

THE EPOCH TIMES

LIFE &

TRADITION

BIBA KAYEWICH



Hard Times

Lessons From the Great Depression

JEFF MINICK

As readers know, citizens in the United States—and for that matter, most of the world—are getting pummeled in the wallet right now.

Gas prices are through the roof. Rents in many cities are soaring. The cost of groceries jumps every few days, and our president recently warned that we may experience food shortages.

Unlike other financial busts in the past,

the turmoil in today's economy is less the result of failed markets than of our disastrous pandemic policies. When the federal government disburses trillions of dollars, the value of those dollars declines, and inflation results. When previously unheard-of government lockdowns force shopkeepers to close their doors for months at a time, driving many of them out of business, the economy suffers. When supply chain breakdowns and a lack of workers threaten the availability of everything from

food to computer chips, we face shortages and higher prices.

These causes and consequences are Economics 101.

So then the question becomes: What can we as individuals do to get through the tough times coming our way? Where can we look for inspiration and ideas that might act as life preservers in this sea of uncertainty?

Continued on Page 2



BIBA KAYEWICH

Hard Times

Lessons From the Great Depression

Happiness can be found in our own backyard.

Continued from Page 1

Back to the Past

Nearly a century ago, America and the world went through one of the worst depressions in history. The stock market crashed, millions were thrown out of work, and for 10 years, from 1929 until the beginning of World War II, Americans scrambled to make ends meet.

Photographs by Walker Evans and Dorothea Lange, books such as John Steinbeck's "The Grapes of Wrath," and songs such as "Brother, Can You Spare a Dime?" stand as iconic reminders of the suffering inflicted on Americans in the wake of that crash. Bankruptcies, foreclosures, unemployment, and soup kitchens mark that nightmare of broken dreams and empty pockets.

But if we must soon tighten our own belts, if we too are facing want and hardship in the near future, we might do well to turn to those old-timers and see what they might teach us.

Some Incidents From Childhood

Here are some lessons I learned from listening to my grandparents and parents, all of whom had lived through the Depression.

Throughout most of the 1930s, my mom's family was relatively affluent. Why? Because my grandfather was part-owner of an auto parts store. Few people could afford new cars, which meant they shopped at

We might do well to turn to those old-timers and see what they might teach us.

his establishment for parts. At one point, he even owned an airplane and a second house in Florida.

The lesson: Meet a need in order to thrive. On the other hand, my dad's family was at times dirt poor. That term is not a colloquialism or metaphor. My grandparents and their two young sons lived through a couple of winters in Pennsylvania in a brick structure with a dirt floor. Grandpa was working in an ice cream plant, and would return home at 5 in the morning with a box of ice cream given to employees. He had no refrigerator, so in the warm months, he would wake his boys and give them an ice cream breakfast.

The lesson: Make do with what's available.

Keeping Up a Good Front

Once when I was a boy and at a family gathering in New Castle, Pennsylvania, my Uncle Russ happened to comment, "We were poor growing up." His mom, my grandmother, unleashed her Scots-Irish temper and shouted, "We were never poor!" My uncle remembered his ice cream days; my grandmother, who had worked for a time in a department store to make ends meet, remembered that she and Grandpa had fought the good fight and eventually prevailed.

In "Cinderella Man," a film set during the Depression, Mae Braddock, wife to a boxer, angrily raps on the door to Joe Gould's fancy

apartment, berating him for drawing her husband back into the ring. When Gould finally opens the door, Mae is stunned to discover the apartment has been stripped of its furniture to pay for her husband's training. "Sorry about that," Gould tells her, explaining his reluctance to open the door. "Just don't want folks to see you down, that's all."

"I didn't know," Mae says. "I mean, I thought that ..."

"Yeah. That's the idea," Gould says. "Always keep your hands up."

As much as possible, the innocent and most vulnerable in our households—the elderly and the young—should be shielded from harsh realities to prevent fear. Moreover, pride should prevent us from letting others know our circumstances, however dire.

The lesson: "Always keep your hands up."

Simple Pleasures

For much of her adult life, my wife's mother, also a child of the Depression who grew up on a Wisconsin dairy farm, played card games on the weekends with friends.

"I don't understand young people today," she told me 40 years ago. "A deck of cards and some refreshments, and you can have a wonderful evening with virtually no expenses."

Her husband was a school counselor and worked extra jobs in the summer, and Doro-

thy earned money from time to time working as a part-time nurse. They lived in the same house for 40 years and were frugal in their spending and wise in their investing. Dorothy died a millionaire.

A trip to Disney World is not one of life's necessities. When we're strapped for money, we should look closer to home as Dorothy did for our getaways and vacation pleasures. Gardening, a trip to a Civil War battlefield, a weekend at the beach or the lake, visits to the public library, family hikes in the hills: these inexpensive activities can provide stress-free and entertaining breaks from tough times.

Object lesson? Happiness can be found in our own backyard.

Just Say No ... If You Can

SurvivalMom.com offers several articles and many tips on how our ancestors survived and even prevailed over the Great Depression. Among these bits of advice, we find this valuable nugget: "There was virtually no sense of entitlement. Everyone knew they would only survive if they worked hard to do so."

The COVID pandemic taught us that governments can manipulate us through fear. We may encounter these same tactics in the near future. Our federal government may try to play on our fears, demanding that we fall in line, obedient to their dictates regarding gas shortages or food supplies.

If we allow that assault to succeed, we will lose even more of our eroded God-given American liberties.

The lesson: Rely as much as possible on ourselves, our friends, and our neighbors. Don't buy into the promises of the government.

Come What May

I fervently hope these crystal-ball predictions about dark times are wrong. Like many readers, I have children, grandchildren, siblings, and friends who may suffer should this chaos come to pass. I will be delighted if the future proves me wrong.

But whatever that future holds, we Americans can take strength and courage from the examples of our ancestors, those tough men and women who endured poverty and hard times.

If we look to them, we will not only survive, but we will triumph.

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 and writes in Front Royal, Va. See JeffMinick.com to follow his blog.

The Epoch Times Interviews Shen Yun Audiences

'An Expression of God's Glory'

New York-based Shen Yun Performing Arts is the world's premier classical Chinese dance and music company, established in 2006. Aiming for an artistic revival and celebration of China's rich cultural heritage, the company performs classical Chinese dance, ethnic and folk dance, and story-based dance, accompanied by orchestral and solo performers.



“Apart from the technical perfection, the artistic quality, above all, the authenticity and the honesty, the pure life that was behind it—that very much touched the soul. And it is very, very good in times like these. You can feel [the divine] in the choreography, in the whole production. There is no superficial showmanship. You notice the thousands of years of tradition and the knowledge of ancient wisdom and skill.

JOHANNES SCHWAB
ARTIST, LUDWIGSBURG, GERMANY



“I think the performance was the most beautiful I've ever seen. If you want an experience of great expression and joy and artistic beauty, then Shen Yun is an amazing experience. What we saw there was an expression of God's glory. I felt great energy.

ERIC BRYAN
PASTOR, TULSA, OKLA.



“God created a country's culture and they were all very special ... [Shen Yun] is something you could sit around home at night and watch for hours.

TERRY CARLSON
SEMI-RETIRED BUSINESS OWNER
SPOKANE, WASH.



“You could see that the morality and ... the pureness of it came forth. That's what we really appreciate. [I felt] calm, peaceful, and joyful. We need to know that we are part of God's creation, that we aren't here by accident, that we do have destiny and we have purpose. And I think that that came through very loud and clear.

EUNICE CARLSON
HOMEMAKER, SPOKANE, WASH.



“Before we came, I explained to my cousin and her daughter and her friends [that] this can't be performed in China, and they didn't know. I feel very fortunate, and I'm glad that people are able to experience this and see the truth behind the show. I love the aspect of the other dimension that we're being introduced to. It's just breathtaking. It's all very, very well thought out, and it reminds me of spring as well!

JENNIFER ARGYRIS
PAINTER, TORONTO, CANADA

The Epoch Times is a proud sponsor of Shen Yun Performing Arts. For more information please visit ShenYunPerformingArts.org

Shen Yun's Upcoming Performances

Location	State	Dates
Detroit	Michigan	April 20–24
Newark	New Jersey	April 21–24
McAllen	Texas	April 23
College Station	Texas	April 26
University Park	Illinois	April 26–27
Palm Desert	California	April 28–30
Rosemont	Illinois	April 30–May 1
Mobile	Alabama	April 30
Northridge	California	May 3–4
Richmond	Kentucky	May 7–8
Long Beach	California	May 7–8
Providence	Rhode Island	May 7–8

For additional performance dates, please visit ShenYun.com/Tickets

ANCIENT WISDOM

Got Inspiration? Give Credit Where Due: An Ancient View.

