights out at 8:30.

Figure 3

(Ages 10 - 12)

Notice that by this age some previous chores can be dropped from the list. Hopefully they will have become habits. If a child does, on

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occasion, omit bed making, tooth brushing, or hanging his clothes, a firm reminder can be used to correct the situation.

Some of the items that have been listed may not seem like work, but they are responsibilities that the child needs to assume instead of the parents. Such things as watching the clock for school or bedtime and remembering to brush teeth should be a child's responsibilities instead of mother's. Listing these on the work sheet will help him be constantly aware of them so that they will eventually become habits.

- 1. Practice your musical instrument.
- 2. Clean and fill the dog's bowl.
- 3. Prepare the drink and toast for breakfast.
- 4. Do your homework.
- 5. Clean the garage.
- 6. Walk the dog.
- * 7. Help with supper clean-up.
- * 8. Vacuum the kitchen and dining area.
- * 9. Fix your next day's school lunch.
- * 10. Bathe, put on clean underwear, and brush your teeth.
- * 11. Go to bed at 8:30.
- * 12. Read your Bible, and lights out at 8:45.

Step Two

After you have made your written assignments for each child, you can be fancy or simple on step two. If you want to be fancy, go to the store and purchase a bulletin board and colored peg pins or kitchen magnets, and type your job lists. If you want to be simple, just tack your handwritten papers on their doors, the hall wall, or the refrigerator, and keep a pencil handy.

In your planning, remember two points. (1) Make sure you design a way that each chore can be marked as it is accomplished each day. (2) Put your papers or bulletin board low enough on the wall that *the children* can do the marking, pasting stars, or moving of the peg pins or magnets. Here is an example of what a bulletin board with peg pins will look like:

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Three colors of peg pins can be used. Perhaps blue for before-school jobs (O), yellow for after-school and before-supper chores (□), and red for after-supper responsibilities (*). Line these twelve peg pins vertically along the left side of the number 1 - 12 of the assigned jobs.

Explain to the children that, as they do each assigned job, they should remove the peg pin on the left and place it in its corresponding number at the top of the page. At the end of the day, all you will need to do is glance at their charts; and if all twelve peg pins are going horizontally across the top numbers, you know the jobs were done. If you want, you can replace the peg pins in their original vertical position after checking the charts each night, or you can let the children do it the next morning.

Step Three

Parents often make the mistake of setting goals that will take a child six months or a year to attain. If a child is told he can spend

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the summer on his grandparents' farm if he makes A's in school all year, it is an overwhelming tide that drowns any enthusiasm he may be able to muster. The goal is simply too distant and hard to attain. The child will give up in discouragement and go down in defeat.

Notice that we have been wise in assigning our children's jobs and goals. Just as children take short steps and have short attention spans, we have given goals that can be reached in a day.

At the end of each day and when your child finishes his goals, what can he look forward to as a reward? The answer to that question depends on you. If you want to praise him and let his breakfast, lunch, supper, and occasional new clothes, be his daily reward, that is your prerogative. You do not *have* to do anything more.

But for those of you who would like to see the heart of your child dance with joy and enthusiasm, try giving additional tangible reward's for a day's work. *After you have done steps one and two of making and posting a work list, step three is to plan the tangible reward you want to offer your child at the end of each day and week.* Once you get this work program organized, your ideas of rewards will be innumerable. But, to get you started, let me give you some simple suggestions.

When children are four to six years old, they love pennies. As you start them out doing their work, go to the bank and buy two or three dollars' worth of pennies, and place them in a jar. At the end of the day, give a penny for each job done. To eliminate the possibility of a child's deliberately omitting one or two of the less favored chores each day, establish the rule from the beginning that all peg pins must be posted across the top of the chart or no pennies will be given at all.

Valuable lessons can be taught by beginning with the penny idea. Go to a dime store and purchase three little coin purses and mount them on your child's bulletin board. On one write *God's*, on another *Savings*, and on the last *Mine*. As you give your child his pennies each night, open each purse and start with *God's* purse first. This will teach him that from his earnings he always gives to God first. Each Lord's Day as he goes to worship, he will open his purse

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The *Savings* purse gets every second penny. A child can learn at an early age the value of saving some of his earnings to help attain a worthwhile goal for the future. After the *Savings* purse begins to fill, let the child empty it and take it to the bank to deposit in his own savings account.

Every third penny can go into the *Mine* purse. This will be what your child will use to buy his extra gum or candy at the store. He will have the liberty to spend these pennies as he pleases. Continue to alternate the daily pennies from purse to purse until they are all placed.

