THE EPOCH TIMES LIFE TRADITON



Saving Liberty One Child at a Time

Teaching our children and grandchildren to embrace good values begins at home

JEFF MINICK

esop long ago told the story of the wolf and the dog.

The wolf is starving, thin as a

The wolf is starving, thin as a rail, when he meets a well-fed, strong dog. When the dog learns the wolf is barely surviving, he invites him to come and live with him on the farm. "You'll get plenty of food and treats of all kinds," the dog says. "And all you have to do is bark at strangers and make a fuss over the farm's owners and children. It's an easy life."

The wolf is salivating at this prospect when he notices the dog's collar. "What's that around your neck?"

"Oh, that," the dog replies. "It's nothing.

It's just used when they chain me up."
"You have to wear a chain? You aren't free to do what you want or go where you please?"

"Not all the time," the dog says. "But who cares?"

"Thank you very much," the wolf says, "but I'll keep my freedom!"

And with that, he turns and runs off into the forest.

The Battlefield Today

Aesop's fable serves as an excellent metaphor for the turmoil in today's body politic. Some Americans want to preserve their traditional liberties and to live as much as possible without government interference in their affairs. Others, like Aesop's dog, are willing to wear a collar if their masters care for them. This difference in values is at the core of today's political battles.

That collectivism has gained favor among 21st-century Americans cannot be doubted. A 2019 Gallup poll, for example, shows an increase in those who have positive views of socialism, but reports as well that American views on socialism are "complex" and "nuanced and multifaceted."

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Teaching Children History

A conversation with John De Gree, founder of The Classical Historian

BARBARA DANZA

Ensuring our children are given a solid education in history is becoming an ever-pressing issue. I recently asked John De Gree, founder of the history curriculum company, The Classical Historian, about his thoughts on and tips for teaching history. Here's what he said.

The Epoch Times: What inspired you to dedicate yourself to teaching history? **John De Gree:** I received an apprentice-



John De Gree, founder of The Classical Historian.

ship in teaching history to young people from a master, and I did not realize this until I was in my mid-20s. My dad taught middle school history and then was an assistant principal for a total of 30 years. He and my mom had 11 children, and I was their 10th.

As a youngster, I remember my dad telling interesting and funny stories about his students in the classroom and about education, in general. As the family shared our mom's meals, there were always discussions, sometimes heated, on politics, religion, and current events.

My dad was a master at asking questions and challenging others to think for themselves. Sometimes, it was difficult to figure out exactly what he thought. Because I was one of the youngest kids, I mainly listened. Both my dad and mom had a sincere care for all children, and my dad had a sound understanding of communism.

From 1990 to 1996, I studied and lived in Germany, Austria, Turkey, and Czechoslovakia.

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children

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actions.

Our dining

room table

can serve as

a classroom

Continued from Page 1

I suspect one reason those views are "complex" and "nuanced" stems from ignorance, particularly among our younger citizens. According to the group Victims of Communism, a third of millennials believe more people were killed under George Bush than under Joseph Stalin. Nearly half of the older members of Generation Z, those born in 1997 and later, report they would vote for a socialist, and 1 in 5 would vote for a communist. If true, we must assume these young people know absolutely nothing of the dark underbelly of collectivist movements of the past 100 years, the murders of millions of people

around the world, the imprisonment of millions more, and the suppression of the most basic of freedoms.

But positive views of socialism or communism come not just from brainwashing or ignorance of collectivism's history. These same young people are also ignorant about capitalism, the Constitution, and traditional American liberties.

Our Lost Love of Country

In his 1995 book "The End of Education," Neil Postman examines a report assessing educational goals involv-

ing the New York Board of Regents. Included in the report were 41 goals aimed at "what children should be, know, and be able to do." Postman then notes that one goal— "acquiring and/or deepening a love of one's country"—is absent in the report. He then writes that this omission isn't unusual, but that this "reluctance to include patriotism as a 'value'" is typical of school systems around the country. And that was 26 years ago.

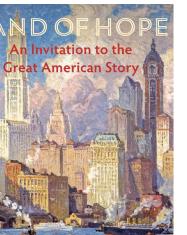
Many Americans of all political stripes are angered by cancel culture, political correctness, and a collectivist mentality among our mainstream news reporters, our academics, and some of our politicians, but we forget that these people are only echoing what others have taught them. They apparently never learned the virtues of America, the beauty of the step farther into adulthood. land of opportunity. Proof that many still wife and me working hard: operating a

see America as a land of opportunity may be seen on our southern border, where masses of immigrants are asking for entry. No one is hammering at the gates to get into North Korea, Cuba, or China.

We Stand in the Gap

So what can we as individuals do to thwart this turn toward socialism and promote a love of America and free enterprise among our fellow citizens?

We can begin, as with so many good things, in our homes and with our families, particularly with our children and grandchildren. In those citadels, we can teach and practice independence, responsibility, free enterprise, and patriotism.



"Land of Hope: An Invitation to the Great American Story" by Wilfred McClay.

WILFRED M. MCCLAY

Independence

We must love—and love with a passion the freedoms found in our Bill of Rights and our other liberties bestowed by natural law. The right to our own thoughts, the freedoms of speech and peaceful assembly, the right to own firearms, and all of nature's other endowments: These aren't dispensations given by any government but are the God-given rights of the human person.

Americans have died, bled, and suffered for the maintenance of these rights. To surrender them casually

to any government or political movement is to spit on the past, bring ruination to the present, and jeopardize our future. Instead, we must treasure that liberty and teach its principles to our children.

Responsibility

With liberty comes responsibility. Responsibility means bearing the weight, good and bad, of our actions. When we take command of our circumstances, we are then obliged to take command of ourselves as well.

We can teach our children about responsibility less through words than through our actions. When they see us accepting the repercussions of decisions we've made rather than pointing a finger at fate or at other people, we are leading them one

American Dream, and the accomplish- Let me offer as an example my own ents and ideas that made this nation a children. They grew up watching n



What can we as individuals do to thwart this turn toward socialism and promote a love of America and free enterprise among our fellow citizens?

bed and breakfast and a bookstore, carting books around the Southeast to sell at homeschooling book fairs, and working outside the home at various part-time jobs to make ends meet. Kris and I were, I freely confess, terrible at business and personal finance, but that's not what my four kids saw. They witnessed their parents working hard and independently, and all of them have copied that example with, I am proud to say, much greater success than I ever achieved.

Free Enterprise

Capitalism and free enterprise, not collectivism, have enriched the world. In the years just before the pandemic brought lockdowns and failed businesses, world poverty was declining, and unemployment in the United States was also on the wane, with significant gains in the job market among blacks and Hispanics.

We must teach our children the great good that free enterprise brings to the world and to the human spirit. We must show them as well that collectivist governments such as Venezuela, Cuba, and North Korea result in misery and poverty for the citizens of those countries.

We don't need a classroom or textbooks to pass on these lessons. Our dining room table can serve as a classroom, and discussions during a meal can be the lessons for the day.

Despite all the attacks on the United States from within and without in the past few has done more good for its citizens and for



Freedom of Speech

the world at large than any other nation

Are we perfect? By no means. Have we made mistakes? Of course.

But the prosperity of our citizens over its failures. time and the foreign aid we have distrib-

fruits of our ideals and values. Rather than denigrate the United States, we should teach our children to honor this country for its many successes and to understand

In "Land of Hope: An Invitation to the uted around the globe are proof of the Great American Story," a book I recomtry to grasp the nature of its challenges as JeffMinick.com to follow his blog.

mend to everyone, Wilfred McClay writes, "One of the worst sins of the present—not just ours but any present—is the tendency to condescend toward the past, which is much easier to do when one doesn't trouble to know the full context of that past or and writes in Front Royal, Va. See

"Freedom of Speech" by Norman Rockwell.