Part 1 of 2

MATTHEW JOHN

Both of Homer's monumental works of poetry, The Iliad and The Odyssey, began by invoking the Muses.

Muses can be seen flanking Rome's greatest literary figure, Virgil, in mosaic tributes to the master.

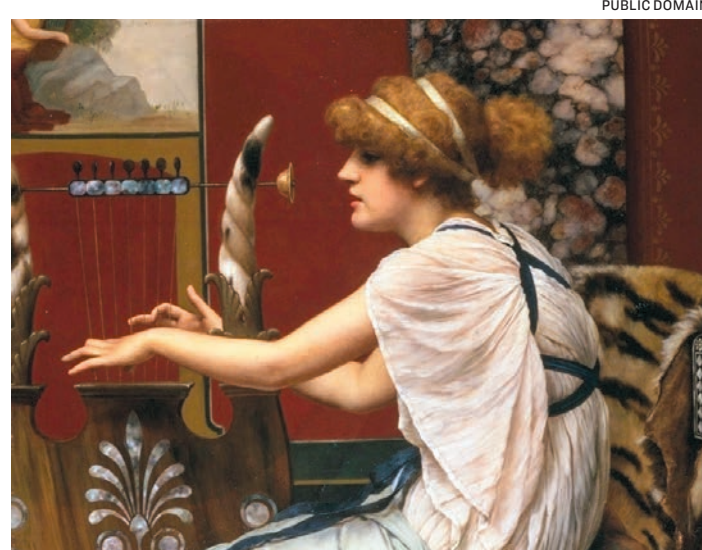
And it was to the shrines of Muses that no less than the philosophical likes of Socrates and Plato traveled to pay homage.

Such was the weighty cultural place occupied by the Greek (and later Roman) Muses. To these ephemeral beings, the greatest minds,

poets, and artists of the classical world—hardly figures we'd associate with flights of fancy—turned, and turned often.

For the Muses—fully nine female goddesses in all—were no less than the bearers of creativity's divine spark. They were the source of any and all bursts of originality, ranging from historical writing, music, and comedy to even geometry and astronomy. Every new height reached in the arts and sciences was a credit to these figures of grace, beauty, and talent. Fittingly, they often adorned Greek pottery, and festivals were held in their honor.

To the ancients, ideas didn't simply bubble up from the unconscious (as in our post-Freudian world) or reflect the fruits of one's own cognitive efforts. They traced back to a higher hand—



PUBLIC DOMAIN

Every new height reached in the arts and sciences was a credit to these figures of grace, beauty, and talent.

"The Muse Erato at her Lyre," 1895, by John William Godward.

divine, we might even say. Ideas were, if not actually handed to us, at least bestowed.

Though often characterized as "personifications" in this day and age (as if to herald them as holy would be somehow beneath our rational forebears), the Muses were, while not of the same flesh and blood as us, nevertheless very real—and consequential. Perhaps "angelic beings" or "heavenly figures" would be a more helpful nomenclature. They were said to be the daughters of Zeus, after all.

Whatever the terminology, reflecting upon the Muses and their cultural prominence in the ancient world provides a timely meditation on humility and our own place in the universe—particularly in these times of ever-growing hubris and denunciation of almost everything once sacred.

While today we attribute our talents and abilities to a mix of "nature" (which is increasingly understood as genetics) and nurture, or your own efforts and those of your family, for the Greco-Roman denizen, these were instead

a blessing. They were something granted.

As such, one had to be worthy of these gifts. For the poet, this might mean, in addition to the study of his craft, also making a shrine to Calliope—the muse overseeing heroic poems and the art of rhetoric—and offering prayers. For someone choreographing a work of dance, one would turn to Terpsichore—the muse in charge of dance, often depicted with a harp in hand and a laurel wreath on her head.

A flash of creativity was, in this worldview, not so much one's own achievement, but a privilege. From a higher, divine source did any inspiration flow.

There were even tales, though now seldom told, of just what consequences one might bring upon oneself should one forget this.

Most memorable for its horrific ending is the story of Thamyris. An accomplished singer from Thrace, Thamyris became so enamored with his own abilities that he boasted of being able to outsing even the Muses—whom he challenged to a contest.

As fate would have it, Thamyris lost and was to pay dearly for his impiety: the Muses proceeded to blind the singer and forever strip him of his musical and poetic abilities. His glorious career was snuffed out in but an instant. As the Muses giveth, the Muses taketh away.

The lesson of Thamyris would have been right at home in the Greek stock of mythological tales and theater, for so often the trigger of the tragic was none other than hubris—an excess of pride and confidence. Hubris was, in this worldview, essentially a forgetting of one's indebtedness, an ingratitude to the higher help from which was born one's inspiration and achievements.

Over the centuries, the Muses have all but faded from memory, as, perhaps, have their lessons.

But as we shall see in the next installment, they did take another life, or at least seem to have a counterpart, in the Christian centuries that followed the fall of Rome.

In the present, however, they mostly live

on as references among the literary (Ray Bradbury once penned an essay on creativity titled, "How to Feed and Keep a Muse") and marble figures lining the halls of palaces from times past.

Surprisingly, though, their former ubiquity is still hinted at in at least two words you and I use plenty often: music—which has long been associated with the Muses—and, less obvious, museum. The latter, in fact, originates from a Greek word that translates to something like "seat of the Muses."

So, next time you find yourself reveling in the creative beauty on display at a portrait gallery, or just startled by the originality of an idea that comes upon you, pause for a moment to consider yourself blessed from above, rather than just awesome.

Who knows, it might just save your career.

Matthew John is a veteran teacher and writer who is passionate about history, culture, and good literature. He lives in New York.



Mountaineer Jason Hardrath on his way up one of 100 mountains in Washington state.

COURTESY OF OUTSIDERE

mountain climbing. “His first response, without missing a beat was, ‘Oh, you’re probably going to let that part of your life go.’ And then he walked out of the room to see his next patient,” said Hardrath.

“I remember how my spirit really sank in that moment, but then, in the very next moment, it was that spirit of defiance, like, ‘You really don’t know me. Just wait and see.’” It was a long and painful rehabilitation, but eventually Hardrath was ready to take on his biggest challenge for his 100th FKT.

Filming
Hardrath is one of 1,500 “ambassadors” from the Athletic Brewing Company, who are essentially spokespeople for the non-alcoholic beer the company makes.

“We caught wind that he was doing this,” Mason Gravelly, a marketing executive at the company, told *The Epoch Times*, “and we thought, ‘We gotta follow him somehow.’”

When Gravelly learned of Hardrath’s 100th FKT being the 100 mountaintops, he thought, “We have to get a film crew and make this happen.”

With no prior production experience, they did just that.

‘Journey to 100’

In order to document the ascents to each of the 100 summits, there were three variations of video recordings. For 35 climbs, Hardrath was completely alone but was outfitted with a GoPro camera.

For 65 climbs, a second FKT enthusiast, Nathan Longhurst, came along and shot with a GoPro. For four of the peaks, a professional camera crew traveled as far up the mountain as they could go.

The movie, which runs just over a half-hour, is called “Journey to 100” and had its premiere in New York on April 9, 2022.

Friendly Competition

Ashly Winchester has been Hardrath’s partner for the past four years and is an FKT enthusiast as well, with 53 to her name. “Sometimes there’s a little bit of competition,” Winchester told *The Epoch Times*. “But we support each other quite a bit in our pursuits. I celebrate all of his wins.”

Winchester was also Hardrath’s logistical support during the 100 climbs, driving the van between locations and having meals (and everything else) at the ready.

Gratitude

At 33, Hardrath is grateful for the second chance at life he’s been given and hopes he inspires his students to “chase goals” and to persevere. He feels he’s doing what he’s been put here to do.

“There’s something about the top of a mountain that speaks to me,” he said. “It’s a place where I feel like I should be.”

ON TOP OF THE WORLD

Elementary schoolteacher sets mountain climbing record

DAVE PAONE

It’s called a fastest known time, or an FKT for short. It’s a formal and public way to keep track of who’s gone the fastest on a trail, up a mountain, or through a canyon.

The official timekeepers are the regional editors at *FastestKnownTime.com*, who regularly update the website to show who’s doing what and how fast.

With modern technology, just about every runner has a GPS strapped to his wrist. That, in tandem with a satellite, can keep track of an athlete in real time. Plus cell-phones can take geo-stamped photos, to prove it’s indeed the athlete completing the task.

