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1918

Practical
Child Training



PART 3

HOW TO DEVELOP

COURAGE

PERSEVERANCE

STRENGTH OF WILL



Class HQ 769

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Practical Child Training

PART 8

EASY LESSONS FOR TEACHING
SELF-CONTROL IN THE HOME

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COURAGE AND PERSEVERANCE

We now turn to certain personal traits having reference to a child's attitude toward a life of action and conflict. While self-control gives a child poise and a certain brilliancy in self-conquest, courage, perseverance, fortitude and heroism are virtues which mark out that character able to overcome and endure when the odds are against him.

By training your child to be courageous, you will dispel many fears which, if he be untaught, he may instinctively hold. Fear and courage in respect to a given object because of their opposite nature, cannot coexist.

NECESSITY FOR COURAGE

To develop courage in a child is to help him to meet his daily problems with

such fortitude as will enable him to face the harder lessons of life the future may hold in store. A child's training should prepare him physically and mentally to play the hero if occasion demand it.

After a child becomes an adult he cannot undertake any important enterprise without meeting opposition. With this truth in mind, a parent cannot begin too early to give practical lessons in the development of courage. The attempt should be made to teach him how to face a danger or undertake a hard task without giving way before obstacles.

FACING DANGER

Danger is often encountered when endeavoring to carry out some plan of action. The young child has repeated experiences of danger in learning to walk. When able to stand by a chair, he casts loving eyes toward mother and measures the likelihood of a fall if he ventures to make the run to her knee. After sufficient coaxing he makes an attempt to

reach her. This is an act of courage. In the ordinary routine of the day, countless occasions arise when danger of many sorts must be faced. This aspect of child life carries us beyond the range of the fears previously discussed. We deal now with real dangers and impediments to action.

As the years pass, the variety of dangers and obstacles to be met are greatly multiplied. At each stage of growth the child must be aided in overcoming such difficulties as are new, exceptionally perplexing or discouraging. In each case the aid should consist in stimulating the child to act where he would naturally draw back from personal exertion.

A boy may become afraid of his schoolmates because of rough treatment and persecution. He may be in physical danger when in their company. In this case several considerations may be urged upon the schoolboy: the persecutors do not want to do him any serious harm; they enjoy bluster and a few knocks; but they intend no permanent injury. A few

bumps and bruises can be endured for the sake of making a reputation among one's schoolmates; a bold front will drive the persecutors back and break up their plan to torture the smaller boys.

The boys who are eligible to the athletic teams seldom need stimulation, as the joy of the sports is sufficient incentive. In the rarer cases where an adolescent youth exaggerates in his mind the dangers attendant upon baseball, basket ball and the like, strong measures should be taken to develop a manly courage.

FOOLHARDINESS

An exhibition of fearlessness, when there is great danger accompanying an act useless in itself, is foolhardiness.

EXAMPLE

Several small boys were crossing a railroad track in a city. A train was approaching. One boy stayed on the track until the train was within twenty feet of him when he stepped aside just as it

swept past. Mrs. Harris and Willie, aged eight years, were coming down the street and saw this boy's exhibition of bravado.

"Wasn't he brave!" exclaimed Willie.

"No, Willie," said Mrs. Harris, "he was foolish."

"Why, mother?"

"To do what is dangerous is foolish unless the good to be accomplished by the brave act is worth the risk."

"What do you mean, mother?"

"When I was a little girl and your uncle Tom, my brother, was just your size, we were playing near a place where some men were building a large brick house. You know how men raise brick up to the top of a building in a hoist that looks and works like an elevator, don't you? Well, a load had started up and I ran after our dog right under the hoist as it was going up. Tom was near me. A man shouted and the hoist started down. They were lowering it to the ground again. Tom saw it coming and ran under it and grabbed me

and pulled me away just in time to keep me from being caught under it. Everybody said it was an act of courage. He knew there was danger but he thought he ought to save me. When I tell you to take care of sister I hope you will keep her from harm even when you have to run into danger to do so."

SELF-CONFIDENCE

This desirable trait is a part of the group of qualities covered by the term, courage. He who is properly self-confident believes that he is equal to the responsibility that is laid upon him. An infant has no occasion for spectacular display of this quality, yet the mother should be cautious to encourage self-dependence as soon as baby is able to walk and to make use of the larger playthings.

Self-confidence has its chief place when a child comes in contact with other children and with adults. Natural timidity in the presence of "strangers" may persist too long in a child's life; if so he

lacks self-confidence. The dawn of self-consciousness in a child of six may mark the beginning of a serious self-distrust owing to aversion to public attention.

At whatever age parents give attention to this lack of self-confidence, the methods of developing courage are in every essential particularly adapted to the cultivation of this trait. Obviously fault-finding is entirely useless as a stimulus to self-confidence. All training must be positive, continuous and perfectly sympathetic.

HEROISM

When encountering extraordinary dangers, the courageous person is a hero. There is a demand for heroism in every good citizen and in every moral giant, nevertheless this trait does not often find occasion for display.

Child training demands gradual cultivation of the spirit of bravery. Without undue stress being laid on the subject it is easy to imagine future situa-

tions in which the child may be called upon to act in a heroic manner. The petty difficulties of the immediate present he should meet with due courage.

Moral heroism is that form of courage demanded by a situation involving a question of right and wrong, where a rightful decision, promptly acted upon, is attended with grave risk to fame, fortune or physical well-being.

To many—perhaps most—children under school age, there is as much excitement in the story of a struggle to decide between recognized right and wrong as there is in a story of physical strife. Perhaps there is even more interest, for they understand it better.

EXAMPLE 1

Mary's mother had often entertained her with stories about a little imaginary chap who was known as "Blicky." He was a most ordinary little lad, as lads go, and he lived in a big house where men and women, boys and girls, uncles

and aunts, grandpas and grandmas and all sorts of pets and playthings appeared and disappeared at the will of the storyteller without any attempt to account logically for their presence or absence.

“Blicky” was subject to every known temptation and desire of childhood and had open to him every form of joy and fun that his inventor could think of. He was a mischievous little fellow, too, and never lacked inventiveness; but he was trained to scrupulous honesty.

Mary’s mother made up and told the stories with hardly any other thought than that of a pastime. It was a tremendous surprise to her, therefore, when the child one evening came to her and said:

“Mother, when I was in the store with you today and all that candy was there right in reach, I just wanted to take some—Oh, I just wanted to so m-m-much! And I just said to myself, ‘No, Blicky wouldn’t do that because that would be stealing.’ And I didn’t take any.”

And right then "Blicky's" existence was more than justified.

OVER-PROTECTION

Ill-advised parents are likely to shield the child too much from the stresses of our common, human life. To make existence flow very smoothly for a petted child is easy indeed. Every load may be carried for him, every lost article found, every perplexity resolved instantly, every hard task removed, every danger warded off.

Opposition, obstacle, arduous toil, in due measure, help to develop manhood and womanhood.

A HAPPY MEDIUM

But you must be careful to strike a happy medium between the two extremes of too much opposition and not enough. To illustrate what is meant by avoiding extremes: suppose there were only one way of developing courage, namely, to brace oneself against the natural ele-

ments. You would not want to put your child out in a storm so fierce that the wind would take him off his feet; on the other hand, you would not always wait until everything was perfectly calm before allowing him to go out-of-doors, because in either case, you would fail to develop courage. You must begin by allowing him to undertake a task moderately hard, then gradually increase the difficulty until he has mastered undertakings which call for abundant courage.

Even in the case of a baby it is well for the development of his body to have natural opposition as he kicks and plays. Then as the child grows older, see that he gets a fair amount of opposition in whatever he attempts to do along any line. Unless you do this, you will have a child lacking in courage.

STORIES OF BRAVE MEN

One method of teaching courage and heroism is to encourage a child to read stories about brave men and immortal

heroes such as Cadmus, Perseus, Beowulf and Roland, to enjoy such poems of valor as "Lays of Ancient Rome," "Incident of the French Camp," "Marco Bozzaris," and "Sheridan's Ride." By filling his mind with noble thoughts, he will have no room for base ones.

Example is a tremendous—often a deciding—factor in determining children's conduct. They will do as they see others do.

But there are times when there are no others about; when the decision as to courage or cowardice, honesty or dishonesty, must be made wholly in the mind, without the intervention of outside forces.

This is where the power of a story is exerted. The thought of what an admired character in history or fiction would have done in similar circumstances is very likely to decide what the child will do.

EXAMPLE 2

Henry, aged seven, had never lived in the country, but one summer he was taken to visit at the home of some rela-

tives who had no children. He roamed here and there about the farm, always careful to keep within sight of the house, until one afternoon when he followed a chattering bit of a squirrel rather far into a grove just beyond "the small pasture," and lost his way.

It was nearly dusk when he finally got back to where he could see the barn and other buildings; it then took but a few minutes for his little legs to carry him over the intervening distance.

"And you didn't get frightened a bit, did you?" his mother asked reassuringly, after kissing the suspiciously stained face.