PUBLIC DOMAIN

NORMAN ROCKWELL

they presented themselves at the time." All too often, our students are taught the negatives about our country's past. Our textbooks and our teachers should instead offer a balanced take on our history. We can help with this task by introducing our children to books such as "Land of Hope" and through family discussions.

Collectivism: A Positive View

Of course, we can't be Robinson Crusoe, living on a desert island and looking out only for ourselves. We live in communities and in a country with a long history of volunteers and associations to promote the public good. Most of us believe in providing education for our young, helping the poor and the elderly, making our streets and cities safe, defending our shores from foreign invaders, and working together to build a better society.

This too is collectivism. The difference is that we enter into these endeavors through elections and free choice. Until recently, the government didn't impose its will on Americans. Those who worked for the government—politicians and bureaucrats were regarded as servants of the people. We have now flipped that idea on its head

It's time for a change, and we can again start by teaching our children the dangers of a government that acts as a dictator.

Remembering Who We Are

On April 19, 1775, American tradesmen and farmers fired the first shots of the Revolutionary War at the battles of Lexington Green and Concord. Fighting both as individuals and as a collective force against British troops, they were battling oppression and "taxation without representation." Eventually, they would be fighting for freedom.

Let's keep the memory of those patriots alive as we too fight to keep our liberties. Let's remember all the men and women whose sacrifices and dreams helped build this country, and make sure our children know their names and deeds as well. Let's remember that we are still the "land of the free and the home of the brave." Let's remember that we are the heirs and lovers of liberty.

Let's remember that we are Americans.

Jeff Minick has four children and a growing platoon of grandchildren. For 20 years, he taught history, literature, and Latin to seminars of homeschooling students in Asheville, N.C. He is the author of two novels, "Amanda Bell" and "Dust on Their Wings," and two works of non-fiction, "Learning as I Go" and "Movies Make the Man." Today, he lives

Dance of a Lifetime

Woman recalls the spring dance that sparked 60 years of wedded bliss

LOUISE BEVAN

Christa Stegemann, 79, and Jochen Stegemann, 82, fell in love as teens in the Canadian town of Cranbrook, British Columbia. Over six decades later, as they celebrate their strong bond, they reminisce about the dance that brought them together.

Jochen was born in Berlin, Germany, one year prior to the onset of World War II. Christa's parents, of German descent, fled Russia during the Bolshevik revolution and met in Poland.

"I was born there during World War II," Christa wrote to The Epoch Times via

The family together fled to a small village in northern Germany in 1945, where Christa met Jochen at school. "Our lives intersected in that village," she reflected. Yet, as children, they were just mere acquaintances.

In 1953, Christa and her family emigrated to Canada. Immigration authorities directed them to Cranbrook, British Columbia, where they had an unexpected sponsor. Jochen's family followed the same overseas route in 1959.

The two were then reunited, quite by

On the couple's 56th wedding anniversary, in the summer of 2016, Christa took pause to compose a beautiful account of her very first "proper" meeting with her husband as a teen one spring afternoon in Cranbrook. "Two young men walked along the path



The Stegemanns on their wedding day.

Our fondest memories surface when we sit by the fire with a glass of wine and one of us says, 'Remember when ...?'

Christa Stegemann

of my parents' garden. Spring birds sang their eternal songs, praising their Creator and hoping their melodious trills will sound inviting to a potential mate," she wrote.

"Each of the men carried a suitcase. Peter, the shorter of the two, had been living in a cabin on my dad's property for the past two years. The other one was taller and carried himself with visible self-assurance," she recalled.

The taller man, said Christa, reminded her of Elvis.

However, the two men disappeared into the cabin right after. That very same day,



Jochen and Christa Stegemann.

Christa recalled her friend Irene had called, asking if she would be interested to go for a dance that evening at the Bluebird.

While Christa was curious to know the man Peter had brought with him, she assumed that the handsome stranger was his brother who was supposed to visit from

"Later in the afternoon I saw Peter leave in his 1948 Ford Jalopy," Christa remembered. "Shortly after that, Jochen came out of the cabin and sauntered into the backyard, sitting down on the ground and leaning against the fence."

This was Christa's chance. She introduced herself, spontaneously asking the handsome teen if he would like to join herself and Irene at the Bluebird, and Jochen accepted. At the dance hall, "Jochen, having taken formal dancing lessons prior to leaving Europe, impressed me greatly by solemnly bending his head in my direction while politely asking me if he may have this dance. I

happily stepped into his arms," she wrote. "I became the center of his attention for the rest of the evening as he whirled me around the floor, dance after dance ... Thus began a love affair that has lasted a lifetime and

will last far beyond this life," wrote Christa. Christa then helped Jochen with his English, and their friendship blossomed. Her husband now often jokingly says at times that his "fate was sealed," as, owing to the language barrier, he couldn't

date other Canadian girls. The pair eventually fell in love and tied the knot on July 16, 1960.

The couple made their home together and ochen became an electrician. Christa gave pirth to the couple's first child in 1965. A second child was born in 1969, and the couple adopted four more.

"These four adopted children had been labeled 'unadoptable' because they all were older than five years of age," Christa said. "The following eighteen years were very busy."

However, when the couple's youngest son turned 18, Christa and Jochen reclaimed their independence and began to travel. "We ran a bed and breakfast in the summer and blew all our money in the winter,"

The couple has so far seen 64 countries and every continent except Antarctica over 26 adventurous years. Sharing about their most memorable moments as a couple, Christa said: "Our fondest memories surface when we sit by the fire with a glass of wine and one of us says, 'Remember when ...?'" adding "much laughter often follows that sentence."

Happily married for over six decades, Christa and Jochen are now grandparents to six and have shared their secrets to a longlasting marriage.

The first, says Christa, is commitment. "When two people decide to spend their lives together, each one coming from a different background and having different value systems and viewpoints, they have to forgive and accept the other person, again and again," Christa explained.

Secondly, she emphasized, "There is something very valuable in the old saying, "The ones who pray together, stay together!"

Share your stories with us at emg.inspired@epochtimes.com, and get your daily dose of inspiration by signing up for the Epoch Inspired newsletter at TheEpoch-

Teen Tech Guru Assists Seniors

ANDREW THOMAS

The technology we use to gather information and connect with others is more important than ever in this time of pandemic, and one Florida teenager is helping seniors in his community catch up.

Sam Friedman, a 17-year-old high school student in West Palm Beach, Florida, has always been the tech-savvy member of his family, helping his aunts, uncles, and grandparents with everything from phones to televisions to computers.

The organization has gone from working with just a couple of seniors to sometimes receiving 300 tech assistance requests a week.

Over time, Friedman realized that there were many other seniors in his community who didn't have somebody like him to help them with their technical difficulties. In an effort to address this need in his community, he founded South Florida Tech for Seniors in 2019.

In the early days of the organization, Friedman would go to local synagogues by himself and offer his expertise. Today, South Florida Tech for Seniors has about 40 student volunteers. The organization has gone from working with just a couple of seniors to sometimes receiving 300 tech assistance requests a week.

"We're trying to expand and to help as many of them as possible," Friedman said.

Information and Connection

Before the pandemic, Friedman and volunteers would work with seniors in person. South Florida Tech for Seniors is still offering individual support, and the elderly are calling their phone line, which is the easiest option. Seniors with some technological ability can request help through the organization's website. All services are free of charge.

South Florida Tech for Seniors offers a variety of services including help with email and Facebook. Since the pandemic began, the main request for assistance has been how to use Zoom.

"A lot of people are really looking to learn how to use Zoom, and use that to stay connected with their friends and family," Friedman explained.

Friedman always tries to empathize with the people he works with.

"One of the things I always try to keep in mind is to try to see the issue from their perspective. I realize that most of this stuff is not really made with them in mind," Friedman said. "I think once you take a step back and realize where their frustration is coming from, you can try to be more understanding."