Jason Hardrath is a celebrity within the FKT world. During the school year, he’s a health and physical education teacher at an elementary school in Bonanza, Oregon, but during the summers, he’s an FKT maniac.

“I did 99 prior FKTs. And then for my 100th FKT, out of a bit of poetic justice, I did 100 mountains—the 100 tallest mountains of the state of Washington—as a single FKT, for number 100,” Hardrath told *The Epoch Times*.

In and of itself, setting these records is impressive. But what makes it even more so is the fact that the odds of it happening were close to zero.

Massive Injuries

In 2015, at age 25, Hardrath had a stressful day as a teacher and track coach, which was to be followed by a meeting with the school district’s superintendent, for which he was running late. As a young teacher, he felt the meeting was “a really big deal,” so in an effort to relax on the drive there, he decided to plug in some music.

He got distracted, and as he put it, “caught the shoulder, rolled the vehicle, went out the window.”

“I did not have my seatbelt on. Had forgotten to put it on,” Hardrath said.

The accident resulted in a litany of injuries: a shoulder broken in two places, a collapsed lung, nine broken ribs, several internal contusions, and a completely shredded ACL and LCL (the ligaments that hold your knees together) in his right knee.

He didn’t make the meeting with the superintendent.

While in the hospital, Hardrath told one of his doctors about his love of running and

At 33, Hardrath is grateful for the second chance at life he’s been given and hopes he inspires his students to ‘chase goals’ and to persevere.



DAVE PAONE/THE EPOCH TIMES

Mountaineer Jason Hardrath and his partner, Ashly Winchester, have a meet-and-greet with audience members at the premiere of “Journey to 100” in Brooklyn, N.Y., on April 9, 2022.



DAVE PAONE/THE EPOCH TIMES

Mountaineer Jason Hardrath (R) and Mason Gravelly, a marketing executive at Athletic Brewing, during a Q&A with the audience at the premiere of “Journey to 100” in Brooklyn, N.Y., on April 9, 2022.



COURTESY OF JASON HARDRATH

Elementary schoolteacher and mountain climbing enthusiast Jason Hardrath, after his life-altering car accident.

EDUCATIONAL INSIGHTS

The Pause That Does More Than Just Refresh (Part 1 of 2)

This simple technique can be used in any classroom or at home, and has proven able to turn a ‘C’ student into an ‘A’—with minimal time or cost

Students can adapt this technique to their own study habits.



SYDA PRODUCTIONS/SHUTTERSTOCK

No matter how fascinating, insightful, or witty one’s teaching is, it is very likely to overwhelm listeners if it keeps coming at them in a steady, uninterrupted stream.

In their quest for the Holy Grail of teaching techniques, educators and parents alike have tried—and to their credit, are willing to try!—it all. Increasingly, it is technology that schools are turning to for breakthroughs, though often with a significant hit to the pocketbook. Only time will tell whether it provides the panacea many hope for.

What is becoming ever clearer, the longer I teach, is that it’s the simple things—done well—that work best. Often, it turns out that less is more.

Nowhere is this more true than with a simple technique that any teacher can do at any level of instruction, anywhere—be it in the classroom with 25 kids or in the living room, homeschooling.

It’s a method that has been well-demonstrated and costs nothing—other than a small leap of faith. It’s refreshingly simple, and with a little attention to detail, I dare say, foolproof. (Students can even adapt it to their own study habits, to great effect. More on that later.) It’s one technique that lives up to the impressive claims researchers have made.

The technique is this, in its simplest form: When providing what’s usually called “direct instruction” (such as explaining historical content, presenting a PowerPoint, or even reading to students), pause periodically to give students time to process things. Each pause can be as short as only two minutes, yet the payoffs are exponential.

(As we’ll see in Part 2, we want to make the break what I call an “active pause,” with some form of structured prompt or task being provided for the short break.) Simple enough, right? So much so, you’re probably wondering if it could really have that big of an impact. Several well-designed research studies answer in the affirmative: definitely.

A 1987 study by Ruhl, Hughes, and Schoss, who examined multiple classes over the course of two semesters, is eye-opening. (Importantly, their work involved both control and experimental groups, which isn’t always the case in educational research.) They found that this rather basic technique resulted in a mean difference of 17 percentage points. That’s the equivalent of up to two letter grades. In other words, the learning of a C student could be propelled to that of at least a B student, if not A.

And all this from a technique requiring very little effort on the part of the instructor. And better yet, it’s highly enjoyable and enlivening for students, making class far more interesting for everyone.

Other studies have substantiated the practice. My own classroom results bear it out as well, both at the secondary and college level.

What’s the Problem, Though?

The secret magic of the pause lies in two factors, it seems.

The first has to do with the science of attention.

When direct instruction carries on for too long, without pauses, learning begins to sputter under the influence of failing attention. How long is “too long,” though? Much shorter than you would think. And this is true even at the college level.

Studies have found that during a typical direct instruction class (picture the classic “lecture”), students spend around the first 5 minutes or so simply settling in, followed by a rather humbly short period of focused attention, lasting from just 5 to 10 minutes.

Then things start to fall apart.

From there (we’re now at the 10- to 15-minute mark of class), attention progressively deteriorates—with boredom, restlessness, and even confusion progressively setting in.

And we’re not just talking about the usual suspects in the back row.

Studies have found this to be true for students across the board, including even the most motivated of students. (They might just not show it as obviously, or pay for it as measurably.) It’s not simply about willpower or enthusiasm.

Researchers have found this pattern to hold true even for medical school students—the elite of the elite.

(One dogged researcher, Bligh, went so far as to hook heart rate monitors up to students to measure their levels of arousal during university lectures. His rather disheartening findings—I’m afraid to report—only confirmed the unsettling outcomes reported by others.)

So, flagging attention is one issue.

The second fallout of nonstop instruction is that it proves to be “too much of a good thing,” as the saying goes. That is, no matter how fascinating, insightful, or witty one’s teaching is, it’s very likely to overwhelm listeners if it keeps coming at them in a steady, uninterrupted stream. There’s a reason your GPS doesn’t reel off every one of the directions in rapid-fire succession, right at the start.

(In this regard, we teachers who are blessed with a captive audience of students for 55 minutes could learn from the wildly successful formula of TED Talks, which caps speakers’ remarks at just 18 minutes!)

So, when we build in even just two or three short “active” pauses into a class of

direct instruction, we supercharge student learning. It happens in several ways.

The Secrets of Success

What these short pauses do is give students time and space to digest the instruction they’ve been hearing.

It’s important to remember that if the ideas and information we’re presenting are fresh and new to students—as we’d hope—it’s going to take some processing.

If we want what we teach to stick, we have to carve out time for that process. Think of it like digestion. Even the best meal, with the best farm-to-table ingredients, is going to result in a troubled tummy if too much is crammed in too quickly.

A short pause also gives the brain a break. It allows students to shift their attention to a different—and complementary—task (as we’ll see in the next part). This makes for a refreshing change of pace. And brain breaks often prove energizing, giving you recharged students for those next 15 minutes or so.

A final bonus is that these breaks allow students, if properly structured, to self-reflect on and assess their own learning (what’s often referred to as the skills of meta-cognition). This is immensely impactful, and a terrific skill to develop. It also helps learners to take ownership of the material.

Together, these perks result in a level of deeper learning that comes as a pleasant surprise to your kiddos. As one student commented recently, on an end-of-course survey for a humanities class I taught: “I actually never had to study much for the exams because the way you teach makes everything stay in my brain! All I had to do was read through my notes once and I remembered pretty much everything taught throughout the semester!”

While it’s flattering to think that it was my teaching that worked the magic, the irony is, it was probably more those moments of not teaching—when I loosened the reins and let students work their own brain magic.

Whatever the case, the research as well as my own experiences suggest that the benefits are enough to spike even a med student’s heart rate.

Stay tuned for Part 2 to see how to put all of this into practice and get the best possible results.

Matthew John is a veteran teacher and writer who is passionate about history, culture, and good literature. He lives in New York.

ALL PHOTOS BY GETTY IMAGES UNLESS OTHERWISE NOTED



Adding a couple of short “active” pauses into a class of direct instruction supercharges student learning.

BOOK REVIEW

Joy in a Gulag

Nicolae Steinhardt found happiness in a communist concentration camp, in the midst of torture and deprivation. He is a model of hope and serenity for us in our troublous times.

CHIARA BERTOGLIO

I recently read the newly republished French translation of Nicolae Steinhardt’s “The Diary of Happiness”—which, as I just discovered, also exists in an English translation. This is very good news for English-speaking readers, since it’s a masterpiece on various counts.