"Yes, at first I did," he answered. "Then I got to thinking about how Hiawatha used to go around in the woods all the time, and I just made up my mind I was just as brave as he was; and after that I wasn't a bit afraid."

PERSEVERANCE

Probably one of the least attractive traits of character when described to a child is perseverance. Children delight

in frequent changes of program. The familiar is very often the uninteresting.

Perseverance is a quality that belongs to a worker. It demands continued action or faithful return to work after necessary interruptions. The persevering boy or girl resumes a difficult task with steady purpose and faithful endeavor. The faults which perseverance crowds out are fickleness, despair, inconstancy and changeableness.

The chief caution concerning perseverance is that a parent should guard himself against demanding too much of his child. Exhortations to faithful application may well be abolished, complaints against the child should be suppressed. Place the responsibility for perseverance upon those framers of the plan according to which the child is to work. If it is a matter of free choice with the child, whether or not he commences a new undertaking, parents should guard him from planning too many enterprises of so large dimensions that he is sure to grow weary of them.

A boy who undertakes to build a boat, to carry two newspaper routes, to play on the basketball team, to keep up his studies in high school and to enter the oratorical contest should be advised not to begin piano lessons after he has already been obliged to abandon two or three other ventures.

In a child of five years such a multiplicity of interests would be entirely permissible; but with increasing ability you may expect a child to narrow the range of his activities since his duties must of necessity require more effort for a successful completion.

LESSON 1

AIM

To strengthen a child so that he will continue the effort until his task is accomplished.

DEFINITE INSTRUCTIONS

Suppose you have decided at his own request to give your son Lawrence violin lessons.

Begin discussion of the matter only when the boy is sufficiently interested to overcome difficulties. Describe the beauties in music, remarking on the fact that the violin is the king of all musical instruments. Have Lawrence hear other boys play the violin or piano. Repeat suggestive talks at frequent intervals until he is fairly saturated with the idea that he is to play the violin. This can be accomplished before he is old enough to suspect the arduous toil that lies before him.

On his seventh birthday present him

with his new violin, with case and music stand complete. Arrange for lessons to commence immediately.

“Your teacher wants to see you next Tuesday at 3:30. She is a fine young woman and teaches several boys and girls about your age.”

“Will my lessons be long and hard?”

“No, I asked her about that. Your first lesson will be on holding the bow and playing just one string on your violin.”

At a date following the day of the first lesson, father asks Lawrence how he is getting on with the violin. The instrument is brought out and practice begun.

Avoid urging practice beyond the fatigue point. Frequent practice will be tolerated if not required when other interests or fatigue preoccupy the child's mind. Hearty commendation and sympathetic assistance will be continually required.

On the boy's ninth birthday, invite his violin teacher to his birthday dinner.

When he is thirteen buy a full-sized violin if his growing skill warrants it. Encourage him to play in church orchestra and in a private orchestra if possible. When summertime comes allow a partial cessation from practice, only insisting that he practice sufficiently to retain what he has already acquired.

Keep the boy supplied with adequate equipment in every respect. If he responds to his opportunities, make his violin the chief item among all his achievements. Report to him expressions of appreciation from the friends of the family.

COMMENTS

The success of this method turns on the fact that an absorbing interest is developed in the boy's mind. His most serious thoughts and ambitions are permanently linked up to the object of his interest. The frequently varied and novel emphasis on the joys to be gained from violin music keeps his enthusiasm

and holds his attention. There is no compulsion from without because, through suggestion, an inner impulse leads the boy to continue his practice.

Relaxation, when needed, should be provided so as to prevent any feeling of constraint or grind. Sympathetic cooperation in each advance step proves that he has comradeship in all the harder toil which the development of skill requires.

As soon as he shows some progress, he is appealed to on the ground that much pleasure is coming to him through his music. The reputation of the family is another powerful incentive to do well.

If some other project is preferable the same method can be used. Building a bird-house, making a doll dress, cultivating a flower garden, setting up a wireless telegraph station, horsemanship and similar activities, all these can be undertaken in similar fashion. However easy or difficult the task, if there is sufficient sympathetic aid from other members of the family, perseverance can be developed

to a very marked degree when the object is such as to arouse the child's deeper interest.

If a child can be trained to hold fast to a few projects deliberately chosen by him, you may be assured that he is gaining sufficient training in perseverance. It is not necessary to make every activity of the child's life a long-drawn-out task. Diligent application will become a life habit if the child is firmly established in perseverance in comparatively a few of his activities.

EXAMPLE

“When will I grow up?”

Nearly every parent has had the question asked by a very earnest and very serious boy or girl—and nearly every parent has laughed at the quaintness of it, and has said,

“Oh, it will be a long, long time, yet.”

That answer is wrong—absolutely wrong—so wrong that it has often misled a child at one of the critical periods of life.

Look back on your own childhood days and you will recall that there was a time when you thought that some day you would suddenly find yourself possessed of all the ability and knowledge and understanding of a grown-up; that the change would come over night, perhaps, or maybe in the twinkling of an eye. In that wonderful moment you would "grow up."

That is what the child of today means when he asks that question.

It should be answered as this mother answered it:

"You are growing up now, dear. The things you do and say and think and learn today will be a part of you when you are grown up. So will the things you do and say and think and learn tomorrow, and all the days.

"There won't be any quick change—that would not be growing, that would be jumping up. And you are growing, not jumping.

"You are growing up all the time. All the time you are getting to be what

you will be when you are grown up. That is why we want you to be honest and true and clean and neat now, because if you are that way now, you will grow up that way and be a really, truly grown-up, just the very best that anybody can be."

"When will I grow up?" is not a foolish question. It is one of the most vital a child can ask. And if it is answered properly, the child will be given a life-long lesson in the value of perseverance in the things worth while.

PRAISING THE CHILD

Since a child is especially susceptible to comments of parents, you should not allow a single opportunity to pass where you might fittingly remark upon his bravery. He will respond immediately. The next time he has cause to fear, he will be far more likely to "stand by" than to collapse.

A sensitive child tends to develop in one of two ways; he may become very

susceptible to praise or, to take the other extreme, he may be easily affected by blame, depending chiefly upon how his parents or those immediately associated with his development use or abuse their opportunities to train the child along right lines.

If parents form the habit of severely criticizing such a child, chiding him for the least offense, he will react upon this treatment in such a manner that, always expecting rebuke, he will develop into a diffident child, distrustful of his own powers. To carry this analysis a step further, we see that censuring a child stunts his whole moral development.

On the other hand, if parents are over-indulgent and give their child undue praise for the least brave act, he will reflect their opinion of him by developing a spirit of arrogance which in time may become a serious fault.

PRAISING CHILD TO OTHERS

A child may become conceited by hearing someone praise him in his presence. When he is listening, it is better, instead of saying, "John did this and John did that," to say, "We did this." This may keep him from becoming egotistic. One should never, under any circumstances, commend a child for his sayings, because in reality he has done nothing to merit such praise. Whatever the child says seems to him perfectly natural. He does not reason out the things which we are often inclined to look upon as flashes of intelligence.

Clever sayings are often mere imitations and to repeat them or to have the child do so before company is likely to develop artificiality.

It is better, whenever the child gives an odd name to something, to say, "Well, it is something like that, but we usually call it ——."

In a following volume, the parent is told how to teach a child to say, "I am

sorry.” This will greatly lessen his tendency to be self-conceited and overbearing.

BOASTING

Unless you discourage the habit of boasting, a child may become a nuisance. Often he becomes so accustomed to exaggerating in order to astonish people and draw out their comments of wonder that it is almost impossible for him to tell the truth.

EXAMPLE

“Gee, mother! Billy Todd can’t jump half as far as I can. We were trying it at school today. There aren’t any of the boys that can jump as I can.”

It wasn’t the first time Jimmy had come in with a boast of one sort or another—it wasn’t very far short of half a hundred times. The thing was getting to be a habit.

“It’s nice to be able to do things best

of all the boys, isn't it?" Jimmy's mother said, without pausing in her work. And then, with hardly a break in her speech, she asked, "How did school go today?"

"All right. The drawing teacher was there today."

"What did you draw?"

"Oh, I don't know. I tried to draw a haystack, but I guess it looked more like an elephant than it did like a haystack."

"Did anybody draw one that looked like a haystack?" his mother asked.

"Ye-ah. Billy Todd drew a dandy. The drawing teacher took it with her to hang up in her office. She always does that with pictures that are awfully good."

"Has she taken any of yours, Jimmy?"

"No, I should say not!"

"Is this the first one of Billy's had been taken there?"

"No, she's taken about a dozen of his, I guess. He's all right when it comes to drawing."

Jimmy's mother knew the seed was sown, so she stopped right there.

COMMENTS

Here, a mother, by skilfully taking advantage of a situation, guarded against over-estimation of her child in comparison with his fellow playmates. Would this one occasion help him to maintain a true viewpoint of his own actions? It would help him but not unless the mother repeatedly found opportunity to plant such "seeds," could she hope to crush his egotistic nature.