The Tech Reckoning

For most seniors, getting online and using devices has been the only way to connect with friends and family, and access critical information. Friedman says that while many people had resisted modern technology, the pandemic has forced them to reconsider.

"All of the sudden, you couldn't say no to it anymore. It was the only option for communication and access to information, and particularly for a lot of these seniors; they're often the most isolated out of anyone," Friedman said. "Now all



Sam Friedman (L) founded South Florida Tech for Seniors in 2019

of the sudden with this pandemic when nobody is even allowed to come see them, being able to use the technology is even more important than it ever was before." South Florida Tech for Seniors provides assistance over the phone, via Zoom, and can remotely access computers. Seniors with hardware issues such as a faulty computer battery can even drop off their devices for repair. The organization also features a number of video tutorials as

While Friedman has been in the teacher role, he's also learned from the seniors he works with. His work has made him look at issues from a different perspective, and he's learned how to explain complex topics in simple terms. He's also gained a greater appreciation for human connection, especially during the pandemic.

part of its "Tech Tip Tuesday" series.

Friedman plans to continue with South Florida Tech for Seniors after he leaves high school and will pass on responsibilities to his younger siblings and volunteers. He'd also like to expand the or-

ganization's efforts outside of West Palm Beach. He plans to attend college and will likely study computer science and technology. Ultimately, he'd like to start his own technology company.

Modern technology has opened a whole new world of possibilities, from connecting with people around the world on Facebook to the NASA Perseverance rover transmitting video footage of the Red Planet back to Earth, Friedman said

"The opportunities for what you can do with technology really are endless, and I think it takes people who know how to use that technology to be able to make a difference with it."

CORRECTION

The article "The Enduring Architecture of Kyoto, Japan's Ancient Capital," published on April 14, included an incorrect photo. The Byodo-in Temple shown in the photo is a replica building in Hawaii. The Epoch Times regrets the error.



Teaching Children History

A conversation with John De Gree, founder of The Classical Historian

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While I lived in Europe, I used my father's skill of asking questions and getting to know others as a way to help me learn German, Czech, and European history. After trying a few entry-level positions in various fields, I landed a high school teaching job in Prague. Right from the beginning, I knew that teaching history

The Epoch Times: Something often heard these days is: "Why should anyone take the time to study history? You have all of the information at your fingertips through your digital devices, don't you?" How would you respond to this?

Mr. De Gree: Studying history involves at least two things: learning history content historian. While some may think that all of the information in history "is at our fingertips through our digital devices," this is not completely true. There are many websites and social media platforms that promote a false account or view of history, or they censor meaningful historical content and do not present the full picture.

One can find web sources that deny the Holocaust or claim we never landed on the moon. Recently, one social media platform even censored my biographies on Margaret Sanger, Amelia Earhart, and Mildred

A study of history requires learning skills that enable someone how to search for the truth in history. These skills include distinguishing between fact and opinion, forming judgment based on historical evidence, how to analyze primary and secondary sources, the Socratic

discussion in history, writing in history,

De Gree

suggests

open-ended

auestions to

engage teens,

such as "Did

the New Deal

strengthen

or weaken

America?"

President

Franklin D.

Roosevelt

salutes the

flag during a

parade, circa

(1882 - 1945)

Above,

Acquiring the skills of the historian and using them requires time, patience, honesty, a good curriculum, a good teacher, and in the best of circumstances, another student or a few students to discuss and argue the meaning of the past. These higher-level thinking and rhetorical skills needed for the study of history prepare a student to make sense of all the digital sources of information available and allow him to independently ascertain connections and meanings in history.

Humans are designed to think on their own, to communicate with others, and to ponder the meaning of history. While learning history with a classical approach is natural, it has become unique. Instead of learning history content and the thinking and rhetorical skills of the historian, students in most schools are indoctrinated to memorize a certain version of the past and are dissuaded from learning how to think for themselves.

The Epoch Times: Why should history be a fundamental part of a person's edu-

Mr. De Gree: We need citizens who understand the past, who understand our place in history as a culture and as a country, and we need people who have and use the tools of the historian because these help a person be more human. If students understand the development of individual liberty throughout the history of Western civilization, they will be more likely to defend the truths of the past and reject falsehoods. If students understand ideas such as presentism, (which is the fallacy of judging the past by present-day morals) they will not be so quick to dismiss America's Founding Fathers because of their imperfections.

What is currently happening in our ing of America's past and an effort to indoctrinate students into a particular way of thinking and acting that runs counter to individual freedom.

Revisionist historians are trying to rewrite the meaning of our past so that our youth hate their own country. If this happens, nobody will want to defend the rights and liberties that all Americans have, and we will become similar to those places in the world where there is despo-

But beyond the ramifications for our own country, the study of history enables the student to think, speak, and listen to others regarding the meaning of what it means to be a person. Appreciating and loving life comes from understanding its meaning. The study of history helps a person grapple with these issues.

The Epoch Times: Kids today seem to have a significant blind spot when it comes to history. What can parents and teachers do to reignite a genuine interest or curiosity about history in them? **Mr. De Gree:** The most important thing parents can do to ignite a genuine interest or curiosity in history is to teach their children a strong sense of morality and to inspire their children to live a life of virtue. For some, this may mean following a religion that is based on love, mercy, and truth.

When children strive to be honest in the home and with their parents and siblings, it will carry over into their studies. When they study history, it will be natural for them to want to search for the truth. It will be easier for them to recognize lies and falsehoods or narratives that don't make sense because their youth has been spent on moral training for what is good and just.

The second most important thing parents can do to inspire their children to have an interest in history is to talk with their children as much as possible and to build a loving and caring relationship.

One thing in common many successful students have is eating dinner with their families. During mealtimes, especially,



Classes offered by The Classical Historian for grades 6 through 12 include discussions based on the Socratic method.



The most important thing parents can do to ignite a genuine interest or curiosity in history is to teach their children a strong sense of morality and to inspire their children to live a life of virtue.

John De Gree, founder, The Classical Historian children learn how their parents think and discuss and they learn how to listen. During the meals, parents should realize they are the leaders of the household and take responsibility to lead discussions, ask questions, and make sure that everyone has an opportunity to speak and share. If something of interest happened in the news that day, it should be brought up as part of the conversation, and each person should be given the chance to say what he knows and what he thinks about it.

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Beyond this crucial visiting time, parents should try to take their children to visit museums, art galleries, and out in nature. These out-of-the house adventures stimulate a child's mind and show him there is a larger world outside of his city and away from digital devices. In our family, our children don't receive a phone until the ninth grade. We try to shower them with attention and invest time with

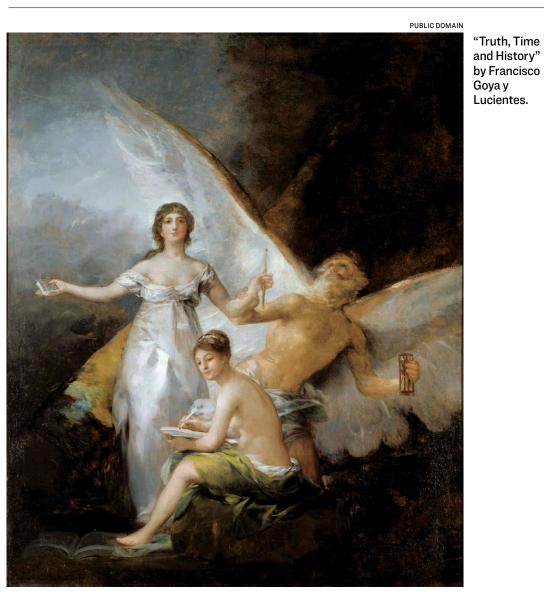
As with parents, it's important for teachers to strive to be honest and consistent and to be respectful of students. For teachers to ignite a genuine interest or curiosity in history, I recommend they teach young children up to the age of 11 by reading out loud, playing games, and having children give summaries of the history they are studying. Younger children are excited to please adults, to show what they know, and they are content to learn answers to the questions "who, what, when, and where." Students through grade five love learning about how people of the past dressed, what they ate, the jobs they held, and what their daily lives looked like.