Translations of this work are to be desired, since there are not many readers who can easily understand the original Romanian text. I can easily imagine how challenging the task of translating it must be. It’s a longish book, but makes for a compelling read.

The “Diary” is extremely well-written, in a very personal and original style, which must be very difficult to render satisfactorily. Moreover, it’s liberally filled with references to poets and writers from the most diverse backgrounds; if one were to provide footnotes for all quotations and references, this task would drive many a scholar to despair.

One might wonder why these references weren’t provided by the author. The answer is simple. Steinhardt’s “Diary of Happiness” recounts the story of the author’s internment in a Romanian gulag under the communist regime. Although it was writ-

ten after the author’s liberation, it maintains the purposefully piecemeal style of his recollections, memories, and scraps of experiences.

Steinhardt’s story is not told chronologically in the “Diary,” but when one gets used to the temporal leaps, it’s easy to reconstruct it in an orderly fashion. Indeed, the disordered narrative is intensely fascinating, since it gives the impression of a perspective of providence that encompasses the whole of this man’s story and can discern its unfolding in spite of the disparate threads of which it’s composed.

Loyal Friend

Steinhardt grew up in a Jewish family. He was a passionate searcher for the truth, and a voracious reader whose omnivorous cultural diet exudes from each page of his “Diary.” He traveled extensively through Western Europe and was at home in great capitals such as London and Paris.

In Romania, he used to participate in the meetings of the Christian cultural elite,

befriending many of the greatest Christian thinkers of his time. One by one, his friends were targeted, arrested, imprisoned, and tortured by the Securitate, the infamous secret police of the communist regime.

At first Steinhardt didn’t seem to attract the same unwelcome attentions. He wasn’t a Christian, so the anti-religious persecutions by the communists didn’t target him directly. Finally, he was politely invited to a questioning session.

He understood that his time had come, but could not imagine what was being asked of him. He could have merely confirmed the data already in the Securitate’s files, about meetings, places, and people. He didn’t have to lie or accuse his friends; he had merely to state the facts.

But he didn’t want to, since he rightly understood this admission as a betrayal of his friends.

And so the doors of the Securitate’s fearful prison opened for him too. They threatened him, telling him that his elderly father would be left to die like a dog if Steinhardt were to be sentenced for years.



Nicolae Steinhardt, circa 1980s.
MICHEL SIMON / CC BY-SA 4.0

found by the all-pervasive Securitate and confiscated; Steinhardt wrote it again by memory, and had it dispatched to the West, where it was published, read, admired, and discussed.

Now that many threats and worries, from the pandemic to war, are making the world increasingly anxious, and at times even desperate, Steinhardt’s Diary could be very welcome therapy. If the could find true happiness in the midst of utmost desolation, so can we. We only need to look for it in the right place. Which is God.

This article was originally published on MercatorNet.

Dr. Chiara Bertoglio is a musician and theologian moonlighting as a journalist. She writes from Turin in Italy. Visit her website at ChiaraBertoglio.com



‘The Diary of Happiness’
Author
Nicolae Steinhardt
Publisher
Lulu, 2021
Pages
169

DEAR NEXT GENERATION

Life Is Wonderful

→ Advice from our readers to our young people

I heard one time that life is like a coin. We can spend it any way we want, but we can spend it only once.

If life is like a coin, it must, like a coin, have two sides. How could it have two sides? Well, the answer is that life has many sides. It has a good side and a bad side. It has an easy side and a hard side. It has a happy side and a sad side. Of course, the list is practically endless. The point is that it's our privilege, our opportunity, and our responsibility to use wisely each day the gift that we have been given.

The movie "It's a Wonderful Life" gives us a happy feeling while at the same time helping us to realize that life is not automatically wonderful. What we do with our life, with the gift of each day, is what makes it wonderful.

The Good Book tells us that we are to rejoice and be glad for the day that the Lord has made for us to enjoy and to use.

A gifted friend said that if we can get out of bed in the morning, it is a wonderful day. He was fully aware of that feeling because he had almost died a number of times, including being struck in midlife by a mysterious disease that left him paralyzed with the diagnosis that he would never walk again. However, because of his strong faith and all-conquering belief that he could overcome, he did, with the support of arm crutches, walk again. He never regretted his slow movement from one spot to another, but celebrated the fact that he could move about under his own power.

Norman Vincent Peale said that when we wake up in the morning, we can decide to be happy or we can decide to be unhappy. His question to us was, "Why would we choose to be unhappy?" Good question.

We do well to remember that our life is short and not to be passed through without purpose and effort.

Let's focus on a few examples of the opposing sides of the coin of life.

First, we must spend. We may spend it wisely doing good things for ourselves and for others, or we may waste it. That is our choice. Hopefully, at the end of each day, we can go to sleep thankful for all that we were able to accomplish that day. We can close our eyes satisfied that we did the best of what we could, that we made a difference.

Second, we need always to be aware that the coin of life has two sides. Good and bad exist in us, in others, and in our world in general. We need to fight against the bad in us, in others, and in the world. We should



Jimmy Stewart, Donna Reed, and Karolyn Grimes in "It's a Wonderful Life."

always seek out and choose the good for our own sake and for the sake of the world in which we live. We need to do our part to make the world a better place. We cannot change the world, but we do have the power to change ourselves.

Third, everyone sometimes has the good fortune to have an easy day. We need to be grateful. Sometimes we are faced with difficulties. We need to work them out and be grateful.

Fourth, happiness is a blessing, sadness is a trial. In either instance, we should be thankful. We like to bask in happy moments, but we need to learn to endure and overcome the sad times in our life. Both are a part of life.

Fifth, we should always be thankful that we are free. That is a blessing that enables us to develop our talents to the maximum of our ability. However, we should never forget that without responsibility, the other side of the coin, there is no freedom. Unless we recognize that our liberty stops at the edge of the other fellow's liberty, there will be no true liberty for either of us. Be free, and use your freedom for your good and for the good of others, but never infringe on the rights of others. They, too, must have their own freedom.

Sixth, sometimes we will win, and sometimes we will lose. Both winning and losing are a part of life, even a part of the good life. Celebrate winning, but never brag about it. Maybe next time you will be the loser, which is all right. Losing can help you to learn and to become stronger.

Seventh, we need to be grateful for all our blessings. In this day and age, having a good home, plenty of food to eat, comfortable clothes to wear, family and friends to love and encourage us, and something worthwhile to do each day are blessings. We should not take those and many more for granted.

Eighth, the two sides of the coin of life are birth and death. We do well to remember that our life is short and not to be passed through without purpose and effort. Life can be wonderful, but making it wonderful is up to us.

Ninth, the opposite of the coin of receiving is giving. We like to receive attentive looks from family, friends, neighbors, even strangers. We should make a practice of doing the same for all the others that we meet each day. Everyone is important and deserving of our respect.

Tenth, some people have many friends; others have very few. The old saying is that in order to have a friend, we must be a friend. Be a friend, and you will have friends. We cannot afford to wait for someone to like us. Like them first. They will get the message. They will be pleased, and so will you.

Eleventh, some friends may be good for us while others may be bad for us. We need to choose our friends carefully.

Abraham Lincoln advised that the best way to deal with an enemy is to make him a friend. Good advice.

When I was in college, the students at my college had to attend a set number of convocations each week. Many students

resented having to do that, but I received a great deal of inspiration from them.

One speaker told us that only three things were necessary in order to live a good life. The first was a "self to live with." We must learn to live with ourselves. The second was a "purpose to live for." We will be happier, and we will make a greater positive impact with our life if we have a plan and a purpose for each day of our life. The third was a "faith to live by." Without faith we have little strength to sail on bravely through the storms of life. We need faith.

Another speaker said that only four things are necessary for a good life: love, laughter, music, and religion. Then, he added another connected thought, "And they are all free." We do well if we make these four things the objects of our desire throughout our life.

Be thankful for the gift of each and every day in this wonderful life.

—Kenneth Chastain

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**

PUBLIC DOMAIN



"The Good Samaritan" by Rembrandt.

The heroes in both stories are the ones least likely to accommodate the characters in need.

Chugging Along

BERNADETTE BONANNO

Yesterday I woke up at 5 a.m., put the coffee on, and decided to go to the park to watch the sunrise. My days usually go more smoothly when I begin by spending a few minutes reading something insightful. Waiting for the coffee to perk, I sat down to read the now-iconic story, "The Good Samaritan."

As the parable goes, a Jewish man was beaten, robbed, and left on the road half dead. By chance, a priest and a Levite, the ones you'd expect to comfort an innocent victim, saw the man. Offering no assistance, they passed by on the other side of the road. But a Samaritan man, a member of a group that was hostile to Jews, came near him. Surprisingly, the Samaritan stopped, picked up the injured man, and went out of his way to provide much-needed help.

