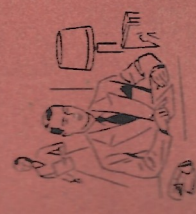
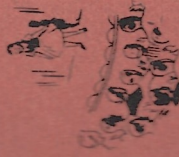
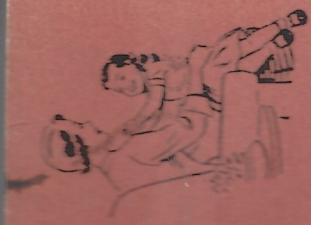


Elizabeth Ströman



How to bring out the BEST in YOUR CHILD

PART 10

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How to Bring Out The Best In Your Child



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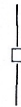
THE PARENTS ASSOCIATION

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PART TEN

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ILLUSTRATION 194

As the mother holds her precious baby, the prayer of her heart is that he will become the man she wants him to be — honorable, lovable and of real service in a needy world.

YOUR CHILD AND HIS GOD

Why Your Child Needs Religious Instruction at Home

Early one evening two boys, aged sixteen and seventeen, walked down a city street together. They were bored with life and were looking for something interesting to do. "Let's go to Conover," one of them proposed. "I think I can get a date there and maybe pick up one for you, too."

"O.K.," replied the other, "but how'll we get there?" The first lad glanced furtively at the long line-up of parked cars along the curb. "Let's borrow one of these. When we get back to town tonight, we can park it several blocks from where we found it and nobody will be the wiser."

The boys soon found an unprotected car that suited their purposes, climbed into it, and speeded to Conover. After an enjoyable evening there, they drove back to the city. But just inside the city limits they were arrested by three policemen who charged them with automobile theft.

When the four parents heard about the escapade, they were dumbfounded--disgraced. And yet those same parents had never taken the time to give any definite instruction regarding a high moral standard of behavior. Being respectable members of society themselves, they had assumed that their sons would just naturally grow up to be wholesome, law-abiding citizens.

At the trial which followed, the boys were found guilty of theft and were sent to a reformatory. After they had served a part of their sentence, the judge released them on condition that they would attend Sunday School every week during their parole. He realized that they were not likely to get religious instruction at home, so he did the next best thing --required them to go where they would get at least one hour of such training each week.

Qualified adults who deal with adolescent youth are beginning to realize the importance of religion in developing wholesome character.

Why does your child need positive religious instruction? He needs it because religion is the gateway to true happiness. Your child can live a rich, full life only as he has a sense of unity with his Creator and learns how to live joyously and harmoniously with those about him.

Religion is Needed for Well-Rounded Life

He needs religion in order to live a well-rounded life. If he were physically crippled or deformed, would you not go to almost any length to make him normal again? The hearts of all of us go out in sympathy to a youngster who cannot romp and play, whose entire life is blighted by a physical handicap. Yet many parents, through neglect, allow their children to go through life stunted spiritually, which is even more ruinous than to be stunted physically.

Your child needs vital religious training to enable him to get in direct contact with God, the Source of all power. God is the Creator of all physical forces including gravity, electricity, the power provided by expanding gases, and atomic energy. Even more important, He is the Source of all the forces that influence human personality for good. We have put falling water, electricity, steam, and gasoline to work and the power of the atom has been released. Likewise, if we put to use the laws governing spiritual forces, God's power will be released to transform individuals and bring about a new society.

Where can we learn about these spiritual laws? Where can your child get adequate religious training?

The Sunday School has done a good job of teaching in the one hour each week that has been allotted to it, but the amount of time at its disposal has proved woefully inadequate.

The teaching of religion in the public and parochial schools has some definite advantages, but even this method of instruction can only supplement the impressions made upon the child in other relationships. As a rule, a child's attitude toward others and toward God is fairly well established by the time he starts to school. Even after he enters the school system, his life is dominated by home influences.

This being true, the ideal place for your child to receive religious nurture is in your home.

An Important Challenge to You

The chief responsibility for his religious training rests upon your shoulders. There is no challenge any greater. Everything you say or do in his presence conveys to him either a religious or an irreligious significance. You cannot be neutral in your influence. Every moment you are with him you are teaching him either to ignore or to cherish the higher values of life. For example, if you insist that he be up bright and early on week days in order to attend school, but allow him to sleep away his Sunday mornings, he will certainly gain the impression that you consider secular education much more important than religious education.

What will be your answer next Sunday morning when he turns over in bed and says sleepily, "I don't want to get up. Can't I stay in bed?"

Will you say, "Why, yes, Johnny, this is only Sunday. You just sleep as long as you care to"? Or will you say enthusiastically, "In five minutes from now, it will be time to pop out of bed, Johnny. This is Sunday! This is the day we all go to church. You may rest this afternoon if you wish."

Some parents, who would abhor the thought of being deprived of religious freedom, nevertheless fail to avail themselves of the excellent facilities all about them for the exercise of such freedom.

One parent uses this time-worn alibi: "The reason I never go to church is that I was made to go when I was a child." Presumably, as a child, he was also made to wash his neck and ears. Yet for that reason he does not abstain from washing his neck and ears now. Neither does he say, "I never do any reading or any calculating because when I was a child I was made to go to school and study grammar and arithmetic."

Another such father, in conversation with the English poet Coleridge, argued vehemently against the religious instruction of the young. "I would not under any circumstances," he declared, "prejudice my children in favor of religion, but would allow them at maturity to accept or reject it." The great Coleridge replied, "Why prejudice a garden in favor of flowers and fruits? Why not let the clods choose for themselves between cockleberries and strawberries?"

Put First Things First!

"But how," you may ask, "can I find time to give my children religious training?"

Essentially the problem is one of putting first things first. As soon as you realize the importance of religious instruction in the home, you will find a place for it in the daily schedule of your family, even if some activities of lesser value have to be omitted.

Suzannah Wesley gave birth to nineteen children, most of whom survived infancy. One of her sons was Charles Wesley, the beloved hymn-writer; another was John Wesley, founder of the Methodist Church. Four of her children became distinguished scholars. Bear in mind that the Wesleys were poor and that they lived before the time of labor-saving devices such as sewing machines, washing machines, and vacuum cleaners. Nevertheless, Suzannah Wesley scheduled her time so that she could discuss religious matters with each child separately once a week. (John's hour came on Thursday evening.) Not only that. In order to meet her high educational standard for her children, Mrs. Wesley herself prepared their textbooks.

"How, then," you may inquire, "do I go about teaching religion to my child?"

As a first step you may need to enlarge your conception of religion. All too often people think of religion as merely a collection of facts, a system of doctrines, or a series of don'ts. Some even go so far as to think of religion as a strait-jacket, something that has been contrived by blue-nosed reformers for the curtailment of personal liberty. But such is not the case. True religion liberates and inspires.

It has been well said that genuine religion is caught rather than taught. And so, if you would impart it to your child, you yourself must radiate a genuine religious experience.

I suggest that before you attempt to teach any one of the following lessons, you read it carefully to capture its spirit and make its underlying principles a part of your own religious background. With this splendid preparation on your part, you should find these definite lessons an invaluable aid to you as you proceed to instill in your child a sense of life's higher values.

How You Can Impart a Sense of God Through

NATURE

The individual history of a child parallels in many ways the history of the human race. Just as primitive peoples first became keenly aware of a Supreme Being through the phenomena of nature, so a child in most cases will find God first in things that can be seen and touched. Even a very young child can learn much about his Creator through guided observation of the heavenly bodies and various forms of terrestrial life. (See Illustration 195.)

LESSON 1.

Aim

To impart a sense of God's greatness.

Take your child out-of-doors on a clear night when the moon is visible and the stars can be seen plainly. Call his attention to the stars and let him start to count them. Impress him with their great number.

Bring out to a very young child the fact that the stars are very much farther away from him than anything he has ever seen on the earth. (See Illustration 202 on page 44.)

Older children should be informed that our closest neighbor, the moon, is well over two hundred thousand miles distant and that the stars and planets are thousands, yes, millions of miles away.

Still older children will be interested in the huge star, Betelgeuse, whose story they may wish to read in some modern encyclopedia.

Teach your child to locate the Big Dipper and the two stars known as Pointers. Indicate to him the position of the North Star. This is also called the Pole Star because it is on an approximately direct line with the axis of the earth's rotation. To the casual observer, therefore, the North Star appears to remain fixed in the sky while other celestial bodies in the northern heavens appear to revolve around it.

If possible, let the child look at the stars through a field glass or a small telescope. A glimpse of the heavens through a regular observatory telescope is a soul-stirring experience even to a very young child. A friend tells me that when he was only six years old he was allowed to look at the moon

through a four inch telescope. Although he has had many opportunities since then to look through larger and better instruments, he has never forgotten the thrill he felt when he first saw the details of the moon's rugged surface.