For teachers of students ages 12 and over, they should teach the tools of the historian, challenge students with openended questions, and engage students in Socratic discussions. These students are more interested in answers to the question, "Why" and want to share with others and learn what other students think.

These older students want to argue and very often they think they know better than others, especially their parents. Teenagers may want to argue, but they need to learn how to do this in history. Teachers have to show students that evidence from secondary and primary sources is needed to support arguments. Instead of having students simply memorize the past, it is better they grapple with open-ended questions, such as "Was Charlemagne more Christian or pagan?" or "Did the New Deal strengthen or weaken America?" Teachers then should guide students in the Socratic discussion in history, gently challenging students to argue with each other, encouraging civil

The Epoch Times: Homeschooling has seen a significant rise this past year. What advice would you give new homeschoolers who want to teach their children

Mr. De Gree: The best thing you can do for your children is to play history games,



read history books and talk about them, and commit to learning history yourself with a history book club. For children ages 12 and over, parents should learn and then teach their children the tools of the historian. Students should answer openended history questions by researching in primary and secondary source texts, and parents should engage them in Socratic discussions. While it can be helpful to have a small group of students for discussion, we taught our oldest son one-on-one,

and he is still one of my best students.

Classical Historian publishes fun and educational history games for all ages in our History Go Fish card game series. I would set up a schedule where you have at least a once-per-week game time with your kids. Our game for ages 5 to 10 is the American History Memory Game, and for ages 8 to 18, we have Go Fish cards in Ancient History, Medieval History, American History, U.S. Presidents, and the Constitution. We are coming out with three new games by June 1: Classical Greece and Rome, Modern U.S. History, and Modern World History. In this game is one version called "Collect the Cards," where kids have to learn history then guess the card before someone else in the group does. Children love this social and exciting game.

For a book that teaches Western Civilization and American history for junior high students and above, I recommend "The Story of Liberty: America's Ancient Heritage Through the Civil War." This book teaches kids how the ancient and medieval world influenced the founding of America, it shows the political philosophy that created the freest country in the world, and it traces the history of America through its most destructive war that ended slavery, the Civil War. It shows how Americans have the rights they enjoy and it explains how the United States of America is unique in the world, specifically teaching American exceptionalism and civics. There is a great need in our society for this book.

Our company's website, ClassicalHistorian.com, has a wealth of information and tips to teach homeschool history. We offer hundreds of free biographies and history lessons, products, and services. For grades 3 through 12, we teach online courses. Classes for younger children focus on introducing youth to history and encouraging young children to observe and share what they see or notice. Classes for grades 6 through 12 center on learning history content and the tools of the historian with the Socratic discussion as the most exciting part of the process. Students can also take our writing course in history, which teaches how to take and argue a historical perspective.

For homeschool parents or for teachers of history wanting training in how to teach the tools of the historian and how to lead the Socratic discussion in history, they should become a member of The Dolphin Society, our educator's membership service. They will find a treasure trove of help and support, a forum for discussion, and monthly live training seminars. In addition, we offer monthly History and Constitution Bees for member children.

The Epoch Times: History itself seems

up for debate, with different versions appearing in different resources. How do you recommend parents and teachers vet the history resources being offered their students?

Mr. De Gree: There are two recommendations I have in this area. This first one is a long-term answer and requires time, energy, and discernment, whereas the second gives you immediate resources. For the longer answer, the parent or teacher should first acquire the skills of the historian, and then apply them in a setting that is encouraging and allows the parent and teacher to practice history discussions with other adults.

Being part of a history book club that is led by a caring teacher will give the parent and teacher practical experience in analyzing the past and sharing ideas with others who are searching for the truth in history. With this experience in using the skills of the historian, the parent and teacher will be able to discern for himself the reliability of various sources. Classical Historian offers a history book club through its Dolphin Society, and in this society are also all the tools of the

The short-term answer for which resources to trust and use with students is to use everything Classical Historian uses, including our games, curriculum, and various sources for our online learning. All of the titles of our sources are available on our website.

The Epoch Times: What practical tips could you offer to parents and teachers who want to make history engaging and fun?

Mr. De Gree: I love history games. Our Memory games are ideal for kids ages 5 to 10 and our Go Fish games are perfect for kids ages 8 to 18. Each Go Fish game includes a history booklet with ideas for about 10 games. Important for the family is to set aside one day a week, or one hour a week, and make this game day. With the game day planned, just simply follow through and play a game with your child. They will love the extra attention they receive from the parent, and in the process, they will learn history.

The favorite game of the children we teach is the "Collect the Cards" version of our Go Fish games. In this game, students learn history and try to guess what is on the card based on a number of hints. It is like a ready-made History Bee that kids can play with each other.

For kids ages 12 and over, to make history fun and engaging, parents need to teach open-ended history questions and teach with the Socratic discussion in history. Every teenager believes, at one time or another, that he knows more than his parents, and that his generation will set things right.

Answering open-ended history questions gives the student the freedom to search for and analyze and then create what he thinks is the best answer to questions that have many possible answers. In discussing and arguing with their peers and with their parents, students become excited to prove their point, to learn more, and to interact with others. Learning with the Socratic discussion in history is fun because the student is thinking and engaging with others the entire time.

Firearms and Fear: Some Thoughts on Guns

JEFF MINICK

In our adolescence, two friends, my brother, and I spent many summer days playing war in the fields and woods near my house. We fought British Redcoats, Yankees and Rebels, Nazis, and many times, each other. When I was 11 and received a BB gun, we'd fire away for hours at bottles or at targets we'd drawn on cardboard boxes.

In 1969, I entered the U.S. Military Academy. That summer as a plebe, using an M-14, I qualified as an expert on the firing range. The next summer, when I was a yearling, which is a sophomore, my classmates and I fired M-16s, grenade launchers, artillery, M-60 machine guns, and tanks.

After my resignation in the middle of my yearling year—honorable, by the way— I occasionally would go shooting with friends. When my children were growing up, I took them into the woods and let them plink away first with a BB gun and later with a .22 rifle.

Which is to say that I am familiar with firearms. Unlike some of my friends, however, I never developed more than a cursory interest in guns and shooting.

On the other hand, I've never really understood why other friends and family members regard guns as anathema, somehow evil in and of themselves. For me, a firearm is a tool with a specific purpose, an inert object requiring the hand of a human being to make it work, to use or misuse it. Some of their fear stems from what they read in the news, some from misinformation.

Let's take a look at guns.

Why Do People Want Guns? Other than collecting firearms as one might collect coins or stamps, there are only three reasons to own a rifle or a pis-

The first is for hunting and sport. Here in rural Virginia where I live are several men and women who hunt deer, rabbits, and squirrels. They return home with their game, butcher it, and freeze it. In Haywood County, North Carolina, where I used to live, a bunch of these hunters would throw a "meat feed" for their friends, which is where I tasted bear in some version of hunter's stew. I also know several people who simply enjoy going to a target range and improving their marksmanship.

Next, gun ownership acts as a hedge against dictators and tyranny. The Second it's in a safe place yet readily available. Amendment of our Constitution states, "A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed." Often, those on both sides of the issue of gun control debate these words, but in those quarrels, they frequently overlook the words "the security of a free State." We may read that statement as describing the use of arms to resist either an invasion by a foreign power or domestic tyranny.

American citizens own approximately 393 million guns, according to research by Small Arms Survey. That figure should serve as a deterrent to those wishing to harm or do away with our democracy.

The 3rd Reason

In the article "Guns in America," USA Today reports that, in 2020, Americans purchased nearly 40 million guns. Many of these were first-time buyers of firearms, and many of them were minorities and women.