Such a story as the following may appeal to a boy's reason if told in the evening when everything is quiet. He will then have more time to think about it.

"One time there were two boys, Jim and Harry, who were going to see which could throw a stone the farthest. Jim bragged about his strength. He boasted that he could sling it much farther than Harry. But after they had thrown the stones they measured the distance and found that Harry had thrown his stone the farthest. This made Jim feel

ashamed because he bragged. Harry, who had not bragged, felt very happy because he had thrown the stone the farthest. That's the way it usually turns out, don't you think so? And so it is better to be modest."

Do not suggest to your child that he is ever guilty of boasting. Tell the story as of incidental interest. Of course, telling one story will not cure the habit, but by repeated efforts of this sort a new spirit is sure to be developed. The fundamental cause must be removed as nearly as possible. You can at least do your part by not paying much attention to the child's boasting.

PROBLEM

"I have a four-year-old boy who seems to have no limit to his talking. I like the boy but it is a terrible strain to keep up with him. Do you think it is natural? I find him talking to himself a great deal and then if someone comes in, he is likely to turn on them with a

torrent of twaddle. What would you do in such a case?"

SOLUTION

There is nothing very unusual about the chatter-box life which your child is leading. Some children will have as many as fifteen or twenty characters they will assume, talking at great length when representing each one.

Your child may seem irrepressible in asking questions, or he may carry on a speech, in which he includes imaginary questions and answers, playing the part of another person. These, after all, are healthy signs of a growing knowledge of one's fellows; the boy is mastering the ideas of those about him.

However, he needs direction. He must gradually acquire habits of courtesy and refrain from annoying or wearying others. He wants to develop himself and, at the same time, he must not ignore the comfort of those about him. You can easily teach him to do this.

The most effective method of dealing with him is to go very close to him, when he starts to talk too loud or too fast, and talk in a very subdued tone; let every motion of your muscles be slow and your entire attitude one of calmness; he will imitate you almost immediately.

Repeat this frequently and whenever he fails to respond properly to this, ask frequent questions very slowly so that he naturally will imitate your manner while talking to you.

Never pay only half attention to this boy. Either give him *all* your attention or *none*. That is, appear to be very much interested and expect him to talk properly, or, tell him politely that you will talk to him a little later.

A plan that is often helpful with this type of child is to ask him many questions involving reason and common sense. When he makes a statement just to hear himself talk, check him up a bit by asking simple questions which naturally show him the first statement was incorrect. Or, trip him a little on state-

ments involving experience. For example, one talkative little boy introduced himself by saying: "Do you know what I can do? I can jump over that house over there. Yes sir, I can." The man whom he addressed stood up and said, "All right, I am ready to watch you do it." The boy hesitated and the man smiled and said very slowly, "We always have to be careful what we say, don't we?"

By taking a real interest in your boy's projects and showing, even when he is talkative, that you always are on the most friendly terms with him, you can easily influence him by your example and by your mild corrections, when necessary.

STRENGTH OF WILL

One who never turned his back but marched
breast forward.—*Browning.*

STRENGTH OF WILL

Will power is desired by every parent as one at least of the prominent characteristics in his child. Character itself is based largely upon the several reactions of the will.

Many persons think of will power as a special quality of the mind which enables one to carry out a plan or cling to a determination after it is already made. Others think of will power as the ability of the mind to decide or determine as well as to hold to the determination.

Since, in order to develop will power along any line, a child must first decide and then make an attempt to do the thing, we shall, for our practical purpose, adopt the latter meaning of will power, including the ability to decide. We are not interested in that sort of static will power which does not exhibit itself in action.

It is a common boast for mature men to tell us they can quit a certain habit whenever they wish. They tell us they have will power enough to stop whenever they decide to do so; perhaps they can and perhaps they cannot; their statement does not prove it. The kind of will power which you hope to cultivate in your boy and your girl is the type which shows itself in action.

YOUR CHIEF DUTY

Your duty then is to teach your child to decide upon and determine to do the right thing. Volition is strong even in the baby. He is determined to have what he wants. Not by breaking his will but merely by directing it properly will he become strong from the beginning. Therefore aid your child in every possible way to make right decisions and thus utilize his natural will power in the right direction.

CORRECT IDEA OF WILL POWER

It is the lack of proper training in certain cases which causes so many persons to develop only "weak" wills in respect to given matters. The same person may show a strong will power to do one thing and a weak will power to do another. A prize fighter may possess almost a perfect will power in the line of fighting. He decides to strike and he strikes. He decides to take now this line of attack and now that and each time he carries out the plan of action determined upon. He chooses to do and does all of these things very frequently. He therefore develops strong will power in this particular direction.

But let us notice his will power when he takes up other tasks. What about going to church on Sunday morning? He goes on some special occasion and agrees that it would do him good to go every Sunday. But even though he does half way decide to attend regularly, when the next Sunday morning comes it seems

that he does not have the will power to carry out his plan of church attendance.

A person may develop a strong will power for mental work requiring concentration, who would not be able to push himself out to a really good day's work at manual labor. A person who has a strong will when deciding moral problems may have a weak will when it comes to hard work, either physical or mental. Even in the same sphere, as for example in morals, there may be a great difference in the strength of will in respect to different particular kinds of activity or conduct. In the moral sphere, a person may have will power to resist one kind of temptation but not strength of character enough to shun another. If this were not true, everyone not having perfect will power would yield equally to all the temptations and would be addicted to all the bad habits practiced about him.

TRAINING IS AN IMPORTANT FACTOR

The average person does not possess all the bad habits possible. Certain ones strike him as being more injurious than others. Some habits seem to be more attractive and more alluring, giving greater pleasure in proportion to the disadvantages. These advantages and disadvantages are always weighed and training leads to the decision as to which of two courses of action should be chosen.

EXAMPLE 1

Mrs. Brubaker's son James was seventeen years old. He could play a cornet and had been asked to join the village band. He told his mother he didn't know whether or not to join the band. She advised him to take a sheet of paper and write down the advantages he would gain by playing with the boys and just opposite, in another column, to write down the disadvantages. Then, after consulting others and making note on his bal-

ance sheet of their decisions, to draw his final conclusion as to whether or not he ought to give his time to practicing in the band.

After carefully making this balance sheet he decided that more loss than gain would be his if he joined the band. He took plenty of time to make his decision and felt that he had chosen wisely.

On James' balance sheet, for instance, is "Time needed for study," opposite "Time consumed in band practice." Now, he must have some time been led to believe that study is of value or this statement would have had no weight. Again referring to the balance sheet we read, "Advantages of learning better music." Here again if he had never been taught that culture comes by hearing or producing good music the idea of comparing the advantages of good music and poor music would never have occurred to him. One may easily see in a case like this how standards set in training may be the determining factor when a child is obliged to make choices.

Train your child's inclinations. Teach him to decide upon things that are right; to establish right habits. Train his will in respect to many different duties. According to the correct doctrine of will, each book in this Course may be called a book on will culture; for when you train your child's intellect, emotions and powers of choice in the proper way you are most effectually training his will power.

WRONG IDEA OF WILL POWER

Some older persons have taken cold shower baths before breakfast for no other reason than that they did not like to do it and therefore thought that it would give them strength of will. This seems unnecessary since there are many other things on which they could exercise their will. Of course, if the question of health were involved, this action would seem more sane. Undoubtedly, the will power of those persons was strengthened; but such a method will not be the best

test as to the strength of will power in other lines.

Remember, will power, as we are considering it in this Course, means the ability to decide, to determine as well as to carry out a determination. To carry out a determination is often easier to do than to make the determination in the first place. It has been said, "Where there's a will, there's a way." Will, in this case, means determination.

LOOK TO MOTIVE

Let us now find some fundamental idea which will serve us in a practical way in the training of the will. We have implied that it is often more difficult to get a child really to decide to do a thing than to get him to stick to it after the determination is made. Now what are the motives which influence the child's decision or determination to do or not to do a certain thing? There are two: pleasure and duty, one of which is usually the principal reason for making the

decision. Pleasure is the more fundamental of the two because it is indirectly, at least, involved in the latter. And pleasure is always an incentive.

In the following story note how duty did not move Donald to obey. It was the thought that pleasure would come to him through obeying that led him to say his prayers as requested.

EXAMPLE 2

Donald, four years old, had been for six months in the care of the housekeeper during his mother's illness. She was a woman of strong convictions and very systematic, laying down definite rules for the children to follow and expecting their implicit obedience. The children were in the habit of reciting verses from the Bible each night after supper. Upon this particular night Donald refused to recite his verse. He was sleepy and tired, so Miss S., the housekeeper, took him to bed, excusing him, for once, from reciting. He next

refused to say his usual "Now I lay me," and was again excused for the same reason. However, when in the morning Miss S. again demanded that Donald say his verse, and was flatly refused, she decided that he must be punished. She told him that she would not dress him until he had obeyed. All that day he remained undressed, refusing stubbornly to do as he had been bidden. That night when he went to bed again the verse was still unsaid. Not until the end of the second day, after the children had been to school and back several times, always coming in with the question, "Has he said it yet?" did mother hit upon a way to move small Donald. She began to tell him about the Christmas exercises to be held at the church the next Sunday. He became interested in her description of the tree and Santa Claus and said he wanted to go. "But you can't go without your clothes on," said mother. Then at last Donald gave in and, after saying his verse, was dressed.