While driving to the park, it occurred to me that "The Good Samaritan" is similar to a book I enjoyed reading to our sons years ago and now read to our grandchildren, "The Little Engine That Could" by Watty Piper.

The heroes in both stories are the ones least likely to accommodate the characters in need. Although written in 1930, "The Little Engine That Could" has a number of timeless messages for children of all ages.

A little red train carrying toys and food to children who live on the other side of a mountain ran out of coal and broke down. The shiny passenger engine approached and saw the situation but couldn't be bothered. He passed by saying, "I pull only the richest and best-dressed people." Subsequently, the strong freight engine approached but also passed by claiming, "I pull only important things."

Finally, the little blue engine, who had never been over the mountain, came along. She doubted that she could help, but decided to try. She said, "I think I can. I think I can. I think I can." Sure enough, the one least likely to get the job done got the job done!

So you can see the parallel between the two stories. But that isn't the insight that slowly came to me while I sipped my java and watched the sun come up.

All of us, including the priest and Lev-

ite, and the passenger and freight trains, have emulated the Good Samaritan and the Little Engine. At times, we've all gone out of our way to help folks, even when it was inconvenient.

Most likely, The Good Samaritan wasn't always helpful. He'd gone through seasons of his life responding like the Levite and priest. Eventually he learned that arrogance isn't all it's cracked up to be. As a result, he now seeks opportunities to help, even when it costs him time and money.

And our sweet little engine that could went through a few egocentric seasons as well, echoing the passenger and freight trains. The isolation that stems from judging others caught up with her. Now she looks for the chance to support and befriend, even when it means doing stuff she has never done before.

So, what message did that beautiful morning sky convey to me?

Nobody gets it right all the time. Cut yourself and everybody else a break as you chug along your track.

Bernadette Bonanno lives in Albany, N.Y.

Washington Irving and the Birth of American Romanticism

DUSTIN FISHER

Washington Irving's brief autobiographical essay "The Author's Account of Himself" opens his book of numerous writings titled "The Sketch Book." First published in London in 1809, this slightly satirical introductory essay gives a brief glimpse into Irving's admiration for his blossoming American continent:

"Her mighty lakes, like oceans of liquid silver; her mountains, with their bright aerial tints; her valleys, teeming with wild fertility; her tremendous cataracts, thundering in their solitudes; her boundless plains, waving with spontaneous verdure; her broad deep rivers, rolling in solemn silence to the ocean...no, never need an American look beyond his own country for the sublime and beautiful of natural scenery."

The author would return to these bucolic descriptions of early America in his two most famous stories found in the book: "Rip Van Winkle" and "The Legend of Sleepy Hollow." From his experiences abroad, Irving's utilization of German folklore mixed with a return to simpler, pastoral Colonial America reveal a classic duality between Old World traditions and industrial progress. The popularity and appeal of "The Sketch Book" would influence major American authors such as Edgar Allan Poe and Nathaniel Hawthorne.

Irving's Success

Irving was widely regarded as America's first commercially successful author of the post-Revolution period. His collection "The Sketch Book" was composed and published in Europe, for after Irving started showing symptoms of tuberculosis, his brother-in-law sent him from New York to traverse the European continent for about two years between 1804 and 1807. While traveling, Irving took down short sketches of local culture, people, landscapes, and politics.

During this time, Irving had little in the way of American authors for imitation. Most published writings during the Revolutionary period were in the form of political tracts, pamphlets, and satirical essays. However, during his European retreat, English Romantic authors were being widely read and accepted in British cultural circles. It is likely that Irving would have come across the likes of Byron, Coleridge, and Shelley, to name just a few.

Later, Irving's book was published in four installments that began in 1819 while he was once again living in England. This stint in Europe lasted close to two decades—when he saw success with "The Sketch Book" and was becoming America's preeminent man of letters. His appeal to British audiences came from his observational stories, such as "Westminster Abbey" and "A Sunday in London." But it was "Rip Van Winkle" and "The Legend of Sleepy Hollow" that would keep his name in American literary circles for generations to come.

Folklore, Romance, and Colonial America

Historically, the early 1800s was an era of rapid expansion and technological advancement in both America and Britain. With the advent of steam technology and coal mining, life would begin to evolve drastically for Americans. New York City had a population of 123,000 in 1820 and by 1850 grew to 813,000. Irving witnessed massive cultural and population changes while writing "The Sketch Book."

At the same time, America's land also was growing as Jefferson purchased the Louisiana Territory in 1803 and westward expansion quickly followed. Both Irving's Colonial upbringing in sparsely populated New York and his travels throughout industrializing Europe emphasized for him this era of change.

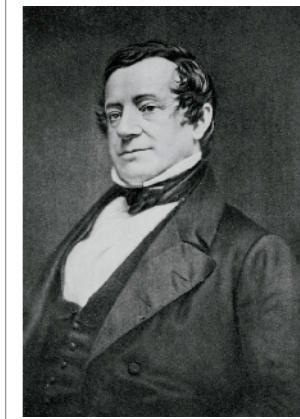
The scientific, cultural, and political changes that were flowing from European industrialization and late Enlightenment thought were in stark contrast to the emerging Romanticism, with its focus on chivalry and bygone eras. "The Sketch Book"—describing the previous era's countryside, people, and their shared cultural beliefs—which circulated in the freshly established United States in the 1820s, also contained these elements of Romanticism.

Irving's pastoral descriptions of Dutch New York reflect his attachment to the



(Above) "The Headless Horseman Pursuing Ichabod Crane," 1858, by John Quidor. Oil on canvas, 26.8 inches by 33.8 inches. Smithsonian American Art Museum.

(Right) The famous early American actor Joseph Jefferson as Rip Van Winkle in a play based on Irving's tale. Western History/Genealogy Department, Denver Public Library.



A modern copy, by Matthew Brady, of a daguerrotype of Washington Irving by John Plumbe. Library of Congress.

early development of the continent in both "Rip Van Winkle" and "The Legend of Sleepy Hollow." For instance, as Rip climbs into the nearby mountains, he is struck by the beauty of the scene before him:

"[Rip] saw at a distance the lordly Hudson, far, far below him, moving on its silent but majestic course, the reflection of a purple cloud, or the sail of a lagging bark, here and there sleeping on its glassy bosom, and at last losing itself in the blue highlands."

Also consider this passage from "Sleepy Hollow" that describes the location of the quaint village that hides the haunting spectral headless rider:

"A small brook glides through [the valley], with just a murmur enough to lull one to repose; and the occasional whistle of a quail, or tapping of a woodpecker, is almost the only sound that ever breaks in upon the uniform tranquility."

Irving establishes both these early-American tales deep in a type of bygone serenity and calm before injecting European folklore.

This pairing creates a duality that later would be apparent in more Gothic and Romantic writings, such as Poe's "Fall of the House of Usher" and "Ligeia."

Legends and Customs

Irving's work seamlessly blends German legends into the early-American customs and cultures found in "Rip Van Winkle" and "Sleepy Hollow." Tales of ghosts, witches, and a harkening back to preindustrial eras were all heartily embraced by the likes of Romantic writers in Europe toward the end of the 18th century.

As literary scholar George Philip Krapp notes in the introduction to the 1906 edition of "The Sketch Book," up to that time nothing like Irving's two stories had appeared in American fiction. Moreover, Irving strove to use German folklore from the Old World and bring them to life in

sleepy, Colonial America. This is clearly seen in Rip Van Winkle's encounter in the hills with the gnome-type specters of Hendrick Hudson and his crew, and whose drink puts Winkle to sleep for close to two decades. Upon awakening, he finds his pastoral and quaint Dutch village replaced with post-Revolution America, where local politics has taken over his much-beloved village square.

"Sleepy Hollow" also is upended by the Old World superstitious apparitions that lurk within the quiet hollow. The Headless Horseman itself is described as a German Hessian officer of the Revolutionary War who stalks the lonely country roads and churchyards at night. Irving's description of the local population's clinging to superstition and folklore paints a more European tradition than other Colonial-era tracts that focus more on logic, reason, and the rejection of such thinking:

"The whole neighborhood abounds with local tales, haunted spots, and twilight superstitions; stars shoot and meteors glare oftener across the valley than in any other part of the country. ..."

Even Ichabod Crane, a supposedly erudite man dispatched to teach the village school children, is most susceptible to the region's tales and deeply held myths. His fear is what Brom Bones feeds upon in their rivalry over the love of Katrina Van Tassel and is Crane's undoing as he finally encounters the Headless Horseman at the climax of the tale.