The vast majority of these buyers want

ed a gun for self-protection. The USA Today article tells us that some social scientists and commentators believe that the pandemic, the riots, and the tumultuous presidential election led to this steep rise in gun purchases. It's safe to say as well that the breakdown of law and order in some of our cities—defunding the police, no bail policies, restrictions on law enforcement—and the consequent explosion of violent crime in these places also pumped up the sale of guns. And certainly, guns are a great equal-

One wife and mother I know in her early 30s is 5 feet 3 inches tall and probably weighs about 115 pounds. Several years ago, on the parking deck of a mall, she witnessed several young men cursing and fighting one another just a few yards from her van. This incident terrified her. Three of her little children were with her, and she wondered how she might defend herself and her kids if such men attacked her.

She bought a handgun, paid for the training to use it properly, and now carries it in her purse for protection.

Stats That May Surprise

Sometimes we hear that firearms kill up to 40,000 Americans every year. This is true, but once we remove those who commit suicide with a gun, that figure falls to less than half of that number.

Whether deliberately or not, those who wish to ban or confiscate certain "assault weapons" also mislead us. In 2019, handguns killed 6,368 people, while murderers used rifles in 364 instances. "Firearms type not stated" accounted for another 3,281 deaths.

Meanwhile, in his article "Guns Prevent Thousands of Crimes Every Day, Research Shows," Lawrence W. Reed reports that "Guns prevent an estimated 2.5 million crimes every year..." and that "Every year, 400,00 life-threatening violent crimes are prevented using firearms," figures he gathered from the website GunFacts.info. Even if we were to halve those numbers, it should be apparent that guns in the right hands do protect their owners from violence and crime.

Owning a Gun

Let's say you decide to buy a gun to protect yourself and your family. For the sake of discussion here, let's say you bought a handgun. You purchased it legally, bought the ammunition to go with it, and carried it home.

What next?

The laws regarding gun ownership and concealed carry vary from state to state. You've acquainted yourself with those laws, but find that your state requires no formal training in gun use or safety.

So here's some advice. No matter how your state law reads, find an instructor to teach you about your gun: how to shoot it, how to clean it, and how to store it so that Once you've gone through the training, even if it's with a friend, go to a range several times and fire the weapon until you feel comfortable using it and until you can actually hit what you are aiming at.

The Ongoing Debate

The argument over gun control versus gun rights will continue. Where we stand on this issue has much to do with how we were raised, what sort of neighborhood we live in, our politics, and our experience with firearms.

In a recent issue of The Epoch Times, Leonetta Harris of Chicago, a victim of a gun-related crime who now carries a firearm and is a member of a women's gun club, stated: "I'm a homeowner and I have kids. I just want to make sure I'm safe and able to defend myself against any harm."

We ourselves may not wish to own guns, but we should listen to those citizens who believe they need that protection for themselves and their families.

Jeff Minick has four children and a growing platoon of grandchildren. For 20 years, he taught history, literature, and Latin to seminars of homeschooling students in Asheville, N.C. He is the author of two novels, "Amanda Bell" and "Dust on Their Wings," and two works of nonfiction, "Learning as I Go" and "Movies Make the Man." Today, he lives and writes in Front Royal, Va. See JeffMinick.com to follow his blog.



Capitol in

Hope Is the Key

→ Advice from our readers to our young people

Dear Next Generation:

Ever feel trapped as if you are watching your life deteriorate in front of your eyes and you can do nothing? Or certain difficult circumstances lead you into wishing for a new life? But that new life will never come. Or so you think; or so your negativity wants you to think. An unseen enemy is always waiting for you to give up and then he pounces on you. He sometimes pulls your strings just so he can do just that. You are then either made miserable or you commit something harmful. Depending upon what it is, it might not be as hurtful to those around you at first. But beware, misery or caving into misery always has repercussions that will eventually cause harm or maybe worse.

History is written and held together by this one golden thread of hope.

However there is one thing you can do to counter this trap. It is very well-known concept but not recognized for its true being. It is simply to hope. Hope is the most powerful of virtues. C.S. Lewis said that "Courage is the foundation of virtues," but it takes a specific kind of hope to be courageous. Hope is more than wishing that tomorrow will be sunny. It is more than just implicit optimism. It is holding onto something even when everything else is pushing against it. To have hope in the most discouraging circumstances is more than being optimistic. It is being heroic.

Hope is the armor we wear to fight in the battles of life. Discouragement, alone, is our utter ruin. So putting this into perspective, wouldn't hope—the refusal of such a thing—be the perfect remedy?

Therefore, hope is essentially courage.

History is written and held together by



Georgiana Maria Leicester, Lady de Tabley, as "Hope" by Thomas Lawrence.

this one golden thread of hope. Why do soldiers sacrifice their life if they have not the hope that future generations may be delivered? How could a man who has lost his legs run and win a race? Or a blind and deaf woman learn to read, write, and even speak? What makes the gravest sinner into the holiest saint? It is because even in their darkest trials they had hope as their only light. They proceeded onward, undaunted by the doubt and discouragement that

would swallow them if they surrendered to it. They never lost their dreams. They held on to the fact that there would be a tomorrow. If one should lose everything in his or her life, yet not lose their hope, they have lost nothing.

We often give in to negative thoughts too easily. We give them too much credit and make them heavier than they actually are. To counter all attacks of negativity and to simply render them helpless, we should not dwell so much on the negative. We must hope for better times instead

To have hope in the most discouraging circumstances is more than being optimistic. It is being heroic.

Padre Pio stated wisely, "Pray, hope, and don't worry." Better times will come, as long as we stay focused on our hope.

But it doesn't stop here. It is not a matter simply to say, "OK, I'll be more hopeful." It takes time, and patience to keep this resolve. We must choose to persevere in hope. It doesn't simply come to you, it must be invited. It is essentially a plant, one that must be nurtured each day; it won't blossom into a flower if you ignore it. The only way hope will die, is in our hearts. Therefore, we must ignite the perpetual flame and resist all discouragements.

Even in our times, this is a battle all of us face. However when we have hope, we become unstoppable. The Victory is theirs who stay firm.

—M. C. Furgal, New York

What advice would you like to give to the younger generations?

We call on all of our readers to share the timeless values that define right and wrong, and pass the torch, if you will, through your wisdom and hard-earned experience. We feel that the passing down of this wisdom has diminished over time, and that only with a strong moral foundation can future generations thrive.

Send your advice, along with your full name, state, and contact information to NextGeneration@epochtimes.com or mail it to:

Next Generation, The Epoch Times, 229 W. 28th St., Floor 7, New York, NY 10001

LARGER THAN LIFE: ART THAT INSPIRES US THROUGH THE AGES

A Neoclassical Gem for a Grieving Nation: Auckland War Memorial Museum in New Zealand

On April 25, 1915, the Australian and New Zealand Army Corps (ANZAC) landed on the Gallipoli Peninsula in Turkey. Their mission was to capture the Dardanelles, a strait in the northwest of the country, from the Ottomans, who were Germany's allies.

For over eight months, soldiers on both sides suffered greatly: 87,000 Ottoman Turks and 44,000 Allied forces, including 8,500 Australians and 2,779 New Zealanders, were killed. One in six of the New Zealanders sent to fight in Gallipoli died in battle.

Today, April 25 is ANZAC Day, a national day of mourning for Australians and New Zealanders to gather and commemorate their fellow countrymen who died to ensure peace for future generations. In New Zealand, one of the ways people honor their war heroes is by gathering for dawn services, the time when ANZAC troops landed in Gallipoli. The ceremonies held throughout the country are based on a traditional military funeral. In central Auckland, people gather outside the Auckland War Memorial Museum on the consecrated ground of the Court of Honor—akin to a graveyard for all those who have fallenand the Cenotaph, an empty tomb.