When children get old enough to start figuring percentages, you can begin preparing them for the future when they will be handling a weekly paycheck. *Teach them the wise principle of giving God ten percent, saving twenty percent, and living on seventy percent.* If a twelve-year-old has twelve daily duties and gets twelve cents a day for five days, he would give God six cents, save twelve cents, and have forty-two cents to buy school pencils or paper, or to accumulate for purchasing larger items.

Giving money for jobs completed can be used for any age. The idea of a child's working for his allowance is far superior to the liberals' idea that, whether or not a child produces, he should be given money simply because he is a member of the family. It should always be remembered that it is when a child does for himself that he develops appreciation.

If you choose to give these tangible rewards, remember to give the pennies immediately, at the end of each day, instead of at the end of a week or month. Your bulletin board will now look like this:

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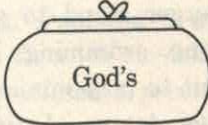
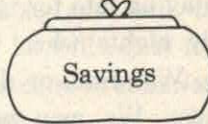
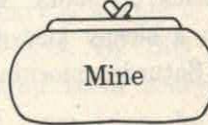
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Other Ideas and Suggestions

Notice that I added five days of the week at the bottom of the bulletin board. This is for the purpose of establishing an additional weekly goal. As the jobs are completed each day, an additional peg pin can be posted for that day. If there are five peg pins going across the bottom of the work chart at the end of the week, a special week-end reward can be granted. In addition to earning an allowance, a child can entertain or be with a friend for a day, go to a movie, go skiing in the mountains, etc.

Over the years, my husband and I have varied our work lists and rewards in many ways. During some periods, we have given money and allowed one of the children's favorite TV shows to be the daily reward for their faithful work. But our special family nights have

been the winning reward for our children. They work diligently and never seem to tire of it. I have to give my husband the credit for making these nights so exciting and enjoyable.

When Friday night rolls around and each of the children has peg pins stretched across his work chart for the week, Daddy does something special. He may load us all up and take us to a fancy restaurant or a hamburger stand to eat, to a good Walt Disney movie, to a circus, skating, swimming, bowling, to the park for a picnic, a long bike ride, out to play miniature golf, or for a drive to the mountains. Whatever we do, we do it together, and the children are always allowed to stay up late for that night.

Our family nights when we stay home and play Risk, Monopoly, Mouse Trap, Wah-Hoo, or dominoes around the fireplace are enjoyed to the utmost. We may pop popcorn, have coke floats, or create special sundaes or malts. We top off their reward for a week by giving them a sleepy kiss goodnight and a promise they can watch cartoons on Saturday morning.

If the Work Chart Isn't Working

This organized work program seems to captivate young mothers' enthusiasm when I present it. They go home and immediately set it up and present it to their children.

After some weeks, however, a few will come back and say, "My children were excited about the work idea for a while, but now it isn't working. What am I doing wrong?" Any time this happens, I know immediately that my student is not following the TUAC plan and is failing to do her homework.

If the work chart is not working, there has to be a reason. The following are three reasons why a child may not follow his written work assignments:

(1) *He has little or no respect for his parents' authority.* Lack of respect for parental authority is the first very obvious reason that the work chart is not working, and is also the cause of the child's not doing his work. Before a child will work, it is imperative that he have a fearful respect for his parents' rod and punishment.

"Foolishness is bound in the heart of a child; but the rod of reproof will drive it far from him." Proverbs 22:15.

It is unrealistic for parents to expect their child to be obedient to written work facts if he will not mind their spoken word. Rewards or no rewards! They will make no difference to a child who will not mind. In fact, offering tangible rewards without the presence of a rod to back your authority would be bribing. Dangling a gift in front of a defiant youngster and begging him to do a job surrenders parental dignity. The youngster knows he is being offered a prize that he can take or leave. He is the one in control, and the choice is his to make. Some of the time he may feel charitable and will take it. But most of the time, when it comes to work, he will reject it. *Autocratic parents must always remember that they cannot substitute material rewards in place of respect for their authority.*

It must be understood that the work chart is simply a tool parents can use to eliminate giving daily oral facts. By this means they write their facts once, instead of speaking them every day. Until the written facts are changed, the child must know he is expected to obey. If the parents choose to offer a material reward, it is to be viewed as nothing more than an added kindness from Daddy and Mother.

An occasional honest omission of a job can be forgiven, and the child will not get his reward. But when the trash consistently does not get emptied, the ROD must be administered as a reminder and used as an aid in making the necessary corrections.

(2) *His parents fail to be consistent.* This is a second reason why the written work assignments may not work effectively. Mother must be as diligent to keep a check on her written word as she does her spoken facts.