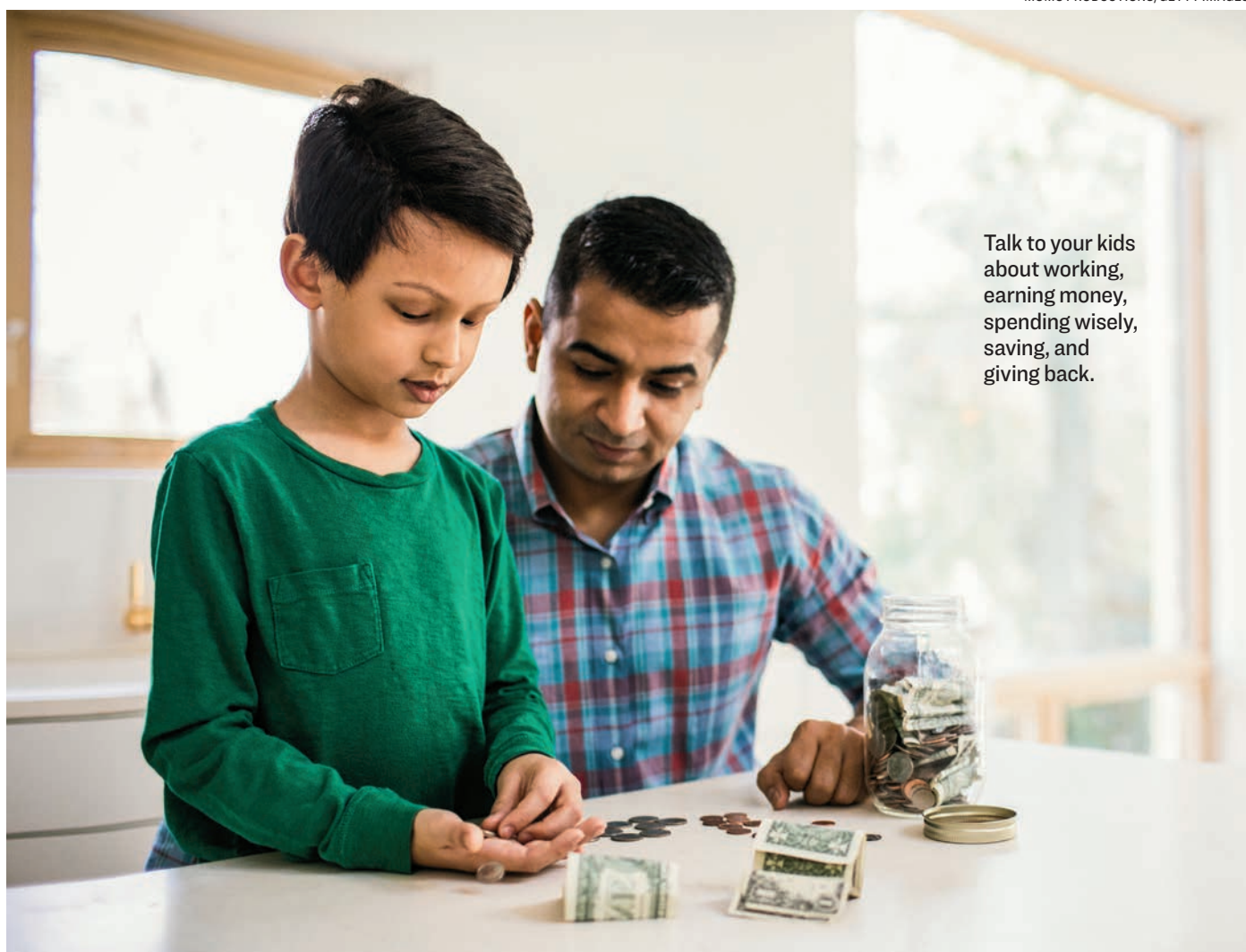
These two stories were successful in establishing an early European Romantic influence on the budding American literature. Both "Rip Van Winkle" and "The Legend of Sleepy Hollow" offer a Romantic look at Colonial America with its pastoral scenery and sleepy villages while prioritizing the myths and folklore that were imported from the European continent. This type of narrative helped influence a wave of Romantic writers in American society, from Transcendentalist thinkers such as Thoreau and Emerson to the dark Romantics of American Gothic like Hawthorne and Poe.

The witty, satirical, and often ironic look at people, cultures, and places in "The Sketch Book" would also have an impact on Mark Twain's writing in the latter half of the 19th century.

If we look at the great 19th-century American authors, we see Irving's early influence as America's first commercially successful author. We should take time to return to his work and relish his imagery of the peaceful and tranquil Hudson Valley that is rife with haunting European traditions and folklore.

Dustin Fisher is a writer and educator. He has penned multiple articles on film and popular culture as well as given lectures and presentations at universities in both the U.S. and UK. Currently, he is teaching at Edison State College while completing his doctorate in film studies and American literature at the University of Cincinnati.

Cover page of "The Sketch Book," 1819, by Washington Irving.



Talk to your kids about working, earning money, spending wisely, saving, and giving back.

PARENTING MATTERS

Teaching Your Kids About Money

PARNELL DONAHUE

I had known 15-year-old Pat and his family for many years. His dad was a highly successful CEO, and it showed in the clothing he, his wife, and his kids wore, so I was surprised one summer day to see Pat come into my office in dirty, smelly tennis shoes and sweat-soaked shorts and shirt. He apologized for the way he looked and smelled but explained that he had to bike from work and didn't have time to change. His medical problem was minor and took only a few minutes to solve. In the time remaining, I asked where he worked. He replied, "I clean cages at the Jones River Animal Hospital." "That's good, are you planning on being a veterinarian?" I asked. "No, but it's the only job I could get that was close enough that Dad would let me walk or bike to work." "What are you saving your money for?" I asked. "I don't have any short-term goals for it. I just have to fund my Roth IRA because I can do it without having to pay any or just a little tax on it. And when I take it out, it's not taxed then either." "You're so right, and I'm proud of you, Pat. I guess you're never too young to get a job or start making money." "It's not just making money that's important," he said, with that know-it-all-teenage-look in his eye. "Lots of people make money but still never have money." "I'm sure that's true," I replied. "So what's important?" "Saving money! You see, the best way to make money is to save money. If you make a dollar, you really only have about 75 cents. They take the rest out for taxes and stuff.

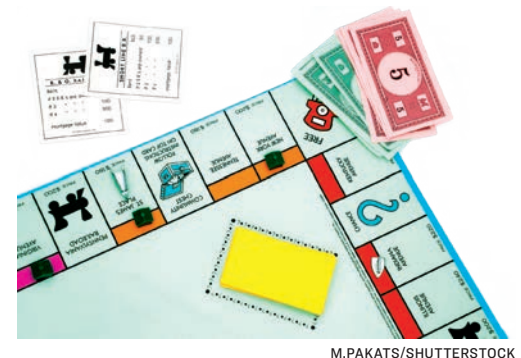
But if you save a dollar, you have a dollar. And if you invest it right, by the end of the year, you should have more than \$1; maybe \$1.05 or \$1.10, or even more. It's even better if you put it into a Roth IRA, because you get it back tax-free. You don't even have to pay taxes on the earnings!"

Wow. Out of the mouths of babes. How do you instill this knowledge in your kids?

You could ask personal finance expert Dave Ramsey; he's very knowledgeable and has helped many couples get out of debt. (Find him at DaveRamsey.com.) One of my grandkids went to a private high school that has a short course on personal finance, developed and written by Ramsey.

But Dave Ramsey can't do it alone. There are lots of things you teach your kids mostly without even knowing. Every time you and your spouse, or a friend, say anything when your kids are around, be it how much food costs, or the price of gas, or ask if you paid the credit card bill, your children listen and you teach them about money.

Remember, parents are the number one teacher of their kids. But parents often use words that kids don't have in their vocabulary, for example, inflation, budget, payroll tax, unemployment, interest, or checking account.



Even though they may have heard you say credit card or debit card many times, most elementary school kids don't know anything about these cards, except that someone they pay for things.

If you want to have some great fun with your family, get Monopoly.

Make time in your everyday conversations with your kids to explain these terms. Don't try to shield them from what's going on or sit them down for a special talk. That will appear to them as a lecture; just talk about the importance of working, earning money, spending wisely, saving, and giving back. By the time kids enter middle school, they should know about all these things and something about stocks, bonds, investing, and how financial markets work.

Even though they may have heard you say credit card or debit card many times, most elementary school kids don't know anything about these cards, except that somehow they pay for things.