COMMENTS

It was a question of matching wits with will, you see, for Donald was "game" to hold out as long as anyone, unless there seemed some good reason for his giving in. As in most cases of this kind the right treatment is to divert the child's mind, though in this instance it took rather a long time to find this out.

The example given is by no means to be commended. The boy did not "give in" for nearly two days. The reason for this is clear. He liked the unusualness of being undressed during the day. He liked more the notoriety it gave him. His conduct was the chief interest in the family. His brothers and sisters helped to suggest that his conduct was noteworthy by saying, "Has he said it yet?" as soon as they reached home after each school session. Doubtless Donald himself felt very much a hero since he could hold the attention of the whole family by

holding out against doing what they expected.

Miss S. was wrong in laying down definite rules, but since she did so, she should have helped Donald over the first break in system by suggesting to him some verse and letting him follow her in saying it. A tired child could easily do that. In other words, when a rule is laid down a way must be devised to have it carried out. After failing to do this and driving him on to obedience, she should have thought at once of some pleasure which dressing would bring to him, and should have led him to want to say the verse and be dressed in order to enjoy this pleasant experience.

Each time your child determines to do a thing and does it with pleasure, he is strengthening his will power for that particular type of action. By the phrase, "with pleasure," is meant more immediate pleasure or satisfaction than immediate dissatisfaction.

By making a certain line of action seem attractive, by so arranging that the

results of a certain action seem to bring direct pleasure, you naturally and easily enlist the child to repeat that thing in the future. This is the only effective way of training the will along any line.

To compel an act does not train the will at all. Thousands of boys who were compelled to do right at home have done wrong after leaving home. The reason is easily explained. Their own wills were not sufficiently involved in their conduct while at home. Their parents had not given enough consideration to the association of pleasant experiences with good action so that the boys' main reason for doing right was that they were under compulsion.

The following story shows how a mother first led a child to see that he ought to be able to control his body and then led him to want to control a certain part of it. By enlisting his desire to do this, she led him to say, "I must."

EXAMPLE 3

A certain boy, aged eight, often made a slight sound of "clearing-of-the-throat." It was a little habit the boy had developed during an annoying cold. It had gradually become more or less fixed, and threatened to develop into a constant, involuntary reaction of the throat muscles and vocal cords.

"Ha-hem. Ha-hem."

It wasn't a loud noise; but it was of frequent occurrence, and very exasperating. Sometimes it interrupted something the child was saying. Oftener it was unconnected with any conversation.

"Why don't you stop that noise?" his mother asked.

"What noise?" he asked. "I wasn't making any noise." He paused a second; then, "Ha-hem. What noise do you mean, mother?"

"Ha-hem," she mimicked. "That's the noise I mean. Why don't you stop it?"

"Oh, that. I don't know. Because I

can't, I guess. I don't even know when I'm going to do it, so how can I stop when I don't know it?"

"Hold out your hand," his mother said. The boy did so, wonderingly.

"Now snap your fingers," she continued. "Snap them until I tell you to stop."

"Snap, snap, snap," went the fingers; "snap, snap, snap, snap, snap——"

"Stop!" and the boy stopped at once.

"What are you trying to do?" he asked. "Is it some kind of a game you are playing?"

"Yes," his mother answered. "It is a game you can play all by yourself—and win, if you want to."

"What is it? How do you play?"

"By making every part of your body do what you tell it to," she explained. "Your fingers stop snapping when you tell them to. You can move your head or not, just as you want to, or your feet or your eyes.

"Can't you make your throat mind, too? Is that little throat of yours bigger

than you are? Come now—tell me—who's the boss, you or your throat?"

"I am, you bet!" the boy answered, and checked another cough on the first syllable.

"You see, it's a real game," his mother said. "You'll have to play your very best to win."

"I'll win, all right," the boy answered. "You see if I don't."

And within a surprisingly few days he had won.

In this correct method of treatment the mother did not scold the boy. She taught him. It was his own "I must" that won; not her, "You must."

A DOUBLE REASON FOR DOING RIGHT

Every child should be induced to do what is right for two reasons. A voice from without should say, "You must," and a voice from within should speak ten times louder, saying, "I must." The first should serve in an emergency; it should not be emphasized and should not

be heard at all unless absolutely necessary. It is only when your child responds to the "I must" that his will is effectively involved. Of course every act or choice not to act at all involves will. We are here considering a case in which choice is particularly conspicuous and significant from the point of view of character making. There are different ways in which you can cause the child to say, "I must."

MANUAL TRAINING

One excellent way of developing will power and one that in many households is too much neglected is that of physical exertion. Manual training is good for the child's general well-being, but it is especially good as a strengthener of the will. To do manual work, a child must continually have some end in view; he must anticipate the accomplishment of that end through his own efforts; he must have the will to remember various things, the will to do this thing and that as a

means to the end desired and the will to stick to the job until it is completed. This co-ordinates the mental and physical and thus develops the will.

INTEREST CHILD IN HIS OWN DEVELOPMENT

Another excellent way of developing the will is to get the child interested in his own development, physical, mental and moral. If you want your child to take a certain form of exercise to develop himself physically, you might commence it in the way outlined in the following lesson.

LESSON 1

AIM

To cultivate strength of will by means of physical exercises.

DEFINITE INSTRUCTIONS

Let the child stand by you with his right side toward you, take his right fist in your right hand and hold his left arm just above the elbow with your left hand. Bend his arm at the elbow joint three or four times and squeeze his arm with your left hand as his muscles contract. Say, "Would you like to make your muscles stronger?" A child, especially a boy between five and ten years old, will not only say, "Yes," but will show great delight at the thought of becoming bigger and stronger. As soon as the child says, "Yes," say, "All right, roll up your sleeves and I will show you how." After the child rolls up his sleeves, have him stand right in front of you, roll both of his sleeves as high as you can get them and say, "First, I want to pound the muscles a little to get them loosened up and then we will exercise on the porch with two brooms."

As you say these words, tap the child's arm lightly all around from the elbows

to the shoulders; then get two brooms; give one to the child and start to sweep the dirt off the porch. Keep talking about how well that develops the muscles of the arm and quit after a few minutes, that is, before the child is really ready to quit. Contract the child's arm two or three times again and remark that if he exercises like that very much he will soon have strong muscles. Mention a few things which are especially good for developing the muscles, such as using a hoe, using a hammer, lifting, carrying, throwing stones, etc.

COMMENTS

By applying this same idea of appealing to the child's ambition, getting him to assert his interest in becoming like certain admired persons along moral and intellectual lines, you can enlist the child's earnest effort to develop along these lines; then, just as in the case of physical development, you should suggest various easy ways in which the child

may develop his mind and character. All of your suggestions, of course, should be based upon the purpose of developing character by definite drill or practice.

SUGGEST CONCRETE THINGS

If your child is just beginning the subject of addition in arithmetic, give him to understand that each time he solves a problem in addition, he is developing his mind. Always point out concrete steps when urging a child forward. Show this thing and that immediately ahead of the child and explain to him how he can develop himself by taking advantage of his opportunities.

LODGE SUGGESTIONS

As grown persons, we are not accustomed to select a course of action unless we believe we can carry out our program. Therefore it is wise for you to lodge the suggestion in your child's mind that he has strong will power. There are

three ways in which you may do this: first, whenever you propose that the child do something, no matter what it is, speak as though you had not the slightest doubt but that your child can and will do it; second, after the child accomplishes the task, commend him on his splendid success; third, lodge the suggestion by having the child repeat certain words which will, to a certain extent, influence his mind and action.

LESSON 2

AIM

To develop the moral will of the child of twelve years by suggestion.

DEFINITE INSTRUCTIONS

Teach your child to repeat just before breakfast, after sitting down to the table, words like the following: "I am master of myself. I have strong will power. I know what is right. I want

to do right. I will do right." The child's attention must be altogether on what he is saying. Therefore, when you first propose repeating those words, immediately move your chair up a bit, sit up straight in your chair, look serious, expect the child also to assume the same attitude before you begin to repeat the words with him.

You may lead your child to say these words with you at the opening of a meal or just before going to bed by saying, "Let us repeat our plans for life."

COMMENTS

This plan will be of no practical value to your child unless it is carried out in the right way. Simply to repeat the words proposed in parrot-like fashion and while the body is in a lazy position will do no good at all. By holding a thought in your mind for some time or by bringing a thought to your mind often enough, you may be sure that it will influence your action. Your chief thoughts deter-

mine how you will act on moral questions. It is the child who has either been directly molded by wrong ideas given by others or who has not been given a sufficient number of right thoughts who is always the one to be easily influenced and to yield to various temptations.