Do not hurry your child in his contemplation of the heavens. Encourage him to gaze as long as he will. A feeling of awe cannot be rushed.

During the lesson, and certainly at its end, you may fittingly make such remarks as, "How wonderful God is! He made all the stars. They are so big and so far, far away. Yes, how very great God is!"

LESSON 2.

Aim

To impart a sense of God's care for little things.

Organize a treasure hunt. A parent and one child may carry out the procedure satisfactorily, but the participation of two or more children will add interest to the game.

Ask the children to go out-of-doors and bring back the smallest living thing that they can find. Let them understand that the person who submits the smallest unutilized living organism will be rewarded by having all the other persons study his discovery. Have at hand a magnifying instrument--a pocket lens, a reading glass, or, better still, a microscope.

As soon as the specimens have been brought in and the players have agreed on which one of the "treasures" is the smallest, let each person look at it through the lens.

The object may be an ant. If so, discuss where it was discovered, what it was doing when it was found, the kind of home in which it lives, how it eats, the number of legs it has, and any other observable characteristics. Mention the fact that ants have highly developed community life. Ask the children to estimate the number of ants in the whole world. (One scientific authority states that there are between two and three thousand different types of ants. The actual number of individual ants in existence is, of course, beyond accurate computation.)

If a bug, a spider, or some other insect is the smallest creature found, it may be dealt with in a similar manner.



ILLUSTRATION 195

This grandmother not only has the children help to make out the annual order for garden seeds; she directs their attention to the wonders of nature which can be seen in growing plants.

Insects constitute the largest group of living creatures. It has been estimated that there are from 5,000,000 to 10,000,000 species. In fact, there are more different species of insects than there are species of all other land animals combined.

Encourage Use of the Microscope

If the chosen "treasure" happens to be a tiny flowering plant, let the children examine the flower itself under magnification. Point out to them the bracts, petals, stamens, pollen, and pistil.

If the smallest "treasure" brought in by the children happens to be a tiny seed, discuss with them its size, its shape, the texture of its covering, the manner in which it grows, its method of dissemination, and the environment in which it is most likely to germinate.

Call attention to the innumerable tiny organisms that God has made. Bring out the fact that man, for all his knowledge and skill, cannot create life in even one small object. Emphasize God's ability to fashion with exquisite skill each minute organism. Then remark about His amazing ability to sustain life within that tiny framework. Finally, draw the conclusion that, if God has displayed so much regard for the welfare of each one of His tiny creatures, how much more will He show loving concern for the boys and girls He has created.

LESSON 3

Aim

To Impart a Sense of the Mystery of God's Work.

THE MYSTERY OF GROWTH

Allow your child, if you live on a farm, to select a very young animal as a pet: a kitten, a pup, a chicken, a lamb, or perhaps a calf. Let the child feed the animal each day, even weighing it from time to time. Call attention repeatedly to the fact that we may provide food for an animal, but only God can change the food into living flesh.

If you live in the city where conditions are particularly crowded, a bowl of goldfish or even a potted plant may be used to convey the thought in the lesson.

LESSON 4

Aim

To impart physical trust in God.

At night, after your child has climbed into bed, but before the light has been turned off, impress upon him statements like the following.

God watches over the stars.

God watches over all the little _____ (mention the form of life studied in the treasure hunt).

God watches over _____ (use the name of the child's pet selected in Lesson 3).

God watches over you in your sleep, and over me.

Isn't it wonderful to have such a great God?

How You Can Impart a Sense of God Through the

SCRIPTURES

Every religion has a rich heritage of experience preserved in written form. Protestants, Jews, and Roman Catholics have a priceless repository of truth in the Bible. Without a thorough understanding of this great source book, no child can reach his full stature morally or religiously.

You, as a parent, can be of immeasurable aid in familiarizing your child with the Scriptures.

LESSON 1

Aim

To acquaint your child with the great stories of the Bible.

A delightful way to familiarize a young child with Biblical narratives is to use a Bible story book written in a simple form which he can easily understand. For your convenience I shall list here the names of three such books, together with their authors and publishers.

Hurlbut's Story of the Bible, by Jesse Lyman Hurlbut, published by the John C. Winston Company.

Bible Story Book, by Elsie E. Egermeier, published by the Warner Press.

Child's Story Bible, by Catherine F. Vos, published by William B. Eerdmans Publishing Company.

Of course, you may read parts of these books to your child or let him read sections of them himself. The stories, however, will be much more effectively impressed upon his mind if you will study them as they appear in one of these books and then relate the incidents to him in your own words. (See Illustration 196.)

A Sunday School teacher said to the mother of a ten-year-old pupil, 'I want to thank you, Mrs. Austin, for teaching the Sunday School lesson to Marvin each week before he comes to class. I can always tell when a pupil's parents teach him at home.'

As a matter of fact, Mrs. Austin had not been teaching her son the weekly Sunday School lessons as they were assigned, but, from his earliest childhood, she had given him such a thorough training in the Bible that he could answer most of the Sunday School teacher's questions out of his background of general Biblical information.

Mrs. Austin was right in realizing the importance of early and thorough Biblical instruction in the home. The child should absorb Biblical truth and narrative along with the very food he eats and the air he breathes.

These Bible Stories Are Graded For You

The following list of Bible stories is graded. Those coming first are for a child just old enough to listen to simple narratives. Those that follow become increasingly more difficult. A receptive child will become familiar with all the stories at an early age.

| | <u>Book</u> | <u>Chapter</u> |
|---|-------------|----------------|
| 1. Moses in the Bulrushes----- | Exodus | 2 |
| 2. The Birth of Jesus and the Journey of the Wisemen----- | Matthew | 2 |
| 3. The Birth of Jesus and the Coming of the Shepherds----- | Luke | 2 |
| 4. The Boy Samuel in the Temple----- | I Samuel | 3 |
| 5. David and Goliath----- | I Samuel | 17 |
| 6. The Good Samaritan----- | Luke | 10 |
| 7. The Little Slave Girl Who Helped Naaman Get Well----- | II Kings | 5 |
| 8. The Boy With Five Loaves and Two Fishes----- | John | 6 |

ILLUSTRATION 196

After enjoying sandwiches around the campfire and when the embers are still aglow, the time would be good for any adult to tell an interesting Bible story which the children would love to hear.

- | | | |
|---|----------|-------|
| 9. The Boy Jesus in the Temple----- | Luke | 2 |
| 10. Joseph Kidnapped and Sold Into Egypt | Genesis | 37 |
| 11. Daniel in the Lion's Den----- | Daniel | 6 |
| 12. Three Men in a Fiery Furnace----- | Daniel | 3 |
| 13. Jacob Steals Esau's Birthright and Blessing----- | Genesis | 25,27 |
| 14. Jesus Raises a Twelve-Year-Old Girl from the Dead----- | Luke | 8 |
| 15. Elisha and the Shunamite's Son----- | II Kings | 4 |
| 16. Abraham and Lot----- | Genesis | 13 |
| 17. Abraham Offers Up Isaac----- | Genesis | 22 |
| 18. Jacob Wrestles With an Angel----- | Genesis | 32 |
| 19. Joseph in Egypt----- | Genesis | 39-41 |
| 20. Joseph Forgives His Brothers----- | Genesis | 42-45 |
| 21. Moses and the Ten Plagues of Egypt | Exodus | 7-12 |
| 22. Moses on Mount Sinai----- | Exodus | 19,20 |
| 23. The Fall of Jericho----- | Joshua | 6 |
| 24. Jephthah and His Daughter----- | Judges | 11 |
| 25. Samson, the Strong Man----- | Judges | 14-16 |
| 26. Jesus Tempted by Satan----- | Luke | 4 |
| 27. Jesus at the Wedding Feast in Cana | John | 2 |
| 28. Jesus and the Rich Young Ruler----- | Matthew | 19 |
| 29. The Story of the Prodigal Son----- | Luke | 15 |
| 30. The Last Supper----- | Luke | 22 |
| 31. The Crucifixion----- | Luke | 23 |
| 32. The Easter Story----- | Luke | 24 |
| 33. The Stoning of Stephen----- | Acts | 6,7 |
| 34. The Conversion of Saul----- | Acts | 9 |
| 35. Paul's Vision at Troas----- | Acts | 16 |

The Standard Bible Story Readers, by Lillie A. Faris, published by The Standard Publishing Company of Cincinnati, constitute an excellent series of Bible story books. The material in these readers is arranged progressively.

The King Nobody Wanted, a book for children nine through eleven years of age; Men Called Him Master, for children twelve through fourteen years of age; and The Choice, for young people fifteen years of age and up, portray the life of Jesus in the form of novels. These books are published by the Westminster Press, Philadelphia, and may be bought at any bookstore.

The literature brought home from Sunday School by the child offers the parent another source of teaching material.

In many cases daily Bible readings are listed in such leaflets and pamphlets. Some churches are now issuing monthly magazines to parents so that home instruction may be more effectively coordinated with that given in the Sunday School.

By the time your child is twelve years of age, he should have read one of the larger Bible Story Books through from cover to cover.

Young people of high school age will find How We Got Our Bible, by J. Patterson Smyth, of great interest.

LESSON 2

Aim

To store away in your child's mind for ready reference some of the most valuable portions of Scripture.

The following passages should be studied daily until they can be given from memory:

- The Shepherd's Psalm----- Psalm 23
- The Lord's Prayer----- Matthew 6:9-13
- 'Hear, O Israel'----- Deuteronomy 6:4,5
- The Epitome of Christ's Gospel----- John 3:16
- The Righteous Man----- Psalm 1
- The Golden Rule----- Luke 6:31

Such portions of Scripture, when memorized by the young child, influence him profoundly all the days of his life. Even though the passages may not mean a great deal to him at the time of memorization, they will serve as a kind of reservoir from which he can draw in times of crisis. Gil Dodds, world champion indoor-mile runner, declared that he was helped in his running by the contemplation of Philippians 4:13, "I can do all things through Christ which strengtheneth me." One elderly patient, about to undergo a critical surgical operation, calmly repeated the assuring words which she had memorized as a child, "Yea, though I walk through the valley of the shadow of death, I will fear no evil: for Thou art with me."

LESSON 3

Aim

To enhance the enjoyment of Scriptural knowledge by means of games.

"Who Am I?"

One player in the group is chosen to be "it." This person mentally selects a Bible character. Without naming his choice he asks, "Who am I?" The other players are then permitted to cross-examine him. For example, they may ask, "Are you an Old Testament character?" "Are you one of the prophets?" "Did you lead the children of Israel out of Egypt?" "Were you thrown into a den of lions?" "Were you placed in a basket among the bulrushes?" "Did you build the ark for the flood?" "Did you wear a coat of many colors?" All questions must be of such a nature that they can be answered by a simple "Yes" or "No." The person who is "it" is obliged to give the correct answer to any question fulfilling these requirements. The first player to guess the proper identity of the Bible character has the privilege then of becoming "it."

Children love the mental exhilaration of this game.

Bible Reference Contest

This competitive game presupposes that the child is old enough to have learned, in consecutive order, the names of the books in the Old and New Testaments.

A leader is chosen. A Bible is provided each of the other players. The leader calls out Scripture references from a list which has been previously prepared. The first player to find any given passage and read it aloud, wins one point. The one who first gets ten points wins the game.

Such references as the following may be included in the list:

Ruth, Chap. 1, verse 16
Matthew, Chap. 6, verse 33
Psalms, Chap. 8, verse 9
Isaiah, Chap. 6, verse 8
Genesis, Chap. 45, verse 8
I Thess., Chap. 5, verse 18
James, Chap. 1, verse 22

You will enjoy playing this game with the children. It not only helps to associate the reference with the words of the passage; it also makes for intelligent, adept handling of the Bible itself.

Bible Baseball

One person is designated as umpire. The remaining players are divided into two teams which line up on opposite sides of the room. These opposing teams sit in two long rows facing each other.

Each team chooses a pitcher. Both pitchers are then provided with duplicate lists of Bible questions based upon the knowledge gained in the two preceding lessons.

The four bases of a ball diamond are indicated on the floor of the room, with the pitcher's box in proper relationship to the bases. The umpire, who has a list of answers to all the questions which will be asked, stands back of the home plate. Pitchers representing their teams toss up for first bat. The losing pitcher takes his place in the pitchers' box and the opposing team sends the first player in line to the plate.

The pitcher asks the first question that appears on his list. (He must take the questions in order.) If the batter answers the question correctly, the umpire permits him to hasten to first base. If the next batter answers the next question correctly, the first player makes room for him by moving on to second base, and so on. A run is made when four questions have been answered correctly in one inning and a player has reached home plate. Score is kept in terms of the number of runs made by each team.

If a player answers a question incorrectly, he is declared "out" by the umpire, and the next player steps up to the plate. The pitcher may ask one question of not more than three batters in succession. When three outs have been made by one side in a single inning, the other team is up to bat and the opposing pitcher is allowed to go to the box and ask questions.

There is no stealing of bases nor can a player be put out as he proceeds from one base to another. The winning team is the one with the greater number of runs at the end of twenty minutes.

Children and young people thoroughly enjoy this game of Bible Baseball. As they become more and more familiar with the answers to the original questions, they become increasingly eager to acquire new Scriptural knowledge to broaden the scope of the game.

How You Can Impart a Sense of God Through

PRAYER

One of the characteristics of dynamic prayer is that it reflects not only the outer circumstances of one's life, but also the deepest levels of one's nature.

LESSON 1

Aim

To teach your child to pray.

In most cases the child who is just learning to pray will find prayers of thanksgiving the easiest and most natural to make. The spirit of thankfulness lies at the very heart of fruitful religious experience and gives a glad, healthy tone to any child's thinking. Furthermore, in every life there are countless occasions when one should give thanks to God.

Your young daughter has enjoyed a happy day. She has now climbed into bed. Just before you turn off the lights, say to her, "We've had a nice day, haven't we, Mary? Let's thank God for it. He is everywhere. He can hear what we say to each other and everything that we say to Him. He loves us and wants us to talk with Him. (The word talk is more natural and informal than the word pray.) Shall I talk to Him first? And then maybe you would like to talk to Him. Let's close our eyes. ... (Slight pause) ... O God, we thank You for the happy time we have had today, for friends, for home, for things to wear, for things to eat. And most of all, we thank You for Your loving care. Amen." (See Illustration 197.)

At First, Your Child May Repeat a Prayer After You

Then, turning to your child, you may say, "Would you like to thank God, too? Perhaps you would like to say this after me: 'Dear God.... (child repeats phrase).... I thank You.... (child repeats)....for this happy day.... I thank You....for playmates like (name two or three of his playmates)....for things to play with (mention one or two of his most valued toys)....for a house to live in, and for people who love me. Amen.'" Your eyes and his may then be opened, and the lights of the room turned off for the night.

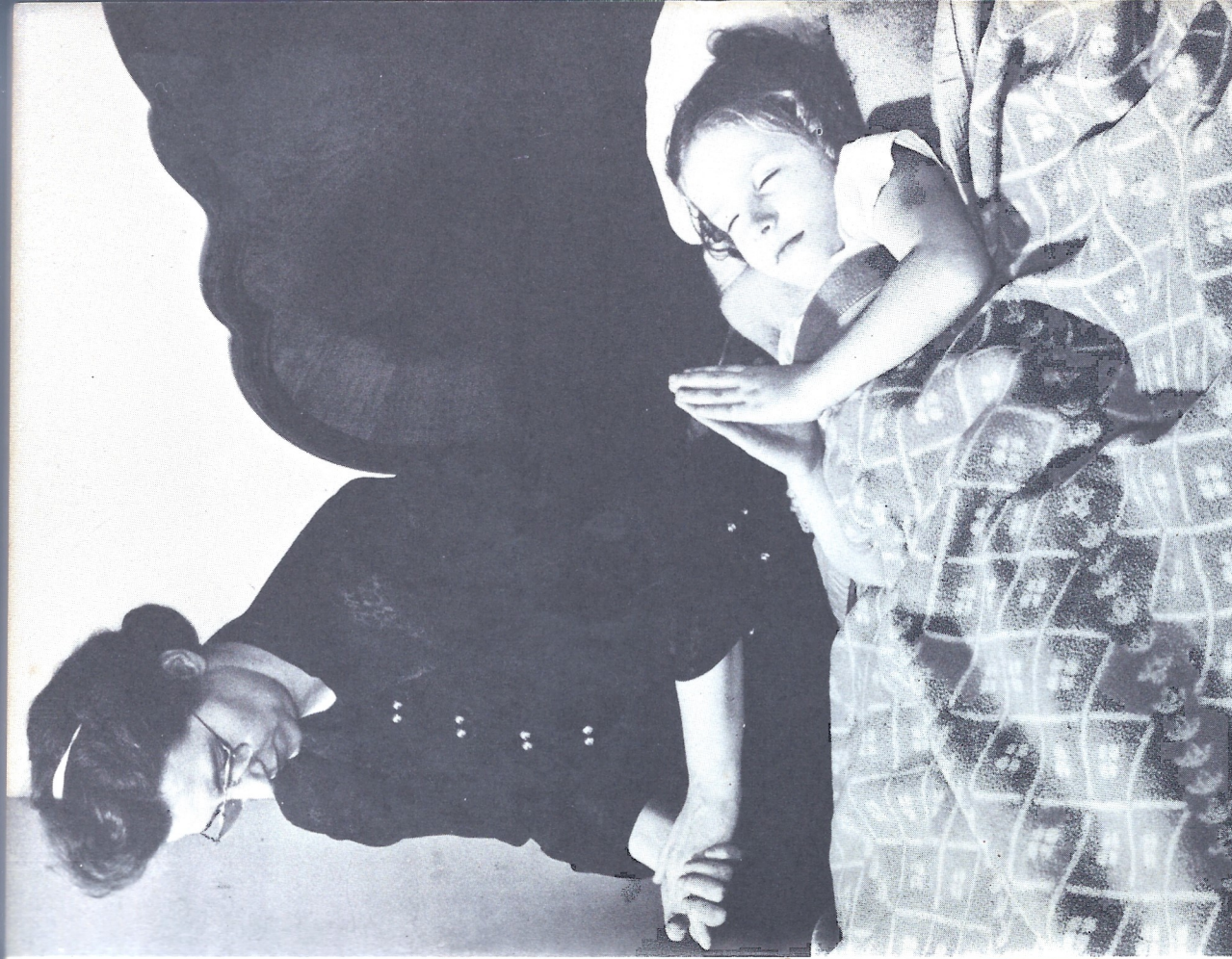


ILLUSTRATION 197

To encourage praying aloud at the very start, it is well for the mother to say only two or three words at a time and have the child repeat those words after her.

Very early in your child's life, problems may arise-- problems that prayer can help solve. Take, for example, fear of the dark. This fear in your child may be dealt with on some evening following the one in which he made his first prayer. Proceed in a manner similar to the one used on that occasion. The prayer that you, as parent, make in this instance may take substantially this form: "O God, you made the stars that are so big and wonderful. You made the tiny (name the small creature studied in the Treasure Hunt) and You made (name your child) and me and all the people in the world. You keep watch over everything. We lie down to rest, knowing that You will keep us safe all through the night. Amen." Then your child may repeat the following prayer after you, phrase by phrase: "Dear God You are so strong....and so kind.... You will take care of me....all through the night.... So now I leave my eyes closed.... I lie still.... I rest.... And soon I shall be asleep...."

Aim to Teach Your Child To Make His Own Prayer

The ultimate goal of any instruction in prayer is to teach the individual to pray spontaneously. After your child has learned to offer a suggested prayer, a phrase at a time, he is ready to take the next step which is to make an original prayer. Discuss with him what he might appropriately include in a prayer of his own. If he is at a loss to know what to mention, his very problem "What should I pray for?" may itself be turned into a prayer in which he asks God to direct his thoughts. After all, there is precedent for such a procedure. Remember that what we commonly call "The Lord's Prayer" was Christ's answer to a disciple who said to Him, "Lord, teach us to pray." (Luke 11:1-4)

Any suggestions that you feel led to make will doubtless be of keen interest to your child. With very little help he should now be able to express his own ideas in his own words, even though his prayer may be at first quite short.

Up to this time you have doubtless found it advisable to offer a short prayer just before asking him to pray. As a further step toward complete independence in his prayer life, you might let him pray first, your prayer following his.

Encourage Your Child to Pray When You Are Not With Him

Finally, help your child to get into the habit of praying even when you are not with him. One of the best ways to do this is to speak often about your own praying when alone. If your child learns through his natural conversation with you that you have the habit of praying in private for help in emergencies or for guidance in your activities from day to day, this will encourage him to develop the same habit himself.

It is important that he realize the vast number of situations in which prayer is appropriate. To name but a few: when he is ill, during the illness of a playmate, when a member of his family goes on a long journey, or when he does not know which of two or more things he ought to do.

Let his imagination have full sway. Never, never laugh at him. One small boy, after camping out in a tent all night, thanked God for "shooting stars, chewing gum, and fire engines." A little four-year-old girl in the course of her bedtime prayer said, "We thank Thee that everybody in the world is so sweet. And we love the bad mens, only we don't like what they do." After her grandmother's hip was broken, this same little girl prayed very earnestly, "O God, help the doctor to get Grandma's leg sewed back on all right."

My Prayer Book, by Margaret Clemens and Esther Friend, is an excellent collection of prayers for the very young, in that it pictures graphically the wonderful things for which children can be thankful.

LESSON 2

Aim

To teach your child the meaning of prayer.

God's accessibility through prayer and His readiness to listen to human beings may cause a child to conceive of Him as a kind of Santa Claus or Aladdin's lamp. Such a misconception is sure to lead to disappointment and may even lead to an ultimate loss of faith in all religion.

One little five-year-old girl was asked to help her sisters wash the dishes, a chore which she heartily disliked. Not long before this, she had been impressed with the power of

prayer, so now a wonderful solution to the problem occurred to her. She would ask God to do the dishes for her and her sisters. Then she would not have to work, nor would they. Unseen by anybody else, she closed her eyes tightly, then silently prayed, "O God, please may all the dirty dishes be washed when I open my eyes." She was very excited, but she kept her eyes shut just as long as she could, for she wanted to give God plenty of time to do this wonderful thing. When she couldn't clamp her eyelids down another second, she popped them open, certain that the dishes would lie bright and clean before her. But nothing had happened! The dishes were still unwashed. In her disappointment she almost cried. For years that incident kept her from having an intelligent faith in prayer.

Ask your child what was wrong with this little girl's prayer. After all, she had abundant faith.

Her difficulty was that she believed God would necessarily grant any request she might make. But God can say yes only to prayers that will be for the permanent good of His children. If human beings could get their work done merely by uttering some magic prayer-formula, most of us would rely upon prayer to such an extent that we would miss the character-building discipline of hard work. Furthermore, we would never know the joy of a difficult task well done.

God cannot let a child, or even an adult, control the universe. What terrible confusion would result if God abdicated His authority as Ruler over all created things and handed His power over to finite, often irresponsible, human beings!

Your child, then, should be brought to realize that prayer does not make God his slave. "Dear God" and "Amen" are not magic words which make all the wishes expressed within their limits certain of fulfillment.

How the Faith of a Girl Received a Severe Blow

A devout woman, very dear to the people of a certain village, became desperately ill. On one of the doctor's visits to her bedside he declared that she could not live through the following night. A group of her friends, after hearing the bad news, gathered in the local church and prayed that she might recover. An eighteen-year-old girl, who had be-

come unsettled in her religious thinking, saw in this situation an opportunity to test the validity of prayer. Surely, she thought, if God ever answers prayer, He will grant the earnest supplications of these people. She even added her own prayer to those which were offered at the church. But the following morning she was greeted with the news that the beloved woman had died. As a result, the girl's faith received a blow from which she did not recover for more than a decade. Nobody had pointed out to her that any prayer must be within the will and purpose of God if it is to be answered in the affirmative.

Why, then, should we pray at all? For the same reason that you encourage your child to come to you and make a request. You appreciate the fellowship that comes from his sharing with you his inmost longings. You love him. You are influenced by his requests. If they are for his own best welfare, how gladly you grant them. But you are wiser than he. Suppose he wants to play with a razor blade. Your very love for him prompts you to say "No."

So it is with prayer. God wants us to share with Him our inmost longings. He loves us. He is influenced by our requests and, if they are for our own best welfare, He will grant them. But He is wiser than we. If we pray for something which He knows would make for our own ruin, His very love for us prompts Him to withhold rather than grant our request. When we are tempted to think that our prayers are "unanswered," we do well to remember that "No" is as sure an answer as "Yes," and often far more kind.

In teaching your child, then, the meaning of prayer, it is essential for him to realize that prayer is not a means of getting God to do our will; it is rather a means of discovering His will for us.

LESSON 3

Aim

To show how God communicates with individuals.

Prayer, in which we talk to God, is excellent, but it does not bring us into complete fellowship with Him. We must give Him a chance to communicate with us. We can be so busy thinking our own thoughts while we pray that God can find no place to put His thought into our minds.

In explaining to a young child this latter phase of his prayer life, liken it to a telephone conversation. How unsatisfactory it would be if we were to telephone a friend, start talking, and then hang up the receiver without waiting for the friend's response. Such a one-sided procedure would not be a conversation at all. It would be nothing more than a monologue. The very essence of human conversation is the interchange of thoughts.

The same is true of prayer. In order to take advantage of all the facilities God has provided for our fellowship with Him, we should not only talk to Him; we should listen for what He has to say to us. He will not speak with an audible voice, of course, but He will communicate with us through our minds. Sometimes children get the erroneous idea that God spoke to people in Bible times, but has not spoken to anybody since.

Older children will be able to appreciate the analogy between God and a modern business executive. We should think the manager of a factory very foolish if he did not provide a means of communication whereby he could let his employees know what he wanted them to do. We should also think God very foolish if He were to create human beings and then provide no means of communication with them whereby He could let individuals know what He wanted them to do.

But, just as the modern business executive equips his factory with an efficient communication system, so God, wiser than any man, ages ago set up the most efficient communication system of all--a system whereby He can communicate with each individual directly.

Even when we human beings talk to one another face to face, an idea is transferred from one brain to another by means of material media such as the vocal cords, tongue, lips, air waves, eardrum, and auditory nerve. But when God communicates with us, He does not have to work in such a roundabout way. He can place His thoughts directly in our minds. We can no more explain this phenomenon than we can explain the mystery of radio. We only know that just as a miracle of science has made it possible for the voice of the radio to reach millions of people without a visible means of transmission, so a miracle of the spirit has made it possible for the living God to communicate directly with each one of us.

Teach Your Child to be Receptive

Our part in this communication is to be receptive. Just as any one of us must give our attention to another human being in order to hear what that person wishes to say, so we must give our attention to God if we would hear Him. The prophets of old were highly receptive spiritually. Hundreds of times in the Old Testament we read expressions such as, "The Lord spake unto Abraham," "The Lord spake unto Moses saying..."

Happily, the God of Abraham still lives. Anybody who faithfully tries to hear Him speak is sure eventually to receive His guidance.

Such guidance may not be high flown. It may rather be surprisingly down to earth. One young man who was very desirous of establishing an intimate, two-way fellowship with God complained that he had never been able to receive any definite guidance. He declared that every time he had tried, the only thing that came to his mind was, "Pick up your pajamas. Pick up your pajamas!" It was not until he was asked about his home life that the young man recognized the significance of the message. He lived with his grandmother with whom he had frequent and stormy arguments over the untidiness of his room. The moment he obeyed this commonplace guidance, that moment the relationship between him and his grandmother became harmonious.

Sometimes God speaks to us through what we commonly call our conscience. A nine-year-old boy was one of several guests in his grandmother's home. During the afternoon he went out-of-doors and played a game of roque with an older relative. When he came back in, somebody asked, "How did you come out in your game?" He looked all about the room and answered triumphantly, "I beat!" The adults openly expressed their admiration for a boy who could win a game of roque from an opponent so much older.

But at noon the next day the boy returned to his grandmother's house while the guests were all sitting at the dinner table. Visibly embarrassed, he began to speak. "Last night I couldn't sleep. I got out of bed and told Mamma. She said maybe a warm bath would make me sleepy. So I took a warm bath, but still I couldn't get to sleep. I got up and took another bath. But that one didn't help, either. Finally

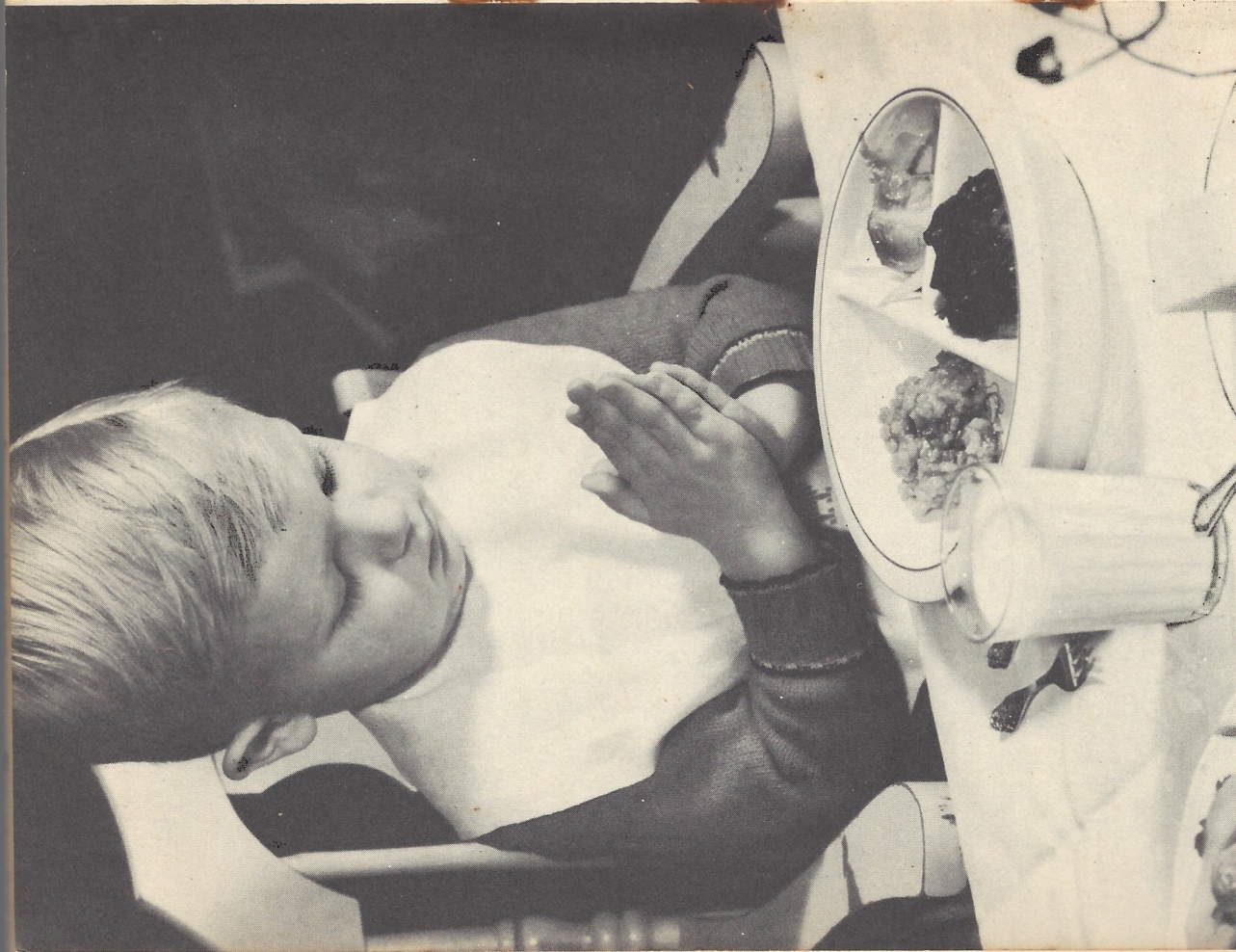


ILLUSTRATION 198

A child's prayer of thanks may be very short. But he should be encouraged to express the gratitude for the others at the table, even if he says only, "Thank you, God, for this food."

I got up again and went into Mamma's room. This time I told her the truth about that game of roque yesterday. Then I went back to bed and went right to sleep." At this point he looked squarely into the eyes of these grownups and confessed, "I really didn't win that game. I'm sorry I told you that I did."

The adults were deeply moved, for it was evident that to this nine-year-old child the voice of God had become very real.

LESSON 4

Aim

To teach your child to give thanks at mealtime.

The spiritual life of any individual is enriched if, before partaking of a meal, he reverently bows his head and closes his eyes for a moment of thankfulness. This prayer may be either silent or audible. The most natural method of teaching the appropriate content of such a prayer is by example. It is to be assumed that either the father or the mother is capable of thanking God in the simplest possible terms for the food which will give strength for more effective living. The child should be encouraged to voice the gratitude for the others at the table, if only to say, "Thank You, God, for this food." (See Illustration 198.)

Here is a table grace which children invariably love to repeat:

Thank You for the world so sweet,
Thank You for the food we eat,
Thank You for the birds that sing,
Thank You, God, for everything.

By way of variation, some families like, occasionally, to join hands about the table and pray in unison a simple prayer of gratitude like the following:

For health and food and loving friends,
And everything Thy goodness sends,
We thank Thee, heavenly Father.

"I feared our hand-joining prayer might be embarrassing to guests," declared one mother, "but, instead, they found it inspiring. They loved it!"

How You Can Impart a Sense of God Through

FAMILY DEVOTIONS

After your child has been taught the rudiments of worship as they have been set forth in the preceding lessons, he is ready to participate with the family in a group devotional life.

There are vast potentialities for good in a family devotional period. In these days when children are engaged in a multitude of school and civic activities and their parents are overwhelmed with business and social obligations, family life, in the best sense, is imperiled. The conflicting interests of individuals tend to pull the family apart. I know of nothing that can gather up the loose ends and unify the family more effectively than a daily devotional period.

Not only does such a period bring all the members of a household together in one place at one time each day, but it brings the family together on the highest possible plane. In their devotions parents and children unite in acknowledging God as the final Authority of their lives, the ultimate Arbiter in all their decisions.

Periods of devotional quiet make a deep and lasting impression upon a child. Dale Carnegie states that one of the most vivid memories of his boyhood is that of his father kneeling in prayer. Such a memory is a priceless heritage. It acts as a steady influence throughout all of life.

LESSON 1

Aim

To determine the time and length of family devotions.

What hour of the day is best for family worship?

The early morning is the best possible time. It is the time of day least likely to be interrupted by outside appointments or intrusions. Minds are alert and receptive.

The morning devotional period provides an opportunity for each individual to clear his plans for the day with other members of the family. Serious conflicts in schedule may thus be avoided. For example, bids for the use of the family car may be evaluated, and either granted or denied. Any temporary changes in the schedule of meals or work may be

considered. Inquiry may be made into the value of various family and individual activities, and recommendations formulated. Pervading all the discussions and plans there should be an earnest desire on the part of both parent and child to do the will of God.

In short, the morning devotional period is a kind of dedication of the day. It not only sets a high moral and spiritual tone for the tasks ahead, but it insures a day of happy, purposeful accomplishment. The period should be entered into in a spirit of "This is the day which the Lord hath made; we will rejoice and be glad in it."

How much time should be spent in family devotions?

The length of the period should not be determined by the clock but by the feeling of the participants. If the family is small and the children young, ten minutes, or even less, may be quite long enough. If the family is large and the children older, a half hour may seem all too short.

In any case, each moment should be interesting and meaningful. Responsibility for keeping these occasions fresh and vital may well be rotated among the various members of the family.

LESSON 2

Aim

To determine the content of the family devotional period.

Generally speaking, family devotions should include:

- a. The reading of Scripture
- b. Prayers
- c. Quiet meditation and comparison of guidance.

a. The Reading of Scripture

With the members of the household sitting comfortably about the living room, the reading of Scripture provides a good means of opening the period. A thoughtfully chosen passage of Scripture creates almost immediately a spirit of humility and reverence.

If you care to, you may use a devotional guide. There are on the market many up-to-the minute inspirational booklets designed for daily family devotions.

Again, you may wish to read the children's favorite Bible stories. From day to day, you may choose to read consecutive narratives in one of the larger Bible story books until the book has been read through. Older children will appreciate hearing passages read from a modern version of the Bible, such as The Holy Bible: A Modern Translation by James Moffatt, or The Holy Bible: An American Translation by Smith and Goodspeed. The New Testament may now be obtained in the Revised Standard Version.

An excellent book of meaningful devotions for children ten years of age and older is: Two Minutes with God by Hoh and Hoh. While the worship themes in this book are simple and related to child life, they are nevertheless designed for use by the whole family. Observe your children. What is uppermost in their minds? Play? School? Friends? A new baby in the family? Then simply turn to the index of the book and find the subject related to that particular interest or need. You will find five progressively arranged devotions on the subject, which may be read, one each day, for five consecutive days.

b. Prayers

Until the habit of family devotions is fairly well established, it may be well for the father or the mother to lead off with a short prayer in language that the children can easily understand. Remember that praying is simply talking with God. The more naturally you express yourself in prayer, the more naturally will your children express themselves.

In order to encourage originality of thought, it might be helpful, upon occasion, to limit each prayer to one sentence, with the understanding that each person express an appropriate petition that has not already been expressed. If this method is used, the younger children should be allowed to pray first.

It goes without saying that the nature of family prayers may be quite intimate and may appropriately come to grips with personal, everyday problems. For instance, father may ask God's aid for a sick friend, while Mabel asks help in understanding her school work, and Billy asks God to help him keep from fighting like daddy said.

c. Quiet Meditation and Comparison of Guidance

After the last prayer has been offered, let there be a few moments of prayerful silence on the part of all persons participating in the devotions. During this silence let each child and adult become relaxed and receptive to any thought God may desire to implant in his mind.

In some respects this is the most vital part of the family worship. After all, what God says to us is more important than anything we could possibly say to Him.

The experience of many persons indicates that these God-given thoughts and impulses may best be remembered and acted upon if they are jotted down in black and white. Particularly is this true if the inner voice prompts us to do some difficult task, say, apologize to a neighbor, or pay a debt long overdue. It is human nature to dismiss from our minds these fleeting, unpleasant reminders.

Act as Your Own Secretary

If a secretary finds it important to use pencil and pad in order to record accurately the human dictation she receives from her employer, how much more important that we should record accurately the thoughts that come to us from God. A small, individual notebook serves the purpose admirably. Each item of guidance can then be preserved in written form until it has been acted upon and checked off the list. Perhaps there will come insistently to your mind the name of some person to whom you should write. Or perhaps your attention will be called to a borrowed book which should be returned before the sun goes down. Whatever the guidance is, jot it down, and then do something about it. Even small children get fun and benefit from printing in a notebook what they think God would have them do during the day.

It is during this part of the devotions that the schedule for the day may be cleared with all members of the family. It is during this time, too, that any misunderstandings between individual members may be cleared away. "It came to me, Morris," said one mother to her seven-year-old son, "that I spoke to you too sharply last night. I'm sorry." (Do you think Morris thought any less of his mother for making that confession? Not at all. He loved her for it!)

How You Can Impart a Sense of God Through

PUBLIC WORSHIP

No child, no adult can expect to live the richest religious life until he knows how to worship with large groups of people. Nor can a worthwhile religious experience in the individual be maintained for long without the stimulus of united worship.

LESSON 1

Aim

To prepare for meaningful worship in the sanctuary.

Ask your minister, priest, or rabbi to indicate to you how you and your family may get the most out of the public worship of your church. He will be glad to tell you. Doubtless he can give you some printed aids. He will be happy to explain to you the meaning of the religious symbols and ceremonies most frequently used in your church.

LESSON 2

Aim

To derive the maximum benefit from the worship services.

The following suggestions should prove helpful to the entire family:

1. If you are attending Church School, study your lesson carefully before going. Adequate preparation on your part will add greatly to your own enjoyment. Not only that. You will be qualified to take an active, helpful part in the informal discussion period.
2. Plan your Sunday morning so that you can be leisurely in your preparation for church and can arrive there in good time for the service. This may mean discipline in getting to bed at a reasonable hour the preceding night.
3. Enter the sanctuary in a spirit of reverence. (See Illustration 199.)
4. Be seated as a family. When members of a family group sit together, they openly express their loyalty to one another as well as to the church. Sitting together is also conducive to seemly behavior on the part of the children.



ILLUSTRATION 199

Sitting together, singing together, worshipping together, fosters reverence in the young, and deepens the feeling of friendship between all members of the family. Attendance at public worship should be as regular as possible.

If a child is too young to understand the service, provide him with pencil and paper, or with some noiseless object that will hold his interest.

5. Pray silently as soon as you take your seat. Pray that the service may be effective, that the minister may be led by God to say those things that will be the most helpful. Pray, too, that you may be receptive to the message.
6. Take part in the songs, prayers, and readings assigned to the congregation.
7. During the pastor's prayers bow your head and close your eyes as an aid to following him in his thought.
8. Listen attentively to the sermon. What is its principal message?
9. Be alert to catch any suggestion that may prove helpful in your own life.
10. After the service is over, enter into fellowship with other worshippers.

LESSON 3

Aim

To conserve the gains made during public worship.

There are two ways in which you can insure lasting benefit from the public worship service.

a. Discuss the Sermon.

Soon after the worship service, perhaps during the dinner hour, discuss the helpful thoughts in the sermon.

As a parent you may ask your child, "What do you remember the most plainly in the sermon this morning?" Or, "What do you think... (Name of pastor)... was trying to teach in his sermon?" "Do you remember what he said about... (Mention an illustration the minister used)...?"

The children will enjoy entering into a contest to see which one of them can remember the most things about the sermon. This contest may continue from week to week indefinitely, or for a set period of time.

If there is some point which is not clear to you, feel free to talk it over with your pastor. He will be glad to discuss the matter with you. After all, he is your friend, your spiritual guide. It is his duty and privilege to minister to you.

b. Act Upon the Sermon.

It is one thing to discuss the minister's discourse. It is another thing to put it into practice. If his sermon is on restitution, for example, think through your various dealings with persons and see whether there is some wrong that you need to make right, some misunderstanding that you should clear up. Similarly, if the sermon is on forgiveness, honesty, love, do something positive to carry out the pastor's suggestions.

At the close of a powerful sermon, the eminent minister, Lyman Beecher, once said to his congregation, "This sermon is not finished. You have heard it; but it will not be finished until you go out and put it into practice."

How You Can Impart a Sense of God's Direction in

CHOOSING A LIFE WORK

The choice of a vocation is one of life's most important decisions. It involves the giving of one's self to a great objective. How can you help your child to discover what, for him, that objective should be?

LESSON 1

Aim

To impress your child with the fact that he has unique God-given capabilities.

This lesson should come at an early age, long before any final choice of a vocation is made.

If your child is a boy, provide him with a hammer, a saw, a nail, and a board. Let him try to pound the nail into the board by means of the saw. (See Illustration 200.)

Next, let him try to cut the board into two pieces by using the hammer. He will see at once that each tool, the hammer and the saw, is designed for a particular type of work and cannot be used effectively for any other kind of job. Draw an analogy here: just as each tool has been designed by a toolmaker to do a specific job and to do that job best, so each person has been fashioned by the great Designer to do a particular task, and to do it better than anybody else. Each one must find his particular task to be really happy.

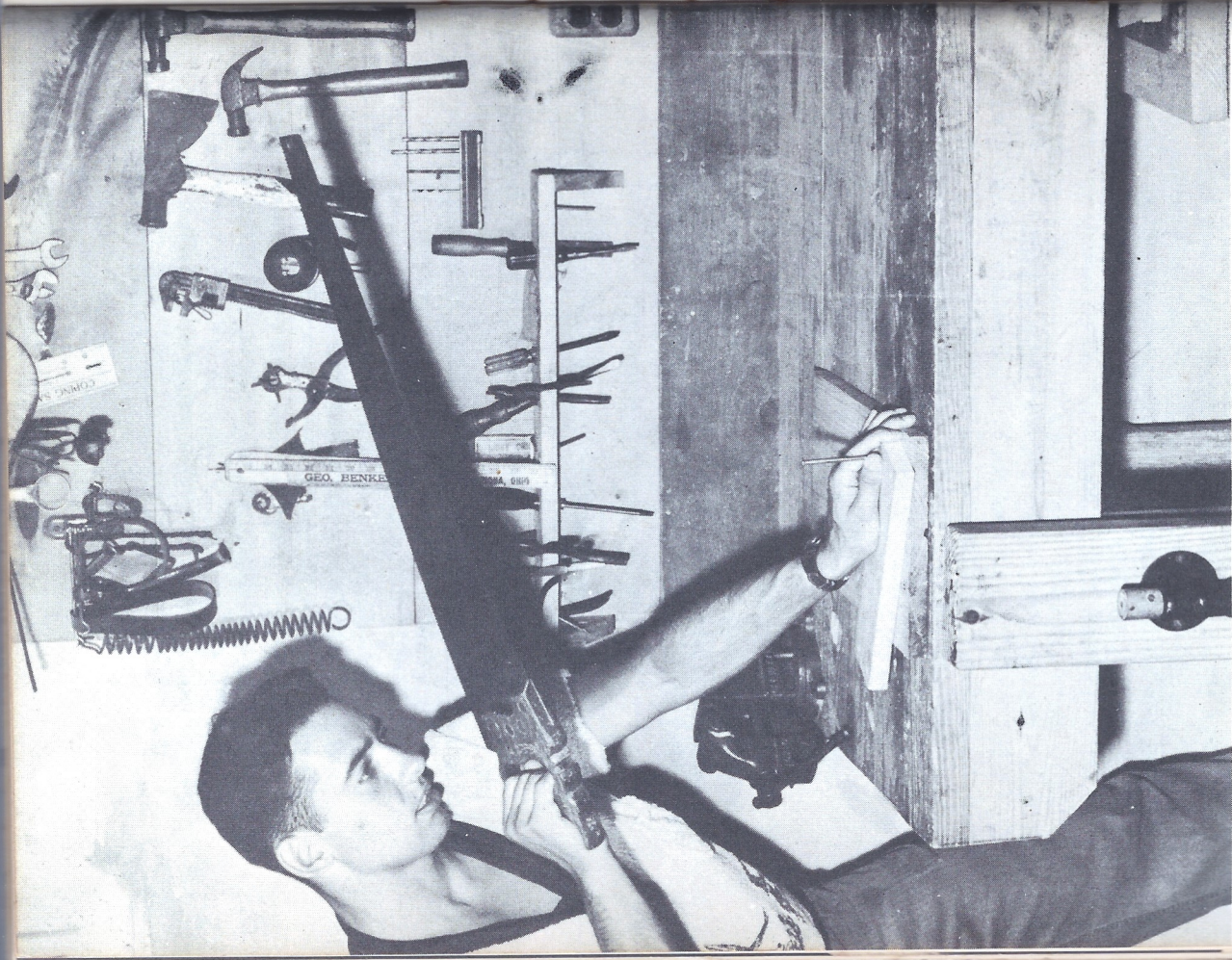


ILLUSTRATION 200

As each tool has its particular use, each person has his particular niche. The young man above decided that to be a medical missionary would be his best way to use his talents for the needs of mankind.

In a similar fashion this truth may be imparted to a girl by means of a needle and a pair of scissors. She cannot sew with the scissors or cut cloth with the needle.

A ten-year-old boy was obliged to spend several days in a hospital after a surgical operation. As he regained his strength, he became increasingly restless. So his mother brought him a beautiful Chinese puzzle with which to spend the long hours. It consisted of a small, shallow ivory box into which were to be fitted two layers of delicately-carved ivory figures. At first glance the puzzle appeared to be simple, but in reality it was difficult. The young patient spent many happy hours working with it, then lent it to another boy in the hospital. In a few days it was returned, but, to the owner's dismay, the delicate figures had been hacked into misshapen fragments and jammed into the box. The puzzle was ruined.

So it is with human lives. Whenever an individual tries to force himself into any other role than the one for which he was created, the result is a tragic misfit.

Phillips Brooks was a misfit as a school teacher, but a success as a Christian minister. Another person with other aptitudes might be a misfit as a minister, but a glorious success as a teacher, an engineer, a musician, or a business man.

LESSON 2

Aim

To discover the broad fields of work to which your son or daughter may be suited.

If there is any reasonable doubt as to what your teen-age child is best fitted to do as a life work, obtain the advice of a vocational guidance expert. After tests have been made, the advisor will be able to suggest the general type of work for which the child seems best adapted.

LESSON 3

Aim

To discover, by use of the general data received from the vocational guidance expert, the specific vocation for which your child is best suited.

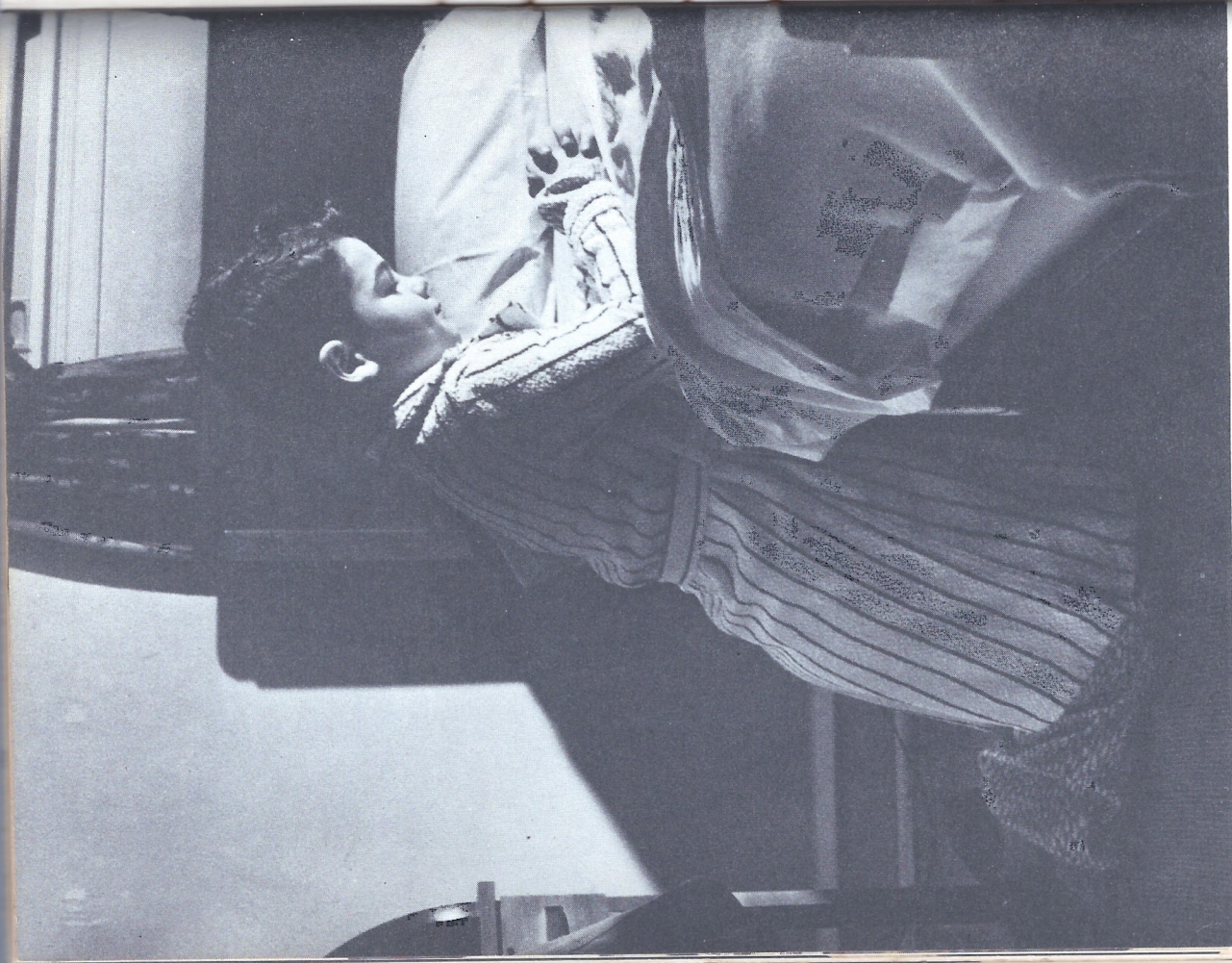


ILLUSTRATION 201

If this fine boy continues to pray for guidance, whether at home, church, or on a busy street, his talents are apt to be used for the greatest good.

Basic aptitudes may be directed into very different channels. A youth skilled in mathematics may become either a professional gambler or an Albert Einstein. A person with musical talent may become a player of boogie woogie, or a Metropolitan Opera singer. A "natural-born" speaker may become a shyster lawyer, or a Justice of the Supreme Court. (See Illustration 201.)

The following tests should help your child to choose a vocation that will be worthy of the talents God has given him:

a. Does the Vocation Meet a Legitimate Need?

An economic need may be anything that people will pay cash for, including many forms of vice; a legitimate need contributes to the well-being of everybody concerned. Does the vocation degrade? Or does it uplift?

b. Is it Honest?

Any occupation that depends upon lying, cheating, or deception of any kind is to be avoided. Vocations in which the individual is under great pressure to be dishonest should be entered only when the person is willing to remain honest at all costs.

c. Will it bring out the highest type of living?

One man, who had spent many years as a teacher and also as a minister, declared that he preferred the ministry as a profession because it demanded a higher quality of life from him.

d. Does it Make for Harmonious Relationships Among All People?

The work of industrial and political agitators is frequently divisive. Any work that depends upon international misunderstanding and strife, or upon the propagation of national or racial prejudices, should be shunned.

e. Will it Make the World a Better Place in Which to Live?

One of the noblest objectives an individual can have is to leave this world a better place than it was when he came into

it. Surely Edison left this world a better, brighter place for his having lived in it. So did Beethoven. So did George Washington Carver.

The famous oath taken by the boys of Athens, Greece, many centuries ago, is still very worth-while for the children of this age. Perhaps you might like to paraphrase it, as:

“We will never bring disgrace to ourselves or our country by any act of dishonesty or cowardice; we will aid all suffering people for they are all God’s children; we will live for the fine ideals of democracy, both alone and with many; we will reverence and obey our country’s laws and do our best to incite a like respect in those about us who may not realize their value; we will never forget that each of us has his own God-given part to play, and thus in all these ways, we will try to leave our country greater, better, and more beautiful than it was left to us.”

If your child sincerely desires to make his life count for the most, he may be sure that God, who created him, will be able and willing to guide him into that work where he will be the happiest and most effective.

The experience of William Cullen Bryant would seem to epitomize that of youth in general. As a young man in his early twenties he walked one evening to the hills, feeling forlorn and desolate. His future calling seemed more and more uncertain. The sun had already set, leaving the sky flooded with an iridescent splendor. As he paused to contemplate the glory of the scene, a solitary bird winged its way along the horizon. He watched it until it was lost from sight. Then he walked on with new hope and assurance. That night he wrote the poem, “To a Waterfowl,” which ends on this high note of faith in God to direct his life:

“He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone,
Will lead my steps aright.”

A work of this kind would not be complete without a word about you, as a parent, and children not your own. Because you have known the very great joy of having your own child, all other children mean more to you. As the cab driver, who saw a mad dog dash toward a group of small children, leaped from his cab and held the dog until the children were safe and help came, said with a grin, “I have children of my own. Any father would have done the same thing.” Accordingly, whenever you see children in need, physical, mental, or spiritual, it is your privilege to do what you can to help them. There must be a special reward for those kind people who come to the aid of a boy or girl who is in any great need. Theirs may not be the complete satisfaction of a parent who is able to guide his own child, but it is a very great joy and perhaps even more to their credit, for it is natural to love and help our own; to help another is an acquired virtue.

CONCLUSION

You have seen clearly that this Course is designed to help you accomplish more with your child than you have ever dreamed. But no text can cover everything. With our extensive files of information, cases, and problems on child training, we could write many more volumes on the subject. However, we must end somewhere.

Special problems not common to all, and other problems whose solutions may vary according to the age of the child, have been reserved for handling in special leaflets and personally-dictated letters. These are without charge to Parents Association members. Simply write us, stating your need and the age of the child concerned. This special consultation service is prompt and confidential. It is based upon the sincere desire to meet the needs of thousands of parents who, in the face of our complex society of today, earnestly want to do a better job of bringing up their children.

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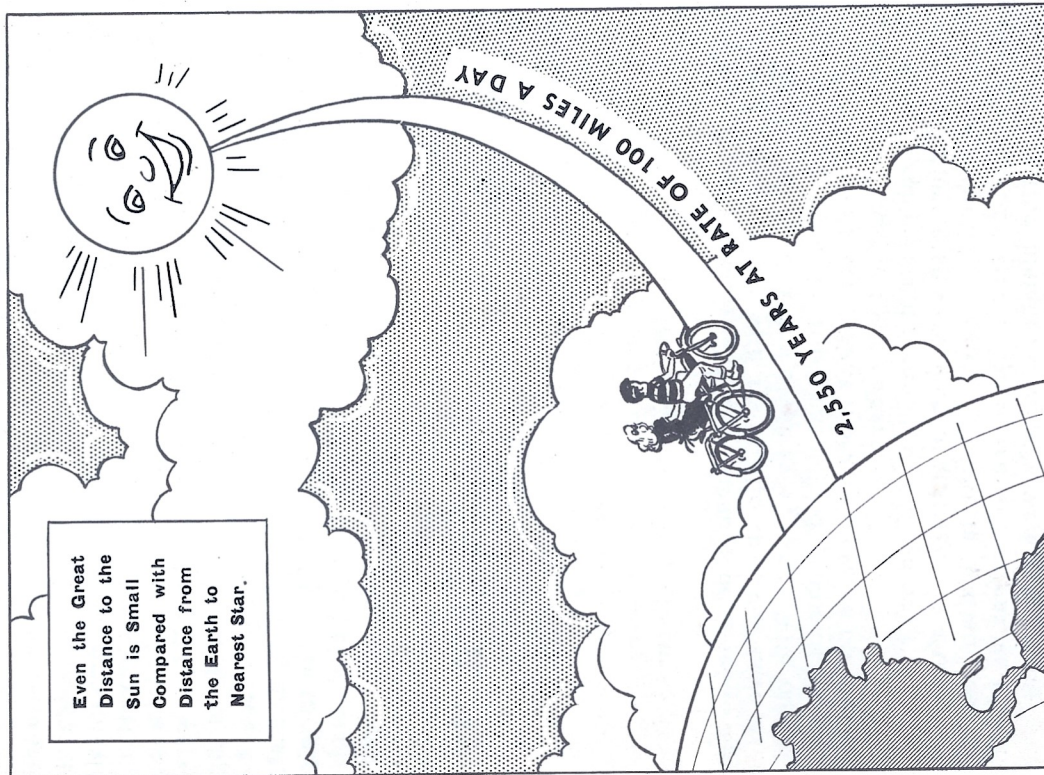
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Even the Great
 Distance to the
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 Distance from
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 Nearest Star.

ILLUSTRATION 202

If a boy and girl had started to the Sun on bicycles at the time Christ was born and travelled at the rate of 100 miles a day, they would not be there yet. They would still have to ride at least 500 more years to reach the Sun!

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*"The family that PRAYS together
STAYS together"*