Originally, the Auckland War Memorial Museum was created in 1929 to honor those who died in World War I, but now it's a monument to all New Zealanders who have lost their lives in conflicts.

The People's Memorial

The Auckland War Memorial Museum was built for the people by the people. The building funds came from Aucklanders who donated after World War I in remembrance of their war dead.

In 1922, the Royal Institute of British Architects ran a competition for the building cently over the past two decades.

design, and the Auckland firm Grierson, The decorations evoke an appreciation Aimer, and Draffin won. The winning of patriotic valor. On the original buildneoclassical design echoes a Greek or Roing's façade, scenes from World War I run man temple. The building's colonnades along a frieze. And engraved above each are nearly an exact copy of the Parthenon's once fought. in Greece.

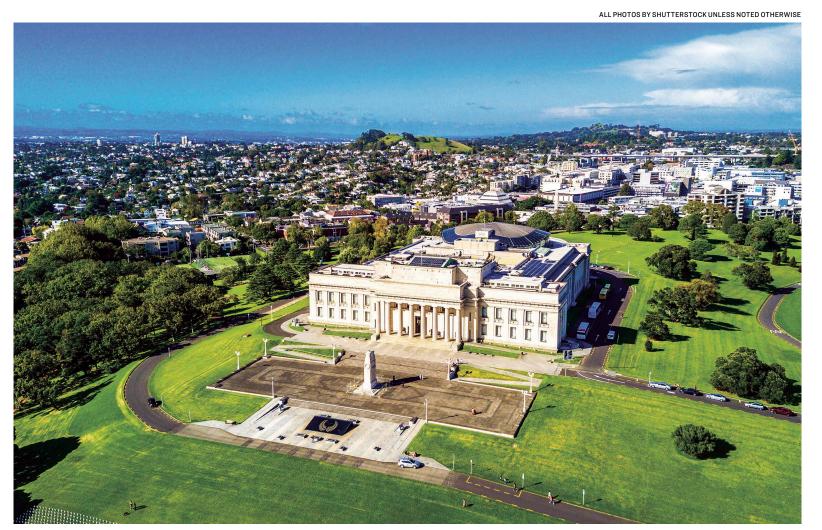
The original building has been extended twice, first in the 1950s and then more re-

and Air Force. Also included are the elderly, women, and children who stayed at home. (Below) ANZAC Day: Every year on April 25,

Australians and New Zealanders commemorate their fellow countrymen who died at war. In Auckland, New Zealand, soldiers gather

Greek statesman Pericles, which was part of the annual public funeral for the dead of the Peloponnesian War. It states:

"The whole earth is the sepulcher of fawindow are battles where New Zealanders mous men. They are commemorated not only by columns and inscriptions in their And above the columns, engraved on the own country. But in foreign lands also by north façade entablature, is an excerpt from memorials graven not on stone, but on the the profound funeral oration by the ancient hearts of men."

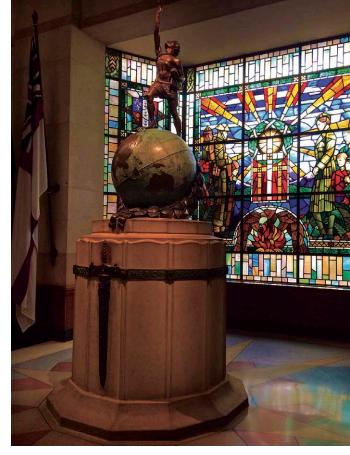


An aerial view of the Auckland War Memorial Museum, in Auckland, New Zealand.





for the dawn service at the Auckland War Memorial Museum.





Poppies are placed on the Cenotaph following the dawn service at the Auckland War Memorial Museum on April 25, 2017.



A veteran watches the dawn service at the Auckland War Memorial Museum on April 25, 2017.





(Above) Traditionally, the ANZAC Day dawn service concludes with the fourth verse of Laurence Binyon's poem "For the Fallen," which is inscribed on the above plaque: "They shall grow not old, as we that are left grow old/ Age shall not weary them, nor the years condemn/ At the going down of the sun and in the morning/ We will remember them." (Left) The Auckland Cenotaph is a replica of Sir Edwin Luyten's design of the Cenotaph in Whitehall, London. The blueprints for the London Cenotaph were expensive, so one of the Auckland architects spent hours patiently watching movie theater newsreels, waiting for the London Cenotaph to appear, and sketching the design.

Book Review: 'Too Long Ago' by David Pietrusza

HERBERT W. STUPP

On the cover of "Too Long Ago," there is a black-and-white photo of the happiest 4-year old boy you can imagine, holding his great-uncle's hand at the latter's bar in Amsterdam, New York. That boy is now the deservedly heralded presidential author and biographer, David Pi-

Today, Pietrusza's default facial expression is "business somber" (he appears more than occasionally on C-SPAN), and his memoir indeed explains the "stoicism" of many Polish Americans, an immigrant group whose odysseys and impressive successes in America haven't gotten enough attention.

One of the 1960s **buzzwords was** 'urban renewal,' and Pietrusza explains how it came to Amsterdam, and with a vengeance.

Yet Pietrusza has written an unsomber recollection of growing up in Amsterdam, New York, with affection, appreciation, and tongue-in-cheek observations of how his city and the United States operated in the 1950s and 1960s. "A vanished world," he writes, right on

the book cover. Pietrusza admired noted raconteur Jean Shepherd, whom I got to know a bit during my early career years in New York television, while

Shepherd was regaling listeners with tales of growing up in Indiana on WOR-AM five nights a week, without notes or scripts.

Shepherd would be proud of his devotee, as in Pietrusza's analysis as to why his young self's St. Stanislaus elementary school tuition was "a cool fifteen dollars a year" in 1950s Amsterdam: "Such a bargain was made possible by low overhead, and the school passed the savings on to us. Nuns, of course, were virtually slave labor. Or, at least, Slav labor."

Such gems populate this fine recollection of a unique time and place. This book only touches on the

politics of the era, but does illustrate the value of cultural conservatism, from the properly reflexive anti-communism of Poles and their descendants to the central role of the Catholic church in pre-Vatican II upstate New York.

Pietrusza catalogs how general acceptance of Catholic values in Amsterdam created a generally kinder and gentler society than in the decades to follow. The drop-off in week $ly\,Mass\,attendance\,and\,in\,vocations$ to the priesthood and the convent, he suggests, can be linked to the rapid rush to "reform" the Catholic church in the 1960s and '70s.

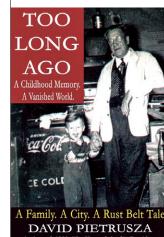
Pietrusza introduces us to an array of memorable characters, many in his family, his neighborhood, and his school, and all of them real. He reports on Amsterdam being a "hard-drinking" city with many illegal gambling enthusiasts, but also a blue-collar, hard-working place as well.

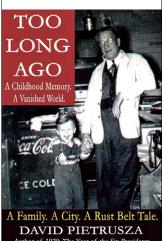
Kirk Douglas and Benedict Arnold (the congressman, not the traitor) were sons of Amsterdam. The carpet manufacturing mills

"Too Long Ago: A Childhood Memory A Vanished World" David Pietrusza Church & Reid Books, 2021 319 pages

Author David

Pietrusza.





my, the minor league baseball team was named the "Amsterdam Rugmakers." Runoff from the mills polluted tributaries of the Mohawk River to such an extent that locals could tell what color carpeting was made on a given day by the hues in the Chuctanunda Creek, and eventually the connecting great Mohawk.

Upstate New York is littered with cities that have declined as their primary industries found greener pastures in which to manufacture. Buffalo lost its steel mills; Rochester witnessed the collapse of Kodak and the departure of Gannett newspapers and Xerox's corporate headquarters; Syracuse lost Carrier Corporation; and Amsterdam coughed up the carpet mills.