Every night and through the day, she must be alert as to whether chores are getting done and are running smoothly. If one child has been careless with his work and his brothers and sisters have been diligent, the negligent one will be required to remain home with a baby sitter on family night, and will miss his allowance. If the parents are inconsistent and let the indifferent child have his allowance

and participate in family night anyway, there will probably be no improvement the next week without the use of the rod.

(3) *His rewards are not genuine rewards.* This will cause a child to grow weary with the work chart. If he works his heart out and never gets a reward of commendation or praise for work well done, he may grow discouraged along the way.

Also, if a child has access to any and everything he wants, and enjoys the adult privileges of coming and going when he chooses, staying up as late as he pleases, and raiding the kitchen any time he wants, Daddy and Mother's stakes may have to get pretty fantastic in order to excite him.

Rewards need to be just that - - rewards. Tangible rewards must be something a child can get excited about and will have to work to attain. If every day is like Christmas to a child and he can possess anything and everything he wants without exerting special effort, then it is almost impossible to grant that child a reward.

I remember a story my great uncle told when I was a little girl. He was an insurance salesman and had made a house call on some clients. When he walked to his car to leave, he thought he would be nice to the family's smallest boy. He reached in his pocket, pulled out a nickel, and gave it to the child.

The lad took the nickel, without a thank-you, and drew his arm back and threw it as far as he could out into a patch of weeds. His response to my uncle was, "What's a nickel? We have a lot of those around here!"

That is the way a reward that is not a reward will fail to impress a child.

The Summertime Work Schedule

I want to comment briefly about the summertime work schedule. Having school dismissed in the spring is the cause of a major headache for some mothers. What do you do with seven extra daytime hours when the children are home?

The best way to solve that problem and to have a peaceful and happy time together during the summer months is to *Organize!* Sit down and write on paper what time is going to be getting-up time,

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and when the children will play, read, go to the library, garden, rest, TV, sew, cook, clean, paint, practice music, tend animals, bathe, attend family worship, and go to bed. Having a written understanding about how the time is going to be spent will eliminate unnecessary quizzing, pouting, and loafing that can be upsetting to a mother.

The only difference in the summertime and school schedules is that summertime can perhaps be more relaxing. The getting-up and going-to-bed times can be set a little later, and the fun and togetherness activities should be more numerous.

Out To Breakfast

I truly look forward to having our children home in the summertime. Good organization and planning helps us genuinely enjoy each other and at the same time accomplish concrete goals.

As soon as school is dismissed in the spring and the first morning they are home, I make an appointment for us to go out to a restaurant or doughnut shop for breakfast. While we eat together and enjoy the atmosphere of the restaurant, we work out our summertime schedule. If one happens to have a weakness in a particular school subject such as math, reading, or writing, we plan to spend some time each day strengthening that area. Band instruments are not stored for the summer. They, too, receive daily practice.

The summer months are an ideal time for children to learn various kinds of creative handwork. After we adjourn from our breakfast, we go to an arts and crafts store. I explain that each can choose two projects. It must be something they can sew, paint, or build. That very day they get busily involved in a creative project.

With plenty of time on their hands, children can also be taught to include a thoughtful deed for someone. A letter or telephone call to the sick or lonely, a knock on a neighbor's door to offer to do a small chore, or a story read to baby brother or sister are good ways to develop Christian character.

On our summer morning restaurant excursion, we also stop by the neighborhood library and check out interesting and informative books. We sign up to do volunteer service, too. Children ten years old and

older are welcomed to come down for about two hours on assigned days to learn how to do library work.

By the time we complete breakfast, all of the following responsibilities will be listed on the summertime schedules: cleaned my room, made the bed, and groomed myself for the day; set the table and made the drink for breakfast; set out the vitamins; helped with breakfast clean-up; cared for the animals; worked on creative handwork; did a kind deed; did some garden work; helped with lunch; helped with lunch clean-up; read from a library book; practiced my musical instruments; worked on math; set the table and poured the drinks for supper; helped with supper clean-up; bathed, brushed my teeth, and put on clean clothes; emptied the trash; went to bed at 9:00; read the Bible; and the lights were out at 9:15.

Garden work and cleaning time are duties I assign daily. Over a period of time, an entire garden can be kept weeded and walls throughout the house can be cleaned, simply by assigning *small* portions of work each day to be done by the children.

Following an organized schedule makes for an enjoyable summer, and you and your children will build strong bonds that will last forever.

