A STUDY OF
AUTHORITY, RESPECT, OBEDIENCE
AND
CORRECTION

By
Jerry Stettheimer, D.Min.

MY CHILD, DO NOT FORGET MY TEACHING, BUT LET YOUR HEART KEEP
MY COMMANDMENTS; FOR LENGTH OF DAYS AND YEARS OF LIFE AND
ABUNDANT WELFARE WILL THEY GIVE YOU.

Proverbs 3:1-2

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AUTHORITY

In whatever position of authority we find ourselves, whether it is small or great, we must realize that it is a sacred charge before God and we must give an account for how we use it. This should be a fearful thought, for most of us exercise some authority, somewhere, sometime. I believe that the real answer to the mass rebellion to authority derives from the unfaithful manner in which those possessing it exercise it.

The first attribute necessary for proper use of authority is humility. Authority is a power which either God or man, entrusts in an individual. In fulfilling this trust, one, in some manner, assumes responsibility regarding others. Proper use demands a judicious use of the power granted. Reverence for authority is reverence for God because the Word of God says all authority is ordained of God.

However, we are not a people that can easily comprehend the concept of authority. We do not live under a strict disciplinary government. On a whole, we are unaccustomed to heavy discipline on our jobs or in our homes. Thus, when God's authority confronts us we have little in our backgrounds, which help us in comprehending its significance. We have difficulty comprehending the price we pay for resistance and rebellion.

Satan twists the whole concept of obedience and submission. It is important to recognize Satan as one who refuses to obey God. For it is Satan who with blatant arrogance demands that men give him what he refuses to give to God. Note also the difference in Satan’s use of authority and God’s. The Lord encourages obedience by reward. Satan on the other hand demands rebellion against God and obedience to himself. Obedience to the Lord is a positive trait worthy of reward, which God gives. Disobedience has no reward just consequences.

Misguided use of authority causes rebellion. The following traits characterize obedience. Significantly, how one obeys reflects a great deal about a person. What is obedience?

**Obedience is a reflection of one’s attitude.**

- Obedience is accepting “NO” as the final answer.
- Obedience is acting immediately on command.
• Obedience is cheerfully responding to requests.
• Obedience is finding ways to overcome obstacles.
• Obedience is fulfilling little commands, as well as, big ones.
• Obedience is following all the orders the first time.
• Obedience is doing tasks and understanding them later.
• Obedience is not pitting one authority against another.

These attitudes reflect how one should respond to an authority figure. A second part of the difficulty we face is the attitude of the person in authority.

When a person possesses leadership ability, they may experience a strong temptation to use the power to achieve something for themselves. This is particularly true in marriage. The woman who lords over the husband is just as wrong as the man who lords over his wife.

Another mistake is to use authority to resolve problems. Perhaps it is easier to settle a conflict by using one’s authority but this is not what Jesus teaches nor is it the example He leaves. Man will say ‘I decree’ in order to end a matter. However, once we use authority to settle conflict we open ourselves to charges of abuse, or misuse of authority, and frequently, subsequent rebellion. This is why the Lord says, “You know that those who are supposed to rule over the Gentiles lord it over them and their great men exercise authority over them. However, it shall not be so among you. But whoever would be great among you must be a servant, and whoever would be first among you must be slave of all.”

Leadership is an obligation to serve. The one in charge must protect. More importantly, the leader must esteem others better than he esteems self. Jesus, when confronted with arrest and death said, ‘I could ask for twelve legions of angels to resist,’”—but it would not solve the problem. Therefore, by humbling Himself as a servant He solved the problem in a selfless act. That is the example the Son of God left for those who lead others.

Learning how to solve difficulties without exercising authority is a great challenge for those in charge. It is amazing how much easier humility makes the path of those in authority. Lording over others robs both those in authority and those under authority of joy.

This does not mean one must never exercise authority. However, it does mean that one should never exercise authority for personal gain. After all, one opinion is just as good as another. We must exercise authority with great care with the same care; one would exercise in the midst of a dry, hot, summer forest with a campfire. In fact, Jesus frequently exercised authority against the demon world, but almost never against His enemies, friends, or disciples. When He did exercise authority, He invariably took time to explain why. Jesus’ judicious use of authority prepared the people for His sacrifice.
Submission

Submission is a conjunct of obedience. One under authority receives praise for obedience and admiration for their submissiveness.