Kids need to realize, as do some parents, that because it's a lot easier to pull out a piece of plastic than it is to count out actual greenback money, these cards cause us to spend more. A recent study discovered that we tend to spend upwards of 18 percent more when paying with plastic than if we paid with cash.

I don't think kids under age 16 should have credit cards. They can learn a lot by using a debit card and not spend more than they can afford. Some kids may be mature enough at 18 to own a credit card, but your advice at that age should be to insist that they pay off the balance every month and know how much interest they have to pay if they don't.

When your kids get money, either from work or a gift, take them to your local bank or other financial institution and help them start a savings program.

That's a good time to ask an expert about interest rates, stocks, bonds, and mutual funds. Ask too, about compound interest and help kids figure out how much money they could have when they retire if at age 15, 16, 17, and 18 they invested \$1,000 each year in an S&P index fund and didn't add more or take any out. It will surprise them to find it could approach or exceed \$200,000.

This is also a good time to interest them in buying a few shares of stock in a company that makes or sells something your kids like. Twenty-five years ago, a 12-year-old son of a friend of mine loved Coca-Cola, so his dad helped buy some Coke stock for \$5 per share. Today, a share sells for about \$62.50. For every dollar invested, he now has \$12.50. I wonder what he would have now if he had bought a used car instead.

Not everything you invest in will go up; every investor has had losses. But with the help of a knowledgeable broker, losses can be controlled or averted. Let your kids know that time is on their side, and help them make the best use of it.

If you want to have some great fun with your family, get Monopoly. When I was young we played it. It was great family fun, and we learned to make change with money and buy and rent properties. Every kid, and you and your spouse, will enjoy the game, and you'll have the added fulfillment of seeing them learn.

Dr. Parnell Donahue is a pediatrician; a military veteran; an author of four books, a blog, and "parentingwithdrpar.com"; he writes The parenting matters Podcast and is host of WBOU's Parenting Matters show. He and his wife, Mary, have four adult children: all hold Ph.D.s, two are also M.D.s. Contact him at Parenting-Matters.com

PLANNING AHEAD

Simple Ways to Celebrate the End of the School Year

BARBARA DANZA

For the past few years, crossing the school year finish line has felt like a monumental accomplishment. Whether you've homeschooled or taken a more standard route, completion is truly worth celebrating.

Here are six simple ways to mark the occasion with your family.

Special Breakfast

Pull out all the stops for a special last-day breakfast. Whether that means bacon and eggs, french toast, pancakes with sprinkles, or whatever would thrill your particular crew—a celebratory first meal sets the tone for a special day ahead. Hint: a little prep work the night before can make this doable even on the

tightest morning schedules.

Morning Surprise

Choose a focal point in your home to lay out a few surprises for your children to awaken to. In our house, we decorate the dining room table for special occasions, for example. Couple personalized notes celebrating their hard work and accomplishments with simple gifts such as new books to read over the summer, a new beach towel or pair of sunglasses, a sweet stuffed animal, or fresh art supplies. Waking up to a surprise is a delight that makes the whole day feel special.

Print Photos

Our photos don't get the appreciation they deserve hiding behind our digital devices. Allow appreciation for the special moments through the school year by actually having select photos printed. Whether you simply enjoy a small stack or go all out creating a photo book to commemorate the year (an especially meaningful gesture for homeschoolers), looking back at the year is a valuable exercise. Acknowledge all that your kids have learned, experienced, accomplished, and created.



MATT ANTONINO/SHUTTERSTOCK

Out to Dinner
Always a classic, gather the family and go out to dinner to celebrate a job well done. Perhaps the kids get to choose the restaurant, or perhaps your family has a favorite place you love to go to for just such an occasion. Make the most of this precious family time by leaving digital devices tucked away (or better yet, at home) and be present for this fleeting moment of childhood.

Hit the Road

My personal favorite—kick off summer break with a family getaway. Whether camping out, visiting a national park or historic site, exploring another country, or lounging on a sunny beach—traveling together as a family is a wonderful way to celebrate the successful conclusion of the school year.

When in Doubt—Ice Cream

Perhaps the simplest—and most delicious—way to mark the last day of school is with ice cream. Head out as a family to your favorite creamery to celebrate diligent efforts and the onset of glorious summer.



FOR KIDS ONLY

THE EPOCH TIMES

Our Heroes

By Phoebe Cary

Here's a hand to the boy who has courage
To do what he knows to be right;
When he falls in the way of temptation,
He has a hard battle to fight.
Who strives against self and his comrades
Will find a most powerful foe;
All honor to him if he conquers—
A cheer for the boy who says "No!"

There's many a battle fought daily
The world knows nothing about;
There's many a brave little soldier
Whose strength puts a legion to rout.

And he who fights sin single-handed
Is more of a hero, I say,
Than he who leads soldiers to battle,
And conquers by arms in the fray.

Be steadfast, my boy, when you're tempted
And do what you know to be right;
Stand firm by the colors of manhood,
And you will overcome in the fight.
"The Right" be your battle-cry ever,
In waging the warfare of life;
And God, who knows who are the heroes,
Will give you the strength for the strife.



ALL PHOTOS BY SHUTTERSTOCK

I WAS WONDERING WHY THE BASEBALL WAS GETTING BIGGER AND BIGGER.

IRIN K/SHUTTERSTOCK

Make sure your worst enemy doesn't live between your own two ears.



LAIRD HAMILTON (1964-), AMERICAN SURFER

(SURFERS) SOLOVOVA LIUDMYLA/SHUTTERSTOCK; (HEADSHOT) KIMBERLY WHITE, GETTY IMAGES

This Week in History



ALL PHOTOS BY SHUTTERSTOCK

THE FOUNDING OF ROME

One of the mosaics on the floor of Galleria Vittorio Emanuele II in Milan, representing Rome.

Legend has it that Rome was founded on April 21 in the year 753 B.C. by the two demigod brothers Romulus and Remus.

It had been prophesied that the two brothers would grow to be great leaders, but their power hungry great uncle ordered them drowned. Luckily, a wolf found them and nursed them, affording their survival until they were found by a shepherd and his wife, who raised them. As adults, they aimed to establish their own settlement. An argument about its location, however, led to tragedy. In the end, Romulus killed Remus and named the new city Rome.

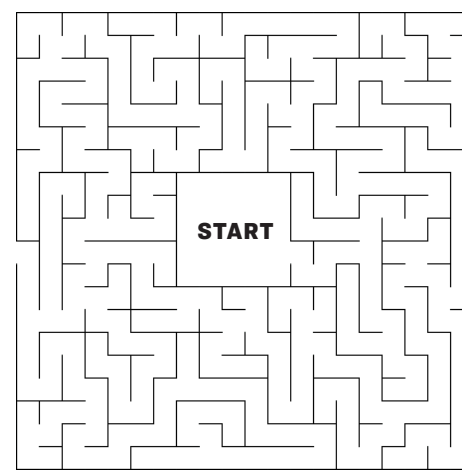
ALL PHOTOS BY NASA

WHAT WE KNOW ABOUT MARS

By Aidan Danza, age 15

Mars is the fourth planet from the sun (Earth is the third). The planet has two small moons. Mars's largest mountain is the largest in the solar system. Olympus Mons, as it is called, is a dormant-looking volcano that covers a surface area the size New Mexico. The mountain is 17 miles high, around three times the height of our Mount Everest. Mars's Valles Marineris is a system of canyons that are up to six miles deep and up to 60 miles wide. They were once mistaken for canals, and, in fact, they might have once held water. Owing to its greater distance from the Sun, Mars is much colder than Earth, and its average temperature is about minus 80 degrees Fahrenheit. The planet has a very thin atmosphere, but it's still thick enough to form clouds and snowstorms. Mars has huge dust storms, which can engulf the entire planet. In fact, it was one of these storms that buried the rover Opportunity in 2018. Water has been found in many places on Mars. It's not drinkable, though—most of Mars's water is permanently frozen. In the winter, it's cold enough for carbon dioxide to freeze, and dry ice caps will form that sometimes stretch halfway to the equator. From the start of history, and perhaps before, people have observed Mars. The Greeks called it Ares after their god of war, and we got our name for the planet from the Romans, who also called it Mars, after a similar deity to the Greeks' Ares. Life on Mars has been a subject for much discussion in the past few hundred years. American astronomer Percival Lowell saw canals on Mars, and this sparked a frenzy of science fiction novels, comics, and articles in his day. No other scientists have corroborated Lowell's sighting. More recently, in 1984, the meteorite ALH 84001 was discovered and thought to contain fossils from the red planet. The debate over this meteorite continues today.