CONTROL OF THOUGHTS

Every single effort which your child puts forth to control his train of thoughts will increase his power to direct his own thinking. He should be told and convinced that this is a fact. As an illustration of the fact, it may be told that those who become crazy and commit murder are those who read about such matters and allow themselves to meditate on them for a long time until such thought becomes an obsession, or fixed idea.

Tell your child to treat evil thoughts in the same way as he would treat fire. Cast them out the instant they come.

Explain how a match can easily be blown out when it is first lit, but, if it is not extinguished, papers and then houses are set on fire. It will cause a conflagration that will destroy much property before it can be put out. Teach the child whenever any wrong thought comes, to drive it away by thinking of something else at once.

While the young child will not have the judgment which an adult should have in regard to what subject it is best to think on, or allow to absorb the mind; yet if you deeply lodge the idea in your child's mind that he always can and will do what is right, it will help him a great deal by giving him moral courage. When your child's mind reaches the point where it can hold fast to one idea such as, "I will do right," in various circumstances, he will be exercising will in one of its noblest aspects. "As a man thinketh in his heart, so is he," is a scientific truth.

PROMISES

The child should be taught to make few promises, but after making them to hold to his pledged word. He will weigh matters more and more carefully before coming to a decision if he is shown that it is only weak people who continually change their minds.

EXAMPLE 1

James didn't know whether or not to go to his grandparents for his customary four weeks' vacation. He enjoyed so much the vacations spent on the broad, spacious commons adjoining his home; in his barn, well equipped with gymnastic apparatus; in fishing along the creek over the levee which terminated the street on which he lived; and the company of his good pals—they used to congregate on the street corner where they played marbles, gave election speeches, and did many other utterly harmless and highly entertaining things too numerous to men-

tion. Then, he thought of the delightful days on the farm—the meadows, the wonderful natural joys, the spacious rambling house with its old books and antique furniture, the lawn with its beautiful trees, apple and cherry; of everything out at “Glendale” that was different, fresh and stimulating. And he remembered his former desire to go.

One day mother had said, “Well, Jim, if you want to go to grandfather’s next week, just say so and I’ll write him to meet you at the station with the buggy and Jupiter—and, oh, you’ll have a lovely time!”

“Oh, yes, I want to go, sure thing!” James had responded, and mother had written a letter to grandfather telling him that James was coming the next Monday, and wouldn’t he please meet him and take good care of him.

The next day he went over to see George, who said, “Oh, Jim, what will I do if you are gone four weeks! I won’t have anyone to play with, ’cause Jack and Tom are gone. Please stay.

Just think what fun we always have together.”

“ Well, maybe I will, now that I think about it,” intimated James.

Arriving home, he said, “ Mother, I don’t think I’ll really go to Glendale at all. I’m going to stay home, because I won’t have George to play with if I don’t.”

Mother pondered a moment, then said quietly yet firmly, “ Jim, you are pledged to go to Glendale. You told me yesterday you were anxious to go, and didn’t I write to grandfather? Think, dear, how disappointed he will be if I write him that you aren’t coming. Besides, grandmother and grandfather get very lonely. They stay on the farm all winter by themselves with only Bruno—dear old Bruno who runs races with you and lies down beside you on summer evenings and is a very dear friend. But really, that isn’t the reason you should go. You promised, and you ought always to live up to your promises. You must always take time to think things over after this

before you come to any decision, and then when you have decided, always do the thing unwaveringly. Of course, just this wouldn't make so much difference, but when you are a man you may do things which will bring reproach and humiliation upon yourself if you are always changing your decisions."

When mother had finished, James said, "All right, mother, I'll try to do that. I'll go to Glendale, sure thing." And James went to grandfather's and had a fine time—just as mother said he would.

Mother did the right thing at the right time. She skilfully guided the boy along the paths of stability and dependability at an age when he was most impressionable. With constant guiding along this line, James grew to manhood with a highly developed sense of strict obligation, and won the confidence of his associates by absolute dependability.

RESOLUTIONS

The word, "resolution," suggests "New Year's resolution." New Year's resolutions suggest broken resolutions. This is true simply because resolutions made at the New Year are too radical. They are made merely in the form of hopes or wishes without enough attention being paid to definite plans for carrying them out.

Resolutions may be a hindrance or an aid to the development of the will, depending upon how they are made. Nearly all cases of resolutions made through fear, such as sick-bed resolutions, resolutions made to avoid whippings, etc., are weak and do not aid the development of the will at all. You should teach your child how to make resolutions in a way that will develop his will.

Sometimes you must help a child see just what he ought to resolve to do, as in the following story.

EXAMPLE

Marie, a pupil in a girls' boarding school, had decided to give up all foods which she especially liked during Lent; not only candy but many strengthening foods were included. She was just at the age, her fifteenth year, when the idea of keeping Lent was not so much a matter of reverence as it was an act deserving of special praise in the eyes of one's friends.

Further, her constitution, an unusually hearty one, demanded much nutritious food.

"Marie," one teacher said to her, "you are growing and you are mistreating your body by giving up absolute necessities."

But Marie was a headstrong girl, an only child, and used to doing what she pleased.

After two meals of bread without butter, meat without potatoes, no vegetables and little fruit, she grew so hungry, it was almost impossible for her school-

mates to endure her company. Going without eating affected her disposition, naturally sanguine, but now, with the extra pressure brought to bear, much more sensitive.

Both teachers and pupils decided it was best not to urge Marie further, and, in due time, she would want to give up her ascetic treatment.

The next meal, Marie announced: "Well, I can't stand this much longer, going without eating makes me actually cross. I am going to eat some potatoes tonight."

The girls looked up in surprise. "Well, Marie, I thought you made a resolution you would not eat anything during Lent which you liked."

Miss Sherman, the principal of the school, called Marie into her office after breakfast. "Marie, just what was it that you resolved not to eat during Lent?"

"I wanted to give up everything which I especially liked, candy, for instance."

"Well, that is a good thing to give

up because you really like it and it is not necessary for your health. What other things, Marie?"

"Potatoes, corn and peas."

"Well, Marie, those are strengthening foods and very necessary for your growth. You do not eat them only because you especially like them but because they are essential health foods. By giving them up, you are not actually carrying out your resolution, but by limiting your pledge just to candy and sweetmeats, you are giving up something which you like but which is not necessary for growth."

Here, a tactful teacher helped a wilful girl to gain strength to give up an unreasonable resolution, but substituted another more sensible one in its place, so that the child would not appear weak in her own estimation.

Miss Sherman showed Marie that she could keep her resolution and eat enough food, too, if she only cleared up her own mind as to just what she had really meant

to refrain from eating, namely, that which was eaten for pleasure's sake only.

COMMON SENSE PLAN

If your child makes a resolution and breaks it, the suggestion and also the act will tend to weaken his will power in the future. If your child makes a resolution, even though it be small, and carries it out to the letter it will tend to strengthen his will power. Therefore, it is only common sense to insist that your child adopt the following plan: never make a resolution unless you can and will carry it out. Make a resolution extend over a very short time at first. At the end of that time, make another resolution, perhaps more exacting than before, but not too exacting. Decide absolutely that you will carry out whatever you now make up your mind to do.

After having made the resolution and temptation comes to break it, do not do so, whatever you do, until the time limit is up. After the time set in the resolu-

tion is up, then decide whether another resolution of the same kind would be a good thing.

Suppose your child has already broken a resolution. Whether there was or was not any time limit on the former resolution, make a very brief time limit on the next one. If it was a week before, make it only a day now. Decide and resolve to carry it out for the short length of time no matter what happens, and then when the time is up, repeat the resolution covering only two days, etc.

MAKE RESOLUTIONS IN MOST NORMAL MOMENTS

When your child is feeling most normal, physically, then is the proper time for him to make good resolutions. Speaking in general, the morning is a better time for making resolutions than the afternoon. In fact, most temptations to break resolutions after they are made come in the afternoon when the body is more or less fatigued and the mind is

thereby influenced. It is well for you to realize this fact not only in training your child but also in managing yourself. You should always watch yourself closely; whenever you are feeling the least bit tired physically your mind will always be fatigued; it is only common sense on your part to realize this fact, and guard against all temptations resulting therefrom.

During the short period which a child may set apart for carrying out a resolution, do not flood him with temptations to break it. On the contrary, keep him away from temptations as much as possible.

MAKE RESOLUTIONS EXACT AND DEFINITE

Most bad habits are started in this way: a person says, "Oh, just this one time will not matter." Then the same person will say the same thing on another day and another and another, until a new habit is formed. Now good and

bad habits are formed in precisely the same way. Therefore, have your child resolve to do some good thing "once at least" and then have him resolve to do that same thing "once more at least," and so on until the habit is formed so that no further resolutions are necessary so far as that habit is concerned.

CONTINUALLY EXERCISE WILL

By influencing the child in the proper way to become interested in his own development along different lines, you can see to it that he is continually getting exercise in developing his will. Resolutions to form new habits and their actual formation are excellent training of the will. Give the will some exercise every day. It need not be much, but always have some new and interesting habit, in the forming of which the child's will may get exercise.