The Saturday and Spur-of-the-Moment Jobs

We have talked at length on how to handle the everyday routine chores. Now let's consider the spur-of-the-moment jobs and the task of Saturday clean-up. How can Mother get Melvin excited about cleaning the cluttered closet and shelves in the garage that have not been arranged for six months? Or how can Mary be motivated to hasten her Saturday morning vacuuming, dusting, and cleaning of the bedrooms?

The question is not whether Melvin and Mary will agree to do the jobs. The question under consideration is when will they be finished? Since children are children, it is possible for Melvin and Mary to make an all-day project out of an hour's job. Mother has two choices in handling this problem.

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(1) She can let Marvin and Mary take as long as they please, and she can remain happy about it. Or (2) she can create a logical consequence involving various rewards or consequences.

When I was a girl, our family's Saturday afternoon trip into town was a real treat. We drove thirteen miles into town to shop for the weekly grocery and household supplies. My Saturday morning chores often were done quickly and quietly because I did not want to miss the trip and have to stay home by myself. The reward of going into town served as a special incentive to me to get my work done.

Melvin and Mary will respond to the same application of the laws that govern work. Their mother can allot them a reasonable amount of time to finish their tasks, and then create a consequence that would apply specifically to them. Perhaps if they are finished by 2:30 they could enjoy a coke float, hot cookies and milk, a picnic in the park, or their favorite pie for supper. If the sweets and goodies will not inspire them to get their work done, I am sure any autocratic mother will be able to think of a consequence that will stir her children into action.

Do's and Dont's of Special Job Assignments

I want to give a word of caution about jobs that have not been included on your daily work list. Never say, "You girls (boys, or children) go do such and such!" There is an old saying that a girl is a girl; two girls is half a girl, and three girls is no girl at all.

The parents are the ones who must assign the individual tasks and give them to definite ones to do. *Do not leave the organizing up to the children.* It is also a good idea to separate the children, if at all possible, so that each is left alone with his tasks. When they are separated, the temptation to play and quarrel is not so great.

Making Major Adjustments

Before we leave the subject of organizing our children's work, I want to suggest that you may have to make major adjustments in your living conditions if you are really serious about training your children to work. This may be especially true as they grow older. You may

have to move into a different neighborhood or completely relocate in order to put your children in a position to get work.

I know a minister who tells an impressive story of how his father taught him about hard work. He grew up in the city and, as we all know, there jobs are often not plentiful for teenagers.

This man's father wanted him to learn the lesson of *hard* work; so he went out into the country and contacted a farmer friend. His father's agreement with the farmer went like this - - "If you will put my boy to work in your barns and on your tractors, it will be free labor for you. Don't worry about his salary, because I will reimburse you for what you pay him. I just want you to teach him to work."

The agreement was made and, unbeknown to the boy, his father was paying his salary. It wasn't until he was a grown man that he learned the great sacrifice his father had made in order to teach him the principle of genuine hard work.

Books on Korea

I remember a particular time that my husband and I used this idea of paying someone else to put our child to work. On one occasion, one of our children went to the public library and checked out three books. It was the beginning of the school year, and a new Korean student had enrolled in our daughter's class. The children were so exuberant over the whole experience that she and some friends wanted to go to the library and check out books to learn all they could about Korea. Of course, like many childhood thrills, it wasn't many days until the new phenomenon had lost its glitter. She put the books in a drawer and forgot all about them.

About six weeks had passed, and one day I suddenly remembered those books. I asked her about them and, sure enough, they were still neatly tucked away in the drawer - - and very overdue. We inquired of the ladies at the library, and learned the fine had grown to over two dollars. We knew our daughter didn't have enough money to pay her debt and didn't feel there were enough unassigned chores around home for us to give her the extra work needed to allow her to earn enough to meet her obligation.

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To solve our problem, we worked out an agreement with the librarians. We would pay her fine if they would let her go down after school and work thirty minutes a day for two weeks. Everything worked out fine. She learned a valuable lesson. We were content to have had a means by which we could teach her added responsibility, and the library was benefited by her free services.

III. REGULAR KEEPING

Our last major consideration in the game of work is to stress the importance of our children's *Regular Keeping* of their work. Just as Daddy goes to work regularly and Mother feeds the family daily, it isn't asking too much to expect the children to do their chores regularly. As was previously pointed out, they will feel useful and have a much deeper appreciation of their home and family if they are busily involved in making things work and operate smoothly.

Our children's work must be kept three ways:

(1) *Kept by the children* - I need not lecture you again about not fulfilling your children's responsibilities. We covered that concept thoroughly in our chapter on independence. We have made an error in judgment if we assign a task that has not been awarded the victory flag of skill. We must never give our child a job unless we know he is capable of performing it. If he is capable of doing it, then it's his job to do, not ours.