Correspondingly, the city's population peaked at around 35,000 in 1930, with a steep decline of more than 50 percent, down to only some 17,000 residents today.

Among upstate cities, only Albany has a perpetual "manufacturer" and conveyor belt of everyincreasing, high-paying jobs. Their primary "product" is immense and expanding state government, all at the expense of New York's longsuffering taxpayers.

Pietrusza writes about family anguish as his father's job in the mills disappears with his employer's move out of New York. He provides a poignant travelogue about a family pilgrimage to Connecticut, where his father could visit the newly consolidated home of Bigelow-Sanford Carpet Mills, to see "where (his) job went."

After a sequence of heavy lifting Herbert W. Stupp is the editor positions, the elder Pietrusza gets hired as a temporary U.S. Postal Service letter carrier, and eventu-

were so central to the city's econo- ally becomes permanent. David Pietrusza's mother, also employed in manufacturing for years, eventually feels the gravitational appeal of government work herself, taking and passing the New York state civil service exam.

To get to her job in Albany each morning, Mrs. Pietrusza relied on a mix of carpools to traverse the 40-mile, one-way commute. But at least the family's financial concerns had been put to rest.

One of the 1960s' buzzwords was "urban renewal," and Pietrusza explains how it came to Amsterdam, and with a vengeance. The downtown neighborhood was torn up in favor of an arterial highway that would speed motorists from the New York State Thruway across the Mohawk River.

The problem with this "renewal" was that the modern roadway bypassed restaurants and other establishments, as well as destroying homes and a church, accelerating the city's decline. My family and I traverse this route each year, on our way to or from the Adirondacks, taking notice of St. Mary's Hospital, which was built in part by my father-in-law's work as a construction foreman.

Next time we're in Amsterdam, thanks to Pietrusza's entertaining memoir, we'll be sure to get off that arterial, gassing up the car and sitting down at a local restaurant. We'll be able to imagine that "vanished world" that Pietrusza has brought back to the mind's eyes of

of GipperTen.com. He was a New York City commissioner from 1994

Parents are their children's main role models.

PARNELL DONAHUE

ello from Nashville, Tennessee, the home of country music, beautiful weather, and right living. What an honor and a pleasure to write for The Epoch Times and hopefully make a difference in the lives of our nation's children.

Some years ago I was a guest on a Father's Day radio talk show in Milwaukee. Toward the end of the show a dad called to say, "It sounds like, that in parenting, everything you do is important. Is that true?"

I assured him it was, and advised him to be careful of how he acts because kids are mirrors that reflect what their parents do. I asked him not to worry that they don't always listen to what you say, but be concerned that they see everything you do. They become us! "Be the person you want your kids to become!" had become my mantra.

Recently my wife, Mary, and I were invited to give a series of talks on parenting at a local Methodist Sunday school. During the third session, a woman remarked that the class was so different from what she thought it would be. "It's more about doing the right thing than pediatrics," she said. "I thought pediatricians only treated sick kids, did physicals, and gave shots.

life than how to parent, isn't it?"

"What a great observation," I answered. "We pediatricians see a lot of sick kids, give plenty of shots, and do many physicals. We call them 'health evaluations' now, because we concentrate on the health habits kids are forming, and how those habits will control their life. But, you have the message 100 percent right! This class is geared to help parents be the kind of person they want their kids to become. It is a 'how to be a good parent' class, not a 'how to parent' class. I'm glad you noticed the difference."

Not only do parents have a major role in influencing values, their expectations also greatly influence future performance.

The Cart Before the Horse

"How to be a good parent" classes, or books, start with the parent—if the parent does this, the child will do that. "How to parent" literature starts with the child—if the child does this, the parent should do that. This This class is more of a how to live a good latter type of parenting has the cart before

the horse. These parents try to lead from behind. That just doesn't work.

Too often pediatricians, other parenting experts, and parents, think parenting is about the children. But, parenting is about the parent. And because parents are the most influential role models kids have, this training is an essential part of a well-Like it or not, for good or bad, parents are

the main role models for their children. Not only do parents have a major role in influencing values, their expectations also greatly influence future performance. A 1997 JAMA article about a study conducted by the University of Minnesota of 12,000 kids in grades 7 through 12 concluded: "If parents expect adolescents to get good grades and refrain from sex, those expectations influence the adolescents' behavior powerfully through twelfth grade, regardless of family income, race, or single or dualparent status." The lead researcher, Michael Resnick, said, "Adolescents are often very effective at convincing us that what we say is irrelevant to their lives, and the mistake we make as adults is that we believe it."

In a Horatio Alger survey on The State of Our Nation's Youth (2005–2006), 68 percent of the girls ages 14 to 19 and 70 percent of boys that age, named a parent, sibling, or at Parenting-Matters.com

other family member as their role model. Only 15 percent named a friend, and even fewer mentioned an entertainment celebrity or an athlete.

To test these national statistics, I asked the 103 teens I evaluated one summer, who most influenced their values of right and wrong. Of these, 83 said mom, dad, or parents; three said brothers or sisters; three credited themselves as their main influence; three said others (teacher, coach, minister); while three had no one to credit. Only eight said friends. (One 15-year-old boy actually said Rush Limbaugh.)

The following statistics show us where parenting from behind has led, and why we need to change our focus and put the

Every day in the U.S., in 2019, 1,840 kids are abused or neglected, according to the American Society for the Positive Care of Children. That's over 660,000 kids and more than 400,000 of them were abused by a parent. Five abused kids die each day. According to the Children's Defense Fund, each day in 2020, eight kids or teens committed suicide, nine children or teens were killed with a gun, 126 children were arrested for violent crimes, and 248 children were arrested for drug crimes.

Parents as Leaders of the Family

We can change those horrid statistics forced upon our kids, our families, and our world by moving the cart back behind the horse. We must put the parents back in their role as leaders of the family, and let the kids be followers. That is one of the long-term goals of this column.

To be sure, I don't pretend to know all the answers, but my wife Mary and I have raised four very successful children. I have spent half a century studying kids, families, and society, and I have been instructing parents for many decades. I know that something has to change or our society will not survive. I ask your forbearance and your help in making the changes.

Some years ago, Tennessee-born Rodney Adkins recorded a song about parenting, called "Watching You" (bit.ly/2QvUI34). It quickly became popular in country music fandom. Listen to the words and watch the video. You'll love it, and it will convince you of the importance of "being the person you want your child to become."

Enjoy the children in your life, and may God continue to bless you and your family!

Dr. Parnell Donahue is a pediatrician, military veteran, author of four books and the blog ParentingWithDrPar.com, and host of WBOU's "Parenting Matters" show. He and his wife Mary, have four adult children; all are Ph.D.s, two also are MDs. Contact him

Study: A Manly Father Is Good for Children

ANNIE HOLMQUIST

In an age when feminism seems to rule, there's a lot of pressure for fathers to start acting softer and more feminine in dealing with their children. Not a trace of that "toxic masculinity" should come through!

Perhaps that is why we see increasing condemnation of competition ("everyone gets a participation trophy!") or "dangerous" activities like winter sledding ("little Johnny could hit a tree!"), or allowing children to stray a few blocks from home without adult supervision ("they might be kidnapped!"). Why would we want parents, particularly fathers, to stress the traditionally masculine virtues of competition and adventure to their children when we're trying to root toxic masculinity out of society?

But while this mindset is subtly promoted by today's culture, it's now being challenged by a new study published in the journal Psychology of Men and Masculinities. The study lists the stereotypical masculine characteristics—"competitive, daring, adventurous, dominant, aggressive, courageous and standing up to pressure"—as positive traits, and fathers who demonstrated these were

"rated as showing good parenting behavior." Researchers expressed surprise at this link between masculine qualities and good parenting. The study's lead author, Sarah Schoppe-Sullivan, acknowledged, however, that "fathers who see themselves as competitive and adventurous and the other masculine traits tended to be really engaged with their kids."