AMAZING ESCAPES!



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 X 3) + 1 = 28 and 1 + (7 X 3) + 6 = 28

Easy puzzle 1

2	9
61	
1	6
+ - x ÷	

Solution For Easy 1

2 - 6 + (1 + 6)

Medium puzzle 1

6	19
87	
4	12
+ - x ÷	

Solution for Medium 1

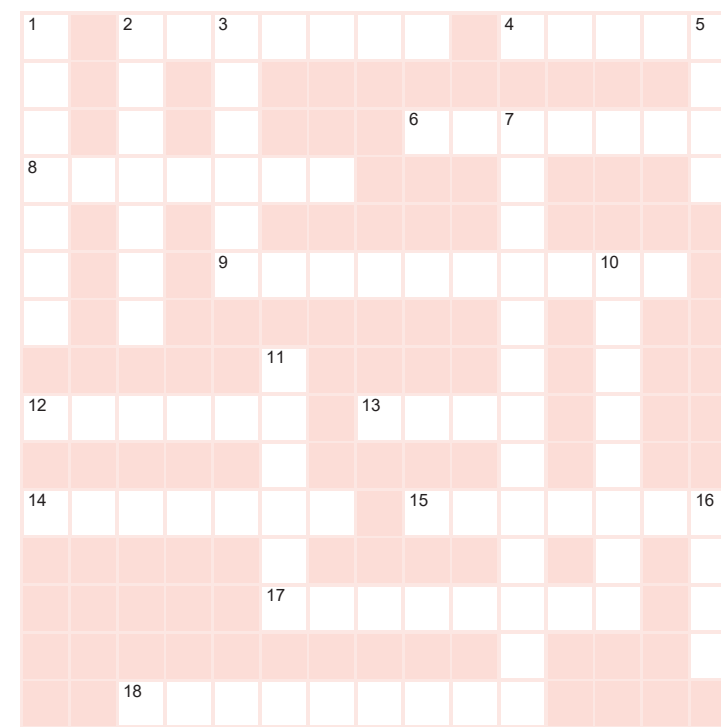
6 - 61 + 9 + 21

Hard puzzle 1

15	30
77	
9	28
+ - x ÷	

Solution for Hard 1

82 - 06 - 6 * 51



Down

- 1 Swordplay (7)
- 2 A game with bats and wickets (7)
- 3 Equestrian pastime (6)
- 5 Activity on a mat (4)
- 7 Tony Hawk's sport (13)
- 10 Moving up (8)
- 11 Court sport (6)
- 16 "A good walk spoiled" according to Twain (4)



Across

- 2 Game with brushes (7)
- 4 "Scrum"ptious sport? (5)
- 6 Piscatorial pursuit (7)
- 8 Outdoor road activity (7)
- 9 Skills on mats (10)
- 12 Chopping sport (6)
- 13 It might throw you (4)
- 14 Not walking (7)
- 15 Wave riding (7)
- 17 Marksman's sport (8)
- 18 Collegiate sport (9)

THE EPOCH TIMES

Epoch Times reporter Charlotte Cuthbertson interviews Yuma County Sheriff Leon Wilmot in the desert by the U.S.-Mexico border.



Could Seeking the Truth and Upholding Tradition Be a Full-Time Job?

That's what we do at The Epoch Times.

We are the fastest-growing independent news outlet in America. **AND WE ARE HIRING.**

Do you have what it takes to work with us on this epic journey? There is only one way to find out. Apply by sending an email with your résumé and a cover letter to one of the addresses below.

To learn more about the positions, visit www.TheEpochTimes.com/c-job-openings

National Reporter Full-Time

Cover one of a number of national news beats and craft rigorous, authoritative, and serious news articles and features.

Ideal candidates should be grounded in journalism ethics and dedicated to seeking the truth regardless of how it may contrast with personal bias or convictions.

Requirements

- A four-year degree in journalism, communications, or a related field
- five years of experience as a professional reporter

To Apply

Send a cover letter, resume, and three samples of your news writing to careers@epochtimes.com

Breaking News Reporter Full-Time

Cover breaking news in the United States and around the world. Follow breaking news as it unfolds on social media and other platforms and cover the news in a timely fashion for The Epoch Times' website.

Requirements

- At least 2 years of experience in news reporting
- Very familiar with the news cycle

To Apply

Send your resume, a cover letter, 2+ samples of your work (URLs and/or attachments, please include links to any relevant photo or videos samples) and 3 references to DJYEditor@epochtimes.com

Political News Reporter Full-Time

Cover DOJ, FBI, Department of State, Pentagon, DHS, HHS and related institutions, EPA and Energy Department, Treasury Department.

Requirements

- At least 2 years of experience in news reporting
- Very familiar with the news cycle

To Apply

Send your resume, a cover letter, 2+ samples of your work (URLs and/or attachments, please include links to any relevant photo or videos samples) and 3 references to DJYEditor@epochtimes.com

China News Reporter Freelance

Cover topics related to China. The publication's China news section is a flagship feature, at the forefront of covering the Chinese regime's global ambitions, the latest issues affecting Chinese society and economy, and China-U.S. competition.

The ideal candidate would develop feature articles and pitch shorter-length pieces pegged to the latest happenings in the news cycle.

Requirements

At least two years of journalism experience.

To Apply

Send your resume, cover letter and writing samples to DJYEditor@epochtimes.com and pitch an idea for the article you would like to write for us.

Business News Reporter Full-Time and Freelance

Cover Business and Economy, with an initial focus on either economic policies that affect businesses, stock market news, or market research analysis.

Requirements

- A four-year degree in journalism, communications, or finance
- Two years of experience as a professional reporter

To Apply

Send a cover letter, resume, and three samples of your news writing to careers@epochtimes.com

Education Features Writer Freelance

Contribute Education-related feature stories. This may include, but is not limited to, stories about specific educational schools or programs, education methods, homeschool, or lifelong learning.

Requirements

- Experience in writing on education
- Excellent communication skills

To Apply

Send your author bio, 2+ samples of your work (URLs and/or attachments, please include links to any relevant photo or videos samples), and pitch an idea for the article you would like to write for us to editor@americanessence.net

Health Reporter Freelance

Contribute articles that give health-related practical tips, philosophical insights, research-backed findings, and expert advice. You will work remotely with a health editor.

Requirements

- Bachelor's degree or 2 years of combined experience in news reporting or health-related reporting
- Knowledge and interest in a wide range of health-related topics, trends and methods
- Knowledge of how to interpret and report on scientific studies

To Apply

Send your resume, a cover letter, 2+ unedited and edited samples of your work (URLs and/or attachments; please include links to any relevant photo or videos samples), and 3 references to chrisy.trudeau@epochtimes.com

Copy Editor, News and Features Full-Time

We are looking for experienced copy editors to join our dedicated print team.

Requirements

- A bachelor's degree in a writing-intensive major, or equivalent on-the-job training and experience
- Strong editorial and grammar skills, with an excellent command of the English language
- Proficiency in AP style preferred

To Apply

Along with your resume and references, please include a cover letter explaining your interest in working for The Epoch Times, sent via email to careers@epochtimes.com

Assistant Food Editor Full-Time

Help shape and execute food content strategy, build, and work with a team of writers, and manage day-to-day operations, including editing and occasionally writing a wide range of food and cooking articles for web and print.

Requirements

- 4+ years journalism experience, with at least 2 years' experience editing food, including developing and editing recipes
- Professional cooking experience preferred (culinary school, restaurant/catering jobs, test kitchen work, etc.)
- A passion for food and home cooking
- Enthusiasm for growing the Epoch Times brand

To Apply

To apply, please send your resume, a cover letter, 3-5 samples of your work (URLs and/or attachments, please include links to any relevant photo or video samples), and 3 references to food@epochtimes.com

Food Reporter Full-Time and Freelance

Contribute feature articles about time-honored culinary traditions and recipes, from across the U.S. and around the world. Cover profiles of inspiring people dedicated to keeping these culinary traditions alive—whether chefs, artisans, entrepreneurs, family business owners, farmers, or home cooks.

Requirements

- 2+ years journalism experience, preferably with a focus on food/drink
- Professional cooking and/or recipe development experience a plus
- A passion for food, people, and storytelling

To Apply

Send your author bio or resume, 3-5 samples of previously published work (URLs and/or attachments, please include links to any relevant photo samples), and 1-3 story pitches you think would be a great fit for us to food@epochtimes.com



We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, gender identity, disability, protected veteran status, or any other characteristic protected by law. We will consider for employment qualified applicants with criminal histories consistent with applicable law.