ENCOURAGEMENT

By applying the principle of encouragement to your child's action you can accomplish much. No matter what he is doing, if you want him to develop will power along that line, encourage him by commending him on his skill and he will do the rest. Do not wait till he shows marked skill along any line; instead, remember, whatever the child does, that is his best, is really fine. Tell him so not only once but several times. Talk in this fashion: "Why, what do you think of that—that is fine. I did not know you could do that so well."

Remember, the question always to be asked in regard to will power is not, "Has my child enough will power to do this thing if he should try?" but rather, "Has my child will power enough to try?" One of the very best ways to get the child to try is first to have him do some little thing that does not amount to much in itself and then encourage him by some remark. This attitude of com-

mending the child for what he has already done will go a long way toward enlisting his will to go still farther in that line.

CONCLUSION

He that is slow to anger is better than the mighty;

And he that ruleth his spirit, than he that taketh a city.

—*The Bible.*

CONCLUSION

After surveying the details of the several methods described in the preceding pages, it will be helpful to the reader to gather together some of the leading facts and also to consider some additional basic truths regarding parent and child.

The greatest concern of intelligent parents is, by means of a thorough study of what we may call the technique of self-control, to induce from the plastic child-spirit, the future man or woman of enduringly fine and noble character.

John Dewey has said, "Character and conduct are, morally, the same thing, looked at inwardly and then outwardly." We are more concerned with good behavior than we are with good intentions; good conduct being the outward sign of an individual dominated by good intentions.

Approved ways of acting are expressions of adequate ideals. Your ideals for your children are already outlined in your mind. It is our privilege to assist you in training your children habitually to choose those modes of conduct which embody your ideals. We are agreed that the daughter is to be modest, sympathetic, neat in dress, respectful to father and mother, careful in choosing companions, and trained to do specific service. The son is to be industrious, obedient, honest, a lover of peace, justice and honor, and eager to lead a useful life. In a word, the ordinary requirements of society are acceptable ideals of conduct. We are not attempting to teach new ideals of character. Rather, we urge you to survey your own code of morality, cultivating by improved methods those traits you wish your children to possess permanently.

The ideals to which parents adhere are accepted, but in degree modified, by the new generation. This is altogether proper since greatness in character can

be attained only as the understanding grasps in detail the plan on which the moral life is to be built. Free choice of word and deed, of vocation and recreation, is a necessity if real virtue is to be acquired.

When you are planning with your children how to guide their lives, you are justified in carefully setting before them the detailed standards of conduct that you approve.

While making every allowance for individual freedom, you may so stress the essentials of a good character on your children as to aid them largely in its achievement. Fidelity, courtesy, truth, self-sacrifice: all these may be termed axiomatic ideals. The task lies in the acquirement of definite knowledge of the best method possible to encourage latent qualities to develop into ultimate beauty of character.

There are many kinds of animal families. In some instances fathers and mothers neither know nor care in the least for their offspring. In others, no

interest is taken in the development of the young, as in the case of the ostrich, which deposits her eggs in the sand, covers them up, and then leaves them without further attention.

THE HUMAN FAMILY

The human family is organized very differently. Charles and Marjorie met by chance in the home of a mutual friend. Casual conversation led to acquaintance. Their paths crossed repeatedly in church and social gatherings, and after some years of friendship they became engaged to be married. Their marriage brought into their lives four lovely children, all of whom lived to maturity and became honorable members of society.

This is a mere sketch of many a family; what are the actual bonds uniting these two persons? What is their relation to their children? A very brief answer to these questions will suffice. Marjorie from childhood longed, even yearned, for

children of her own. As soon as she learned that she must become one of a pair in order to establish a family, her heart hoped always for a good husband. Her growing intelligence added details to the picture, until she had a full outline of her ideal. Charles, at first, seemed repulsive to her; his manhood stood out boldly, and the finer traits of which she thought so much seemed sadly lacking. Little by little she discovered his better nature, and a deep respect—later an intense love—arose, so that she was ready to join her life with his, establishing a common home.

Charles, in like manner, went through several stages of development in his love. For him it was a case of love at first sight, followed by a decline when he formed other friendships. But the fine esteem of her friends, and the maturing, sound judgment of a young man, brought him again to her side. He then discovered a strong, healthy, capable woman, endowed with good sense and a most lovable disposition. His earlier in-

terest revived and became a lasting affection grounded upon respect.

The coming of the children did not find the parents' hearts unprepared. That fine sentiment dominating the girlish heart now bore fruit in the home. First, the husband was converted by the wife from a crude father-to-be into an intelligent and attentive helpmate. He could not become a woman in his attitude toward his children, but he assisted the mother and lived with his children—their hero, as the mother was the “goddess” of the family, joining with them in paying her every tribute of love and respect. He affirmed and demonstrated his belief that the finest exhibition of a man's religion is in the love, care, protection and fellowship he can give to his wife and children.

The outstanding differences between the animal and human family must be noted. Unfortunately many human families are still modeled on animal planes. Some of these cases are incurable because the parents have low men-

tality. Other families are typical human groups, capable of improvement and reform. For them a sharp distinction between a high and low-grade family life can be easily drawn and effectively taught.

In a typical human family of the better type the marriage has resulted from deliberate, tested, delayed choice, with due consent of parents; and is based on character, only slightly influenced by financial and social gain. The home is established, not for temporary and selfish purposes, but with a well-considered view to the future and a definite purpose of serving society. Father and mother firmly resolve to make home the center of every interest; to test every project by its probable effect on home life; so it is the cornerstone in faith with every member of the family that whatever may happen, he will never cease to belong to the family circle until death severs the bond. Each member of the family is to care for and help every other member.

PARENTS ARE GOD-LIKE

This Course in the home education of children is prepared, as we have seen in previous chapters, for conscientious parents. If you take seriously the fact that you have children in your care, you must also agree that marriage itself is a divine and infinitely important institution. It is established for the good of society and for the proper nurture of children during their dependent years.

A mother has been heard to declare that with the throes of childbirth she felt her link with the Creator. It is undoubtedly true that parental functions are God-like. From two beings is generated a third, demonstrating the eternal trinity in nature. Like the Creator, parents watch the ultimate destinies of little helpless beings; like him, they guide these little creatures in the way they should go, helping and teaching them to become perfect according to the divine ideal.

Love is the dynamic factor in these

activities of parents, as love is surely the motive power in the Creator. Love is the first and foremost ruler in the home. It is stronger than law.

You will remember that we discussed in our first volume those fundamental principles on which a system of child management may satisfactorily be based.

Suggestion plays a very significant part in the development of self-control. The attempt to enforce by direct methods the wishes and purposes of parents is nearly always a failure. The indirect methods that we have recommended are, in every case, applications of the principle of suggestion. The child is surrounded by circumstances and conditions carefully manipulated by a thoughtful parent, so that the cautious control of his own impulses is indirectly suggested to him.

Consequently, you will accept responsibility as a teacher in the home, and endeavor to guide your children more conscientiously. If such be your purpose, we welcome you into the growing

ranks of faithful, intelligent and successful parents.

THE SON AND DAUGHTER

The parents' largest problem is to control and train themselves. Nevertheless, some general remarks should be made about the son and daughter. We have chosen these terms advisedly. Careful parents like to speak of their children in these more particular and honorable terms. Son and daughter indicate at once what position in the family a given "boy" or "girl" may occupy. "My son" is preferred by a father, proud of the records his boy has made, while daughter, also, is a term of endearment. It gives the child a definite family standing, together with father, mother and son. Parents who can say, "Our daughter" minister to the culture of the child, giving due recognition to her individual personality.

The use of these terms is recommended, therefore, to all parents. However young

a child may be, the warmth of feeling registered in these words is not to be matched by any others available.

WHAT IS A CHILD?

Consider what is in your hands when a child joins your family circle. He is not a piece of property. The Roman father, indeed, at one time, had unrestrained power of life and death over the children in his home. But those days are long past, even for many of the barbaric peoples. Crude, unthinking, brutish fathers and mothers among us may yet treat a son or daughter as property to be used, when opportunity offers, as a wage-earner, but agitators have awakened a lethargic public, and now child labor is at last condemned by general legislation.

Neither can the child be regarded as a slave, or as an inferior order of being as compared with his parents. Plato defined a slave as "one who accepts from another the purposes which control conduct." Any parent who treats his child as a

lower order of being than himself can never help the child in character building. Such an attitude is a dishonor to the child, a shame to the parent and a blot on human history.