(2) *Kept separate from play* - Children's work must be kept separate from play. Work and play don't mix. Work mixed with play is like water mixed with oil. It doesn't come out on top. We need to remind our children

"Work while you work, and play while you play;
This is the way to be cheerful and gay."

The rod is usually the best remedy if play is becoming a frequent deterrent to work. (Proverbs 22:15)

(3) *Kept well* - Do not accept children's work that is only half done. Make them repeat it again and again until it is done the very best they can. Our children are too valuable for us to allow them to learn inferior work habits.

An article entitled "Slipshod Methods" appeared in a young people's weekly paper. Here is a portion of what it said:

"Do your best, not because your work is worth it, but because you are. Whatever you are doing, you are making manhood. Half-hearted work makes only half a man. Slipshod methods mean loose principles. The only way to keep character up to the standard is by continually living up to the highest standard in all that you do."

--from Young People's *Weekly*, as quoted in
*Leaves of Gold*¹⁴

Start a Hock Shop

If we are going to expect our children to keep their work well done, we must keep our work done just as well. Often, when mothers receive admonition from someone that they should be more diligent about keeping their house in order, many are quick to retort, "Well! If I had only myself to pick up after, my house would be immaculate! When you have five or six throwing clothes and other items around, it becomes an impossible task to be a good housekeeper."

Are you one mother who is tired of picking up coats, shoes, school books, purses, and hats that have been thrown across the chairs, on the table, or left in the middle of the floor? Would you like to learn how to break your children's habit of coming in and throwing things down and leaving them for you to pick up or waiting until they need the item before it is moved?

If you are convinced that you have had your share of picking up after your family and are ready to put a stop to it, let me tell you how to solve the problem. *Start yourself a Hock Shop.*

All you have to do to start a Hock Shop is choose a special drawer or shelf where you have plenty of room to store all of the misplaced items you collect throughout the house. If David's baseball mitt is still cluttering your beautiful table after yesterday's baseball game, pick it up, put a five, ten, or twenty-cent price tag on it (whatever would be fair and reasonable for David to pay from his allowance), and put it in your Hock Shop.

The next time David is ready to go out to play ball, that old familiar question will ring out, "Mom! Have you seen my baseball

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mitt?" You sweetly reply, "Yes, sweetheart, I surely have. It's in my Hock Shop for sale."

Explain to your children that from now on when you have to go through the house and pick up their things, the articles are going into your Hock Shop. You may set a deadline when everything must be put away. Anything that is left out after bedtime will automatically be confiscated by mother. You may put a low price on a treasured possession for the first offense. If the same item appears a second or third time, raise the price each time. If the child has no money and needs his one and only pair of shoes to wear to school the next morning, get him up early and let him do a special job in order to get his shoes out.

Fix up a special jar or piggy bank in which to deposit your Hock Shop money. It will not be many days until you will have enough saved to give to a needy cause, buy a pretty item for the house, or just go out and treat yourself to an ice cream soda.

A preacher's wife who reared four outstanding Christian children gave me this idea, and it worked marvels for me. If you have the same experience I have had, your Hock Shop will thrive for a while. But my children have now become so careful that my Hock Shop jar is pretty empty and I am about to go out of business.

A Christmas Special

Mothers aren't the only ones who have a hard time maintaining neat quarters. Daddies do, too. How they often wish they could go out and mow the lawn or work in the garage without having to pick up numerous toys. What can a daddy do to abolish this problem?

A TUAC student once told us in class how her husband handled the matter. She said he decided to secretly place a large box in the rafters of the garage. Every time he had to pick up forgotten toys, he would just toss them up in his obscure box. The children would often be puzzled and make comment about how their playthings seemed to disappear, but she and her husband never revealed to them where they were.

At Christmas time they would take the box down, wrap it up and put it under the Christmas tree. On Christmas morning, she said, the

children were usually as excited about retrieving their lost items as they were over the new toys they received.

The Best Inheritance

A child's ability to work will build within him a feeling of self-assurance, self-acceptance, and personal worth.

In closing this chapter on work, I should like to convey a message from the winning families. It is their conviction that it is a must to keep children busy. They agree that, whatever you do for your children,

"The best inheritance a parent can leave
a child is a will to work."

ASSIGNMENT

1. Draw a picture of your hand on construction paper. Cut it out and write on each finger the five wise rules to remember in relation to training your child to work. Display it somewhere to refresh your memory this week.
2. Organize your children's work and explain it to them. Remember to display it on a low wall.
3. Start a Hock Shop.