

Eligaboth Ströcher



How to bring out the BEST in YOUR CHILD

PART 2

TEN-PART COURSE TITLES



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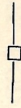
How to Bring Out The Best In Your Child



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THE PARENTS ASSOCIATION

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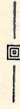


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PART TWO

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WHICH COMES FIRST — YOUR WORK OR YOUR CHILD?

Thomas Hartwell, a lawyer, was bent over his study desk. An important case was coming up the next day and he was hurrying to complete the argument he would present before the court.

Suddenly, from the next room, eight-year-old David burst in upon him. "Daddy, will you fix my coal car? The coupler doesn't work." He shook the metal toy in his hands, as though that would explain everything.

David's father looked up impatiently. "Can't you see I'm busy? Don't bother me." Then he turned back to his papers.

David's face clouded. Angrily, he threw the coal car on the floor and cried, "Aw! You never do anything for me!" With that, he ran up to his room and slammed the door.

Thomas Hartwell opened his mouth to yell up at his son for this breach of conduct. Then quietly he put down his pen, stared at the broken, castaway coal car, and sighed, "Thomas Hartwell, you are ten thousand kinds of a fool. What, after all, is really important? The work you bring home at night, or the love and admiration of your son? Why, what you've just done is like a slap in the face to that boy-- only worse!"

The Attorney Decided That His Son Had Rights, Too

Thomas Hartwell realized, before it was too late, that his son was an individual, a human being with human rights. And one of those rights was a healthy, comradely relationship with his father. Never again did Thomas Hartwell rebuff his son so coldly and completely. If unable to give



ILLUSTRATION 28

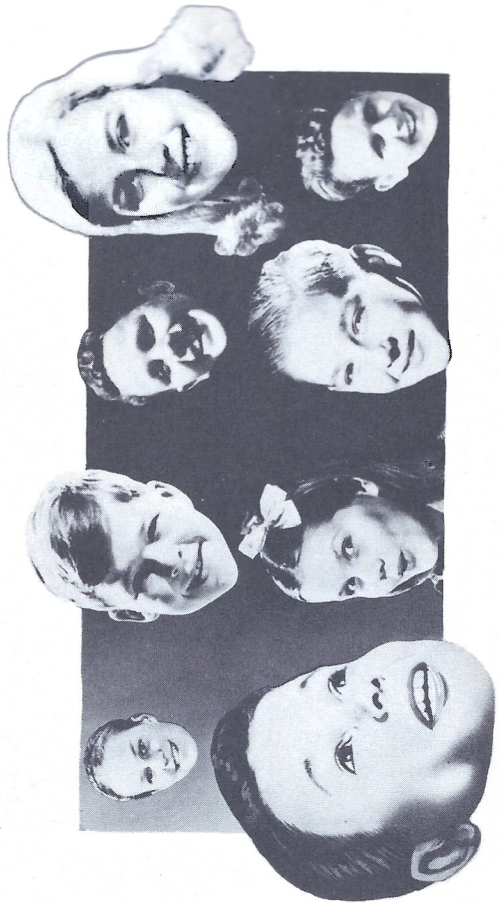
Always remember this illustration of a boy trying to find his first whiskers. He wants to feel "grown-up" and important. So be careful not to hurt his growing pride.

David his immediate attention, he would at least pause long enough to explain the