Perhaps this is surprising to those living in a "woke," politically correct, feminist society, but it shouldn't be to those who look at fathers through history. Take Teddy Roosevelt, for example. In a letter to a friend in late sickly child—likely the type who would have his age. His father helped him through this



difficult childhood, not only through gentleness, but also through his manly character.

Roosevelt explains:

"I was fortunate enough in having a father whom I have always been able to regard as an ideal man. It sounds a little like cant to say what I am going to say, but he really did combine the strength and courage and will and energy of the strongest man with the tenderness, cleanness and purity of a woman. ... He not only took great and untiring care of me—some of my earliest remembrances are of nights when he would walk up and down with me for an hour at a time in his arms when I was a wretched mite suffering acutely with asthma—but he also most wisely refused to coddle me, and made me feel that I must force myself to hold my own with other boys and prepare to do the rough work of the world."

1900, Roosevelt explained how he had been a Roosevelt's father was manly—daring and courageous—and passed these traits on to been teased and labeled a sissy by other boys his son, enabling him to stand firm under pressure. It was through these manly traits

A portrait of President Theodore Roosevelt (1858–1919) with his second wife, Edith Carow Roosevelt and his first five children, mid-1890s.

> **Roosevelt's** father was manlydaring and courageous and passed these traits on to his son, enabling him to stand firm under pressure.

that Roosevelt's father fostered respect and love for himself in the heart of his son:

"I cannot say that he ever put it into words, but he certainly gave me the feeling that I was always to be both decent and manly, and that if I were manly nobody would laugh at my being decent. In all my childhood he never laid hand on me but once, but I always knew perfectly well that in case it became necessary he would not have the slightest hesitancy in doing so again, and alike from my love and respect, and in a certain sense, my fear of him, I would have hated and dreaded beyond measure to have him know that I had been guilty of a lie, or of cruelty, or of bullying, or of uncleanness or of cowardice."

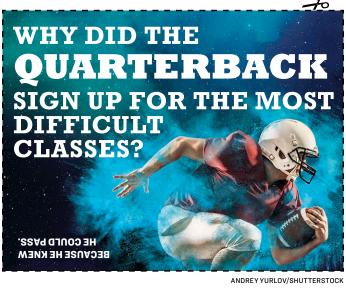
However much one may despise or adore Roosevelt's politics, one has to admit that he led an impressive life, showing courage on the battlefield, exhibiting both strong intellect and a strong work ethic, and demonstrating leadership from the highest office in the land. Would he have achieved such success if his father had coddled him, refusing to balance the tender care of his sickly son with his manly qualities? It seems

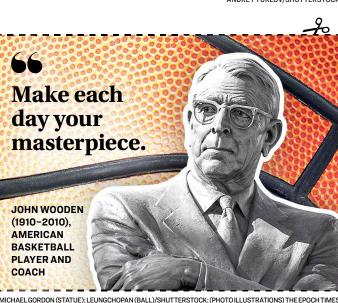
We have today what authors Warren Farrell and John Gray call a "boy crisis"—a crisis in which boys fail to become men, struggle in school, get in trouble, and have difficulty finding wives. Would we see that crisis begin to be resolved if we encouraged fathers to practice and model their manly virtues once again, showing not only love and gentleness, but courage, competitiveness, and an adventurous spirit as well?

Annie Holmquist is the editor of Intellectual Takeout and the online editor of Chronicles *Magazine, both projects of Charlemagne* Institute. This article was originally published on Intellectual Takeout.

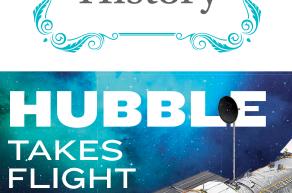












n April 24, 1990, The Hubble Space Telescope was launched into orbit by NASA's space shuttle Discovery. The

giant telescope, named after American astronomer Edwin P. Hubble, has allowed scientists to view images of planets, galaxies, black holes, and more. The telescope can be visited for upgrade and repair. Since its launch, five shuttle missions have carried astronauts to Hubble

The telescope remains in operation today. Check out amazing images on HubbleSite.org.

By Aidan Danza, age 14

renamed the horse "Traveller."

war, even after Traveller threw

Manassas. Once, Lee's soldiers

actually had to grab Traveller's

reins to prevent Lee from leading

from the dangerous front line. Lee

himself said that "the saddle was

of the war, and that Traveller was

held up for the whole war without

fail. Traveller died in 1871, only a

year after the death of its master.

scarcely off his back" for some

the only one of his horses that

Lee at the Second Battle of

Lee rode Traveller for most of the

WARHORSES



They have been used for many purposes, including pulling farm implements to pulling carriages and, of course, for riding, whether for pleasure or for battle. Many famous generals and heroes used their horses to great advantage in war, so much so that the horses themselves became famous as well.



Traveller belonged to Gen. Robert E. Lee, the leader of the Confederate forces in the Civil War. The horse was born in 1857 and christened "Jeff Davis" after the Mississippi senator who would later gain fame as the Confederate president. Jeff Davis (the horse) won two blue ribbons in the Greenbrier County Fair. It soon came under the ownership of Captain Joseph M. Broun who renamed the horse "Greenbrier." Lee met Greenbrier in 1861, and it was love at first sight. Lee

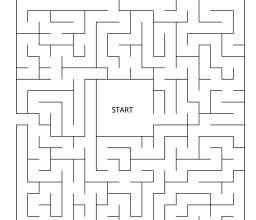
Gen. Robert E. Lee on his horse Traveller.

"Napoleon Crossing the Alps" by Jacques-Louis David. It is believed that the horse in the painting is Marengo.



MARENGO

Marengo was an Arabian breed horse from Egypt. Marengo was purchased at the age of 6 in 1799, and carried Napoleon through the Battle of Marengo, which allowed its rider, Napoleon Bonaparte, to take northern Italy. Napoleon named the horse after this battle. Like its famous rider, Marengo was very short for a warhorse, but always remained calm in a crisis. Unlike Traveller, Marengo never once threw Napoleon in its 15 years of service, even though it was wounded eight times during that period. Eventually, Napoleon and his horse were defeated at Waterloo in 1815, and it was put on display in London. To this day, Marengo's skeleton is still displayed at the Natural History Museum in London.



USE THE FOUR NUMBERS IN THE CORNERS, AND THE OPERANDS (+, - AND X) to build an equation to get the solution in the middle. There may be more than one "unique" solution but, there may also be "equivalent" solutions. For example: $6 + (7 \times 3) + 1 = 28$ and $1 + (7 \times 3) + 6 = 28$

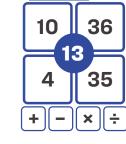


Z×b×(1-7)

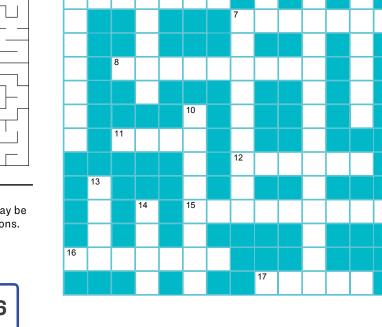
 $(Z+1)\times (L+T)$

11 15 + || - || × || ÷

Solution for Medium 1 (12 + 2) × (12 - 11)



32+10+4-38



2 Sport with arrows (7)

3 "Salute to the sun" discipline (4) 4 Sport performed on ice (7)

5 Game with brooms on ice (7)

6 This sport uses barbells (13)

7 It starts with a break (9) **9** The New York Jets play this game (8)

10 Sport on walls and mountains (8)

13 Art of self defense (4)

14 18-hole game (4)



5 British game with bats (7)

Collegiate sport (9)

12 Fun with horses (6)



15 Michael Jordan & LeBron James' game (10) **16** A game with a strikes and spares (7)

17 Game football came from (5)

Game with a Cue ball (4)

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