EXAMPLE 1

Richness of learning and poetic genius did not prevent Milton from most grievously blundering in the management of his children and understanding of his true relation to his family. He did not allow his daughters to learn to speak any foreign language, saying in ridicule that one tongue was enough for a woman. He refused to send them to school, but provided some sort of teaching in the home. In order that they might assist him, he trained them to read in five or six languages, although they did not understand one word of that which they read. The result of his severe and selfish method¹ was such that the occupation

¹In this context it may be noted that Milton, ultimately blind from amaurosis, was extremely astigmatic. The astigmatic is usually cruel, brutal, self-opinionated, and harsh.

which he forced upon them became so obnoxious that they rebelled against it. Mary passed from restiveness to open revolt. She abused her father, neglected him, and finally came to hate him. When the fact of his second wedding was mentioned to her, she spurned it as news of no concern, adding that if she could hear of his death it would be something worth her attention. With Anna, the eldest daughter, Mary conspired to counsel the servants to cheat him in making the purchases for the household. His books the daughters sold without his knowledge. In his later years he complained bitterly that they made nothing of deserting him.

However, not only Milton's children suffered because of the lack of sympathetic understanding between himself and them, but Milton also was a loser. While his writings are ponderous and grand, they lack the spontaneity and sweetness that they doubtless would have had, had he cultivated the affection of his daughters.

EXAMPLE 2

The worst enemy Byron ever had was his own mother. She was not only disagreeable of aspect, but in intelligence, wisdom and self-control she seemed to be surprisingly deficient. She was capricious and of a most violent temper. She gave her son whatever fancy called for. She allowed him to remain absent from school for a week at a time; when angry with him she became so enraged as to fall into a state of physical helplessness, while her boy would run away and laugh at her. On one occasion the schoolmaster had refused Byron the privilege of going home on Saturday. The mother, indignant at being deprived of the visit, went to the school and poured forth such a stream of abuse and invective as to disgrace the son in the eyes of his schoolmates who chanced to overhear the interview. "Byron, your mother is a fool," the schoolmaster heard one boy remark to the lad. "I know it," was his sad reply.

The world reveres Byron's intellect, but mourns over his uncertain character. Had his mother been a normal, helpful woman, we might have had a Byron whose heart would have been as true as his intellect was strong.

The American Indian fathers are found to delight in playing with their children in the most intimate fashion. Their affection for children has been noted by Cushing, Fletcher, McClain, Hale and Koch. Powers remarks that he has seen many an Indian father tending a babe with far more patience and good will than the civilized father often displays.

Themistocles said of his son, "This child is greater than any man in Greece; for the Athenians command the Greeks, I command the Athenians, his mother commands me, and he commands his mother."

More than this, children are frequently conceived to be under special divine or superhuman protection. Some primitive peoples affirm that a child can hold con-

verse with the deities from whom he has lately departed. Children are permitted to imitate and mock the most sacred ceremonies of their elders without fear or restraint from their parents. The ancient Celts had the proverb, "Empty is the house without a boy." Among the Hebrews and the people of India, in fact among many peoples, the first-born in the family is regarded as particularly sacred.

The child is always a person. The dignity of personality can be discovered by a sympathetic observer. The sensitive mother sees a real man or woman in her infant. She talks to her baby of a few hours as if every word were understood, as if every quality in her voice were appreciated. This is the divinely appointed method by which to bring forth growing personality, to nourish it into a fine type of boy or girl, and to mold it later into the ideal man or woman.

· Continue to deprive the infant of human intercourse, and only a dumb brute would be found at the end of twenty-one years. Just as truly, every day during

the period of childhood, both father and mother must "coach" the growing man or woman, calling to the hidden personality, and listening responsively to the child's reply.

HEREDITY

Heredity is the name applied by science to the tendencies we receive as a mental inheritance from our ancestors. Modern physiologists and psychologists disregard many of the terrible consequences of a "bad" heredity so firmly believed in by their predecessors. With the exception of epilepsy, feeble-mindedness, imbecility, insanity, or a venereal taint, hereditary diseases are all relegated to the dust heap of discarded ideas.

Our plan for child training rests frankly on the idea that theories on heredity are of little importance in planning the moral education of a child; we shall be concerned almost wholly with environment since obviously we cannot change nature's laws.

NORMAL CHILD

We have not spoken hitherto of the normal child; but it may be well to indicate that this course is planned to meet the requirements of a normal child; the deficient child being entirely a pathological type. As soon as a child is born the question is asked, "Is he a normal child?" By normality is meant typical soundness of health in body and mind. Little can be accomplished with a child so long as his health is poor. Upon the general health of the body depend the functions of brain and mind. The ideal method, therefore, is a concerted training of body, mind and character; for whatever is injurious to one injures the others, and whatever benefits one is beneficial to all.

In a succeeding volume you will be given definite health instructions. Here it is sufficient to say that conditions must be radically altered to secure desired results from a sick boy or girl. Many demands must be suspended; many long-

drawn-out approaches must be abandoned and instant concessions made, even though a careful method of child management has been followed before actual sickness overtakes the patient. Illness constitutes a unique situation and no excuse can make good a defect in adjustment of training under these special circumstances.

INDIVIDUAL DIFFERENCES

Note the differences between children of the same sex. Parents succeed with one son and attempt the same methods on the second boy, while the two are so diverse that failure is inevitable. One child may have inherited largely from his mother, the second has inherited his predispositions from a grandmother. A stern parent who attempts to force the two to work as a team is forcing a square peg into a round hole. This is futile, nullifying scientific education.

In dealing with crying, father and mother impress upon the child ideas of safety, comfort, and a parental good-

will. The child cannot be compelled by word of command to stop crying. One child will desist by reasoning; another by deft substitution of an idea other than the one inducing his tears.

The rule is this: never attempt to put any two children through precisely the same rôle unless you are sure that they have somewhat similar dispositions. This does not contradict our doctrine that the same general appeal may be made to all of the fundamental instincts.

Suggestion, the supplanting of the false idea, the false premises, by the true idea, the logical sequence—this is constructive child training. It may here be noted that the very instinct of the mother is correct, for does she not, by her power of suggestion, quiet her baby's crying and put him to sleep?

Each person passes through a number of stages of development. Broadly speaking, we observe the infant, the boy or girl, the adolescent youth or maiden, the young man or woman, and the matured adult. In each period the mental,

moral and physical life is different from much that has gone before or that is to follow; no wise parent can ignore these facts and succeed in child training. Each period presents different problems.

In spite of these well-known differences distinguishing children from adults and from each other, all students of child nature teach the general similarity of all normal children in respect to their essential characteristics. "Children" are a distinct well-marked section of society. They are set off by popular judgment from adults. Children flock together and so prove their common likeness.

PARENTAL SELF-TRAINING ESSENTIAL

The impulse to love, to make themselves worthy to inspire respect and affection, must be realized and expressed in action. By this means each parent can make the most of his life. Says Herbert Spencer, "The great error made by those who discuss questions of juvenile discipline is in ascribing all the faults and

difficulties to the children and none to the parents.”

Anger is due to wrong suggestion, wherein ideas of enmity and antagonism are presented to a child. In every case the boy or girl who becomes angry enlarges upon the object of his ill-feeling, because he is very markedly suggestible and responds instinctively in self-defense. Fears, notably superstition, are impossible unless they have been suggested. Consequently, in the case of both anger and fear, our method of controlling a child leads us to make large use of suggestion.

We inject, by indirect methods, ideas which will displace those that have aroused the undesirable emotions. Sympathy and love become repulsive if boldly and directly urged upon a child of any age except infancy.

One of the most important recommendations in the preceding pages has been that suggestions of the desired type of action be offered far in advance of the time when the act is to be performed.

Repetition of these preparatory suggestions is then possible, and time is allowed for the growth of convictions and purposes in the mind of the child.

Not only a home, but a state and a nation are dependent for sound morality upon the kind of life father and mother live and cultivate in their offspring.

Father or mother can never work alone and accomplish satisfactory results in the building of their own characters. Speaking now of either father or mother, each must depend on the other and on the children as well for aid in this foundation work. A child is equipped, as Dewey shows, in a marvelous manner to call forth educative aid from his parents and associates. Under favorable conditions this process of developing his own mental mechanism and of profiting from his social environment is continuous. Hence the parent may not easily discern most significant transformations. For example, a child may display the most heartless cruelty or selfishness for a few years; mother and father stoutly affirm they

cannot possibly trace these qualities to an immediate ancestry. They come to mourn the fact that a beloved little one seems marked for life with such unlovely characteristics. However, as time passes, with patient teaching and a worthy example, the daughter one day is found to have cast off this trait and to have developed a really beautiful, unselfish disposition. Environment, and the patient substitution of the lovely for the unlovely, is the unquestioned reason for this desirable change.

ATTITUDE TOWARD CHILDREN

To manage a family properly we must maintain correct attitudes, not only toward our own children, but in fact toward all children as well. These attitudes are the sentiments that absolutely determine our success in managing people.

Substitution has had a prominent place in the proposed methods of this Course. By substitution we mean presenting the

child with such thoughts or objects as will enable him to deal with ideas and material things other than those which have perfected undesirable emotions. The diverting of attention from the undesirable to the desirable seems to be a necessary step in every attempt to improve the conduct of a child. A clear instance of this is seen in our methods of dealing with anger and fears. Fears cannot be cured without giving to the child wholesome objects for his consideration. The boy who fights will gladly substitute a superior mode of combat in the form of the acceptable games or sports. In fact, the development of character in a child requires a continuous shifting of the attention from one object to another. The interest of the child leaps from point to point. If wise guardians of his destiny select the proper things for him to look at, handle, hear and think about, there is certainty that the growth of character will be continuous.

TRAIN YOURSELF

The father and mother, whom we hope to reach, are eager to improve their methods as to child management. The first and greatest commandment to such parents is, "Know and train yourself." This cannot be a mere preliminary to effective dealing with children; it must continue as long as the parents are responsible for the nurture of the children. As long as one would help a child he must hold himself under disciplinary control. There must be a stable attitude of self-criticism followed by self-correction and improvement.

All through our discussion of these themes we have pictured the father and mother standing beside their child and rendering sympathetic help at every crisis. They are actively to assist him in gaining self-control. Their own example stands out well in the foreground. In times of misfortune and injury, mother sympathizes with the child, and at the same time attempts to alleviate it. At

all times our methods prohibit the development of the least antagonism between parent and child. If deprivations must be endured, there is parental comradeship. If fears are to be encountered, mother thinks of her own experience in former times and stands by her child while he overcomes his terrors. If new and unwelcome duty is laid upon the son or daughter, father and mother are carefully to share in the burden. In arduous toil they take á hand. In fact, on every occasion, they attempt to outdo the child in boldly attacking difficulties, carrying heavy loads, enduring patiently the necessary aggravations and discomforts that must be the common lot of every family. The parents who follow the system of training here suggested exhibit a persistent expectation that the child is going to profit from their instruction and assistance.

The mother who looks into the eyes of her vacillating and unstable child, pours into his soul her own strength of will and firm conviction that he can and will

achieve self-mastery. Even with the mildest intimations of her assistance, there is a never-ceasing, silent demand that the child follow where she leads.

Hold this conviction: that you already know many of the unvarying laws of child-management. Our part is merely to add to what you now know; to express in a stimulating way the results of wide and trustworthy experience and to aid in the correction of many unnoted and disastrous parental blunders in working with children.

While affirming this position, we remember that conditions to which a child is progressively learning to adjust himself are themselves in a continuous state of change. He must be so well taught that he can travel a pathway that is itself in motion, climb a mountain that is being remolded, and cross a valley that is taking on new shapes.

But, fortunately, as soon as a lesson in discipline is learned, the child has formed a habit embodying the principle taught. When this habit is attained, the work of

teaching, or training or disciplining a child is in so far a success.

A strong, confident attitude holds a child on a uniformly high level. Children are not mature in any respect; they urgently need the stimulus of your firm purpose, clear foresight and steady urging in their advance toward a perfect character. In moments of weakness father and mother must be known to hold an unswerving purpose to do right at all costs.

The son and daughter can be and should be so lovingly cared for as to become their really best selves. By foresight you can start them in life so that they may develop all the nobility of character of which they are capable.

The training of the children is a family affair. Each parent and each child is responsible for helping every other member of the family to attain to good character.

TEAM WORK

A mother who nags at and despises her husband can never become a successful teacher of her children. A father who sneers at his wife, treating her as a composite of household drudge and tailoress, can never become a successful father. A loyal wife speaks only good of the husband who has chosen her. A husband and father always exalts the virtues of the wife and mother. He can well enlist all the children in a sort of shrine-worship at the feet of the mother. He should plan to celebrate Mother's Day, Mother's Birthday and other occasions in a way to foster love for wife and mother effectively.

A good husband chose Mother's Day morning as a fine opportunity to satisfy himself and to deepen the children's love for their mother. Unknown to her, presents were bought, poems selected and a program made out. Just after the mother's waking, in trooped the children. They heaped up the presents, fastened

the flowers in her hair, recited the verses and the joys of devotion to mother, given full sweep in words of appreciation and in accustomed endearments.

This father teaches habitually that the mother is a woman of noble character and extraordinary gifts. He stimulates the devotion of his children and fosters their love for her. Obedience and good fellowship are immeasurably strengthened.

Mothers, too, can wisely talk over with the children the good deeds and qualities of the father during his absence, fixing their attention for all the years on his finest traits of character.

The power of united appeal of parents to children is lost when children hear father and mother find fault with one another. This fault-finding is also a fertile cause of disagreements and quarrels among the children, who mimic a perpetual bad example.

The recommendation of co-operation may be the more acceptable if one considers that both masculine and feminine

traits of character are needed in the make-up of each boy or girl. This is only one proof that each sex is composed of elements belonging to both sexes. From all the evidence we infer that each son and daughter needs the help of both father and mother in the making of character. The daughter must share the out-of-door spirit of the male members of the family. The son must co-operate in the indoor enterprises, developing the feminine side of his nature by hearty fellowship in womanly activities to a proper degree.

True parents enjoy frequent conferences about their children. A tactful mother will gently force co-operation upon a busy husband and train him to share in the care of the children.

Whenever there is an indication that the boy or girl is not disposed to heed parental instruction, it is immediately reinforced by the expectancy of both father and mother. This attitude of mind constitutes a powerful incentive to action in the child, as well as a wall of defense about him in the moments when he is

likely to drift away from the appointed course of conduct.

A recent biologist declares all children come under one of three groups: the vital group, the motor group and the mental group. Those in the vital group are large bodied, given to satisfying bodily appetites, concerned with what preserves and promotes life. In the motor group are those given to action—always at work or play, able to plan and achieve large undertakings, impatient with theory and fond of experiment and construction. The mental group collect information, build sciences, write books, and, in a word, do the world's thinking. Each group has its own method of working.

It will be obvious that some knowledge of the child's temperament is needed in order that a principle may be logically applied. If a child never replies promptly when stirred into action, it is worse than a waste to urge action at a rate entirely unnatural and perhaps impossible. Father may work fast, son may work slowly; why institute a life-long

antagonism by attempting to make both adopt the same speed?

As we have seen, "Anger produces anger." If you suffer an annoyance to provoke your anger, the child will meet you with his bad temper, and a wretched situation is made worse. A child's attitudes toward his parents are very largely determined by the parents' conduct. Meet a frown with a smile. Deluge a petulant word with caresses until the wave of ill-feeling has passed, then begin your careful instruction of the child. Cultivate a "sense of humor." Many a trying moment can be turned into a pleasurable experience if the funny side of things is brought out. Laughter dissolves antagonisms and crystallizes bonds of affection. Comradeship in fun is just as useful as companionship in labor.

Parents must strive to see all the way around the son or daughter. They must work as sculptors, moving now to this, now to that part of the personality, doing the work that immediate circum-

stances demand. "All-round development" must be the ideal at home as well as at school.

The government, management, control, discipline and training of children in the home are all terms designating the process of education which takes place under parents' care. Education has been properly defined as assisting a person to acquire such habits as enable him by self-control to adjust himself correctly to human society. Just so far as parents succeed in training a child, their further control becomes unnecessary; the very measure of their success is the ability of the child to dispense safely with parental oversight.

Perfect self-control acts as deterrent in the place of anger and ill-temper; as antidote to fears; as direct stimulant in courage and perseverance, as basis of will power.

Remember, children grow by love, praise, understanding and sympathy.

Parents who loyally and cheerfully follow the instructions which have been so

carefully prepared for them, and who in any appreciable degree apply the principles, must remember to give frequent, hearty and stimulating approval to their children.

Every child needs to be occasionally reassured of parental good-will. Perhaps it is more essential when there are numerous and earnest attempts made by father and mother to thrust the child out from his present position. When he attempts to win some moral victory, he necessarily yearns for recognition by those whom he holds most dear. If he conquers in the training on self-control or wins victory over his fears or ill temper; if unloveliness and cruelty are displaced by sympathy and generous services of others, the child returns to father and mother with eager hope that his achievement will meet their approval. We take advantage of this natural longing for commendation and use it as a method of stimulating the child to further action. Should we omit this necessary recognition of the child, he has no adequate way

of measuring the degree of his success. He depends upon the sympathetic appreciation of father and mother for just and inspiring stimulus to further effort.

To conclude this section we may say briefly that all the volumes of this Course in Child Training deal not only with self-control but also with its ultimate achievements in the formation of strong and beautiful character.

The lessons contained enable a mother to deal with the cases of insubordination too common in many homes, in a firm, just and scientific manner.

You learn to enable your little ones to learn to fight the great battles of life instead of quarreling for petty privileges in the days of their growth. You unceasingly apply the five great fundamental principles embodied in this system of training.

Begin correctly; continue unceasingly. No man can then place limits on the degree of ability your child may develop. Nor can any tell how far-reaching may be the effects, not only on your own chil-

dren, but on all those others with whom he and you may come into touch.

In the volumes immediately following, we shall deal with those problems directly connected with the subject of physical health. Easy lessons will be given, enabling you to train your children of various ages in the best methods of keeping themselves in perfect bodily condition.

As the physical precedes the mental development on the material plane, so in the following volumes we shall first deal with the care of the physical body, afterwards demonstrating how best to cultivate individual character along the lines of mental development.

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