Many view the marriage relationship for the woman as one of obedience. When the wife does not measure up to the husband's he charges her with failing to be submissive. This kind of thinking reflects two major errors. First the woman is not a child that must obey her husband. The two are to be submissive to each other.

Furthermore, a husband should not charge his wife with failing to be submissive just because she has a different viewpoint. Submission is voluntary. Submission is a trait for which one receives praise not judgement. Something that is voluntarily given is not subject to the whims or demands of another.

Notice the traits of submission. Such traits are not things one demands of another. They are more accurately, a reflection of one’s strength of character. Submission is the little child who wishes to please—not the slave who is beat into submission. What is submission?

Submission is a reflection of one’s character.

- Submission is treating others deferentially.
- Submission is yielding one’s rights to another.
- Submission is voluntary obedience.
- Submission reflects a quiet spirit.
- Submission treats others better than self.
- Submission is non-resistant to evil.
- Submission displays patience in the face of adversity.
- Submission is preparation to invest in others.

Notice how each of these traits reflects a quiet gentle spirit. This is achieved internally, not by proclamation, commandment, or demand.

Drawing an example from the military, let us further define submission. In the Special Forces (Green Beret, Rangers, Seals, etc.), on certain operations, all vestiges of rank are put aside. The person, whether an officer or enlisted man, most fit for a leadership role in a given situation, is placed in charge. Those involved in the operation voluntarily place themselves under this temporary head. This I believe is exactly what the scriptures have in mind when it tells a married couple to submit to one another. Different situations call for different expertise.

Perhaps another example will aid in further understanding submission. A foreman in a jury handles the expectation of organizing and leading the other jurors but he cannot dictate to the other jurors how they are to vote.
What we are saying here is that the husband should not dictate to the wife how she is to think, or act. Neither is it acceptable to demand submission. The moment, in time, when one demands obedience, submission ends. For submission is voluntary. When one demands submission, it is no longer voluntary.

Authority is not the only area in which we hold erroneous beliefs. Our attitudes and beliefs about respect and the demand for respect head the list of faulty beliefs held by many.
RESPECT

Respect is not earned—it is owed. One cannot teach a child respect, unless one first respects the child. This is the beginning point. One’s attitude and emotions speak an unmistakable language that no amount of lecturing can disqualify. A child comprehends the behavior and attitude of respect for another by experiencing it first from the parent. Young people fail to develop self-respect and respect for others mainly because of thwarted and inconsistent teaching from parents and significant others.

Too often, one demands from a child respect based upon an adult, parent, or teacher relationship. This is a faulty basis for respect. All human beings are worthy of respect. A child’s capacity for respect develops through careful and consistent guidance in his sense of values. In other words, respect is a process of growth. One does not demand respect in a child. One guides a child in his/her development of respect.

Judy is a single mother with two children twelve and fifteen. She came to therapy because her children were out of control. For years she had discouraged a relationship between the children and their father who had abandoned them for another woman seven years before. Judy is a good person, moral, hard working. But she had unmanageable children who did not respect or obey her. She wanted to know why.

The reason is simple. If you teach a child not to respect another person, eventually they will not respect you. In Judy’s case after realizing her mistake, she corrected it. Several months later she reported major changes in her children’s behavior towards her.

Many single parent women find it difficult to teach their children to respect their father because he is an imperfect model of manhood. Perhaps because he has abandoned the family either physically, or emotionally. It may be that he has done even greater harm to his family or others.

Respect is not based on worth. Respect finds its roots in God’s authority. A child respects his parents first because it is a commandment of God. When God gave this commandment, He was not ignorant of the parent who would be neglectful, the one on the barstool, or even the one who is abusive. He knew all of humankind’s failures and still He gave us the fifth commandment. No, person is worthy of respect based on his own merit, rather because he is God’s creation. This places the reason for respect with God, not man.

God endows man with the most valuable of all gifts—a living soul. Though a child learns to appreciate the good in his parent, it is not this good that makes parent worthy of respect. Rather it is the power of God. Too often in trying to teach respect, we only teach respect of persons, or partiality, which of itself is sin. Respect is not based on age, status or position in life, but on humanity.
A parent should not permit their child to speak to another child insultingly, anymore than they should allow the child to speak disrespectfully to them. Another child is a human being, a creation of God; therefore, he is worthy of respect. Many demand respect basing it on age or parenthood, then they wonder why the child is disrespectful. All that one learns through this set of values is a respect of persons.

The lessons one teaches a child about authority and respect will follow the child throughout life. The lessons will color the child’s attitudes, and behavior towards their parents, spouse, employer, church and government. It is crucial therefore, to lay the proper foundation. It is vital to learn that honor or respect of parents is not because of who they are, but because of who God is. This is the basis for honoring parents. Moral value, financial worth, or just personal goodness does not establish respect. One establishes this foundation with God.

One’s relationship with God is affirmed by obeying His commandments. It is to Him that we fulfill the commandment. Usually when we break the commandment to honor a parent, if we feel sin at all, we simply feel that we have sinned against the parent. In truth we have sinned against God. The parent did not make the law the parent only quotes God’s law. If we disobey the law, we disobey God. Therefore, we conclude that one owes respect—he does not earn it.
OBEDIENCE: IT’S FOUNDATION

The terrible twos and threes mark the beginning of Satan’s efforts to seed rebellion. A mixture of methods achieves this. Satan uses the failures of the parent to undermine the child’s trust in authority. Two major foundational character traits are susceptible to impairment at this early age.

One is the feeling of security. Feelings of rejection caused by a lack of discipline inspire insecurity in a child. The other impairment comes in the area of obedience. Disrespect for authority by misuse, harsh, provocative or abusive discipline results in disobedience. Inconsistent, unfair, unjust, or impatient discipline creates a lack of trust in authority. Provocation and abuse, on the other hand, create hostility in the child towards authority.

As a child observes inconsistencies in parental admonitions, he loses confidence in the parent. With the loss of confidence comes insecurity in the love of the parent. The child reasons that if the parent cannot be trusted then I must trust only in myself. Thus, for self-protection, the child develops an attitude of disobedience.

While inconsistency breeds disobedience, abuse on the other hand, engenders hostility towards authority resulting in rebellion. Much of the crime occurring with juveniles today, in large part, is a result of abuse by parents. That is not to say abusive parental discipline is the only cause of all rebellion. However, in large measure, the open hostility of teenagers toward any manner of authority, traces back to immature attitudes on the part of the parent. There is a heavy price to pay for immaturity by both parent and child.

I believe that some forms of Attention Deficit Disorder are part of the consequences for these attitudes. Disobedience, I believe, accounts for the rise of ADD symptoms in preschool children. Why do these particular symptoms appear as ADD?

With the decision that the authority is untrustworthy comes confusion. This confusion detracts the child. Personal observation and experience backed by Biblical admonitions, suggests that each time we are obedient the spirit, body, and the emotions experience a physiological and psychological boost. Inversely, disobedience leads to a physical experiential loss of energy.

I feel, in part, that this is a fulfillment of God’s many warnings of the consequences for disobedience and the blessings of obedience. There are over one hundred biblical passages connecting obedience with good health and the lengthening of life. There are numerous more which connect disobedience with impaired health and shortened life span.

An intriguing study found in I & II Kings and I & II Chronicles, supports differential life span. One discovers an amazing insight when closely examining the kings of Judah. All of the kings were of the lineage of David. Genetically they are related. Now what is amazing is that the good kings of Judah lived, on an average, nearly ten years longer than the bad kings lived. God promises a longer life to those who obey and fear Him.
There is further support for this found in the scientific community. Numerous sociological and psychological studies support the basic concept that the impulsive and undercontrolled personalities, along with major family disorganization, are predictors of long-term health problems. I am suggesting that, when we are obedient our bodies physically experience an event that promotes physical health. Thus, when we are disobedient, our bodies experience a physical event, which causes physical deterioration.

In 1921, the Terman Life-Cycle Study began. Terman chose some 856 boys and 672 girls with IQ’s of at least 135 to study over an extended period. The participants have been followed at five and ten year intervals since the onset of the study, for nearly 75 years. A more recent evaluation of the data has focused on psychosocial variables in their physical health. The one factor found to be a consistent predictor of greater longevity in this group was a factor the investigators called ‘conscientiousness.’

Factors the researchers expected to account for a longer life such as sociability, high self-esteem, optimism, high energy, and permanency of mood, all failed as indicators. The sole predictor out weighing all of the others was the trait of conscientiousness. What did the investigators define as conscientiousness? They define it as prudence, truthfulness and social dependability. What difference exists in the length of the participant’s lifespan? One study indicates at least six years difference been the attainable age, that is 74 for unconscientious males and 81 for conscientious males.

Observe a child playing computer games. Notice how each successive win increases his score and energizes greater effort. The child experiences a psychological stimulus resulting in physical energy. The child wants to play and wants to build up a huge score. Why is this? Because good feelings come from obedience and he feels, he will receive just reward for his effort. The child desires to obey the rules when the rules are consistent, just, and the reward is certain. Conversely, observe the development of depression and self-rejection when the child does not receive consistent approval or reward. Proper correction and consistent discipline lead to a desire within the child to obey.

Obedience affects practically everything we do. Notice how the majority of all accidents are due to the failure too obey a rule, law, ordinance or known truth. The majority of all traffic accidents accounting for over forty-five thousand deaths per year are preventable. Simply obeying the rules results in increased life span.

This is physically and medically true. Violations of our body by improper diet, inadequate exercise and the use of known harmful substances, account for a majority of admissions to medical and psychiatric facilities. Most violations are of known rules, laws, ordinances and instructions. Thus, one readily sees why disobedience to authority, whether toward a parent, government or biblical laws, results in a shortened life span. Only a willful rejection of disobedience will bring about the ability to live longer. It is God’s promise regardless of one’s color, creed, or sex. Respect for God’s creation and obedience to His laws lay the foundation for the proper exercising of authority.
PRINCIPLES OF CORRECTION

Manner of Correction

How does one correct properly? Are there principles that one may follow that intensify the learning and correction process? I believe the key to successful discipline lies in knowledge of the motivational gift. Each gift colors one’s perceptions in a different manner. The motivational gift serves as a filter through which each experience is strained. For instance, a mercy will place emphasis on the emotions of those with whom they come in contact. Secondarily they will notice the physical surroundings. The opposite is true for the server. This being true, then one may expect the discipline that is positive, consistent, just, and fitted to one’s gift will be received more readily. What follows are some fundamental guidelines one might use in aiding the correction process.

Correction must be done in a timely manner. It is important for one to confront the person in the day that one hears or becomes aware of a problem or transgression. In doing this, the person may feel there are no consequences. Moreover, one should collect all pertinent information before teaching, correction, or discipline takes place. Notice how frequently Jesus seeks additional information from those who come to Him before healing them. He asks everything from “what do you want me to do?” to “how long has this been going on?” In Mark 5, Jesus even questions the demons wanting to know their name. In the same chapter, the woman, with the infirmity for twelve years, tells Jesus all about it. In Mark 8, He inquires, to some length, of the physical symptoms and progress of healing. In Mark 9, He proceeds to ask the father how long his son had been experiencing seizures. One sees the same pattern in the conversations about symptoms and corrections, with the man born blind in John 9. The palsied man of John 5, who had been ill 38 years, Jesus also questions in like manner. In this case, Jesus points out his root problem and warns him of future problems if he does not correct his behavior. Whether it is Peter, or Mary, friend or foe, Jesus is constantly seeking information in order to tailor His teaching. So should we. Information is an integral part of discipline, correction and training. Knowing what motivates the child is the key to successful correction.

Next, it is important to have the person tell what they have done. When God confronts Adam and Eve He asks them questions that revealed their sin. It was not that God did not know, rather it was important that they verbalize the deed. This same pattern occurs with Cain, Jonah, Ananias and Sapphira, and a host of others as well. With one's children, the question should be: "What have you done?" Have them tell you—do not tell them—this merely leads to rationalization and justification.

Then, it is important to have the person verbalize the standard violated before disciplining them. Is it a rule of the parent, or a law of the Lord? The more one can use the Bible as the standard, the greater the sense of justice and equality the one being corrected will experience. Most of us naturally resist rules or commands given by the whim of others. So does a child. God’s standard is universal and does not require a defense.
Using the Bible as the standard, open your bible to the passage of scripture, which identifies the error, symptom, attitude or root problem. Read it to the child or have the child read the passage. Make sure the child understands what the passage is saying and how it applies to them. Choose the method of discipline that is most appropriate for the violation. Consistently use that correction with the problem every time it occurs. Remember discipline is supposed to be uncomfortable, painful, non-provoking, and unmixed with praise. Do not use provocative language. The purpose of correction is to correct not to provoke, anger or abuse.

Next we will look at different types of correction and give some suggestions as to how to determine the most appropriate correction for the circumstances.

**Characteristics of Effective Training**

The parenting process, which results in obedience, requires knowledge and exercise of four qualities. The first is instruction. Instruction implies that the individual possesses the knowledge of the teaching that is necessary. Along with this trait is the ability to communicate in some form what is to be taught.

There are several characterizations typical of good instruction. That necessary for teaching should be a single idea stated in a clear, specific, simple, practical manner. It is best to have the student state the lesson aloud. Large tasks are best when divided into smaller ones that are more manageable. Instruction should contain a mixture of low and high interest task. Most importantly, the instructor should be an example of the teaching.

The second quality the person should possess is the authority to direct. Without authority, direction is vain. The best type of authority is gentle, kind, and firm and places the interest of the other person first. Authority comes from the Lord either directly, or through investment from a higher authority. Abuse, misuse, and neglect of authority are the three major problems, which often render direction ineffective. For direction to be effective state it frequently and consistently, requiring immediate responses. Moreover, the person must learn the value of seeking your approval. Establish goals and limitations in the beginning. Give consistent praise as one follows the directions.

The third quality the parenting process requires is the ability to correct. Implied in the correction process are the following: knowledge of what is correct and incorrect, the authority to exercise the correction processes, and the ability to communicate, in some form, that knowledge.

For correction to be effective, do not mix it with praise. When one mixes correction and praise, it comes across as insincere, thus both are useless. Responsibility for words, actions, and thoughts should have frequent emphasis. Stating and emphasizing limitations early on is necessary. When there are no limitations the person experiences rejection.
The fourth quality important for good parenting skills requires that the person possess authority to control. Discipline is control exercised under lawful authority. One exacts discipline only when instruction, direction, and correction have failed.

Several traits help to make good discipline. The consequences of disobedience must be clear and simple. The consequences should be the same and applied consistently. Only give one warning. More than one warning shows weakness. It is always best to have a biblical example of the principle involved. Discipline should focus on the attitude rather than the action. Consider using games that demand immediate obedience and give immediate rewards or consequences.

We have briefly looked at the principles that form the foundation for correction. The proper manner of correction, and those traits which lead to effective training. Now we put that information to work by learning to choose the correction according to the motivational gift.

**Choosing Effective Correction**

Choosing effective correction requires that you possess certain information about the person who is receiving correction. This is true whether the person is an adult or child. Knowing if the person responds better to correction through the emotions, directed to the intellect, or experienced physically is essential. Knowing their gift and using knowledge of it to enhance the learning experience essentially determines the outcome.

To ascertain which of the seven motivational gifts the person is, ask yourself the following questions: Does the person tend to have strong emotional responses to circumstances? If so, then they will respond to the emotional type discipline. They are most likely a prophet or mercy. Does he enjoy the physical world about him? Does he do things with his hands, is he alert to sight, sound and smells? If so he will respond to physical correction, and is a giver, server, or organizer. Does the person like intellectual stimulation; do they read, analyze or ask many questions? If so then they will respond to correction directed to the mind. They are either a teacher or exhorter.

Knowing this information is basic to providing correction. Knowing the person’s motivational gift is even more valuable if one is to design correction that stays with a person. Let’s divided some basic types of correction according to these three areas. Now all forms of correction listed are useful to some extent. Nevertheless, this division gives examples more readily accepted by their category.

**Correction for the Prophet**

Prophets are dramatic people; effective discipline for the prophet is dramatic in nature. Do not allow prophets latitude, give and administer the discipline consistently for each offense.
• Bible stories that tend to provide strong physical descriptions.
• Loss of material possessions for specific periods of time.
• Loss of privileges.
• For correction to be effective with emotional individuals, precede it with strong praise. Do not give praise at the time of correction.
• Loss of access to pets for short time periods.
• Corporal punishment should be the final form of correction used.
• Loss of approval.
• Withholding what the person holds dear.
• Writing Proverbs, Romans, Revelation, Isaiah, Samuel.

**Correction for the Mercy**

Mercies are most responsive to verbal stimulus; it is more effective than corporal punishment. In verbal correction, it is important to stress the emotional affects of disobedience. Example that emphasizes the emotional are powerful in obtaining and holding the attention of the mercy.

• For correction to be effective with emotional individuals, precede it with strong praise. Do not give praise at the time of correction.
• Loss of access to pets for short time periods.
• Loss of privileges.
• Loss of approval.
• Withholding what the person holds dear.
• Writing the books of Psalms, John, Revelation, and Jeremiah.

**Correction for the Giver**

Material possessions are very important to Givers. To withhold these distresses them. Their possessions or lack of them often determines the giver’s existence.

• Bible stories which tend to give strong physical descriptions. Examples would include Daniel in the lion’ den, the Good Samaritan, Noah and the ark and others. Parables that are physical in nature like building ones house on the sand.
• The loss of material possessions for specific periods of time. This may include sources of entertainment, items held to be very important personally, or items that are necessary.
• Loss of privileges. In this context, it is important to continue speaking in terms of levels of maturity and connecting privileges with proper handling of responsibilities. They remove one’s privileges because the person has shown they lack the ability to function responsibly in that area.
• Withholding of food or restrictions on particular kinds of food is a sure way of getting physical persons attention.
• Withholding of sleep is an oft-neglected form of correction for physical people that may intensely alert them to areas of correction.
• Corporal punishment should be the final form of correction used. It is age specific, that is, it may cause more harm when used in adolescence but be extremely effective with younger children.
• Hand writing out the book of proverbs a section at a time is the most beneficial form of correction that I have found. Solomon tells us in the beginning of the book that its contents will make one wise and result in equitable behavior.
• Writing the books of Matthew, Leviticus, Jonah, and Chronicles.
• Loss of approval.
• Memorization of scriptures.

Correction for the Server

The physical senses to the server are the most effective medium of discipline.

• Bible stories which tend to give strong physical descriptions.
• The loss of material possessions for specific periods of time. This may include sources of entertainment, items held to be very important personally, or items that are necessary.
• Loss of privileges.
• Withholding of food or restrictions on particular kinds of food.
• Withholding of sleep.
• Loss of approval.
• Corporal punishment.
• Hand writing out the book of Proverbs, Genesis, Deuteronomy, and James.
• Memorization of scriptures.

Correction for the Organizer

Organizers need to organize. They enjoy authority.

• Bible stories which tend to give strong physical descriptions.
• The loss of material possessions for specific periods of time. This may include sources of entertainment, items held to be very important personally, or items that are necessary.
• Loss of privileges.
• Withholding of food or restrictions on particular kinds of food.
• Withholding of sleep.
• Corporal punishment.
• Hand writing out the book of Proverbs, Nehemiah, and Hebrews.
• Withholding what the person holds dear.
• Memorization of scriptures.
• Repetition.

Correction for the Exhorter
Insight, wisdom, and the acquisition of them represent a positive type of correction for the Exhorter. Withholding of friends and companionship are most distressful.

- Withholding books or other reading material.
- Bible stories that tend to give strong physical descriptions.
- The loss of material possessions for specific periods of time.
- Loss of privileges.
- Hand writing the book of Proverbs, Kings, Amos, and Deuteronomy.
- Memorization of scriptures.
- Repetition.
- Verbal confrontation.
- Loss of approval.
- Corporal punishment should be the final form of correction used.

**Correction for the Teacher**

The Teacher delights in the visual particularly reading; all effective discipline must be uncomfortable. Withdrawal of visual stimulus makes a teacher uncomfortable.

- Withholding books or other reading material.
- Bible stories that tend to give strong physical descriptions.
- Memorization of scriptures.
- Repetition.
- Verbal confrontation.

In summary, the Bible is the standard of behavior. It is far more important to state violations in terms of scripture. For example, when your child steals something you turn to the passage of scripture on stealing (or more effectively, have the child write out the passage on stealing). Thus, the violation is not of your rules but of God's.

**SUMMARY**

Understanding and properly exercising authority is essential if one desires an increased life span. Moreover, it is the key to successfully solving conflicts with others. One should not underestimate the influence the proper use of authority wields over our lives.
Dr. Jerry Stettheimer, Director of Christian Family Services, is a Clinical Member of the American Association of Marriage and Family Therapists and is certified by the Texas Board of Marriage and Family Therapists. He earned a Doctorate in Ministry in the field of Counseling from Harding Graduate School. He has been in private practice for fourteen years. Dr. Stettheimer has authored numerous articles and conducted seminars and workshops in the areas of addiction, incest, family violence, biblical character training, the motivational gifts and Christian women’s issues. Prior to establishing CFS, he served thirteen years as the Coordinator of Aftercare Services of the Substance Abuse Unit at Terrell State Hospital. He has been married to Mary Stettheimer for over thirty–three years and is the father of two and grandfather of two.

It is Dr. Stettheimer’s belief that God’s Word provides the answers to life’s problems and that difficult family problems provide an opportunity to acquire discipline and develop character. Regular participation in church and home devotionals is strongly encouraged in order to provide a firm foundation upon which character is built. It is through this process that enduring solutions are discovered and strong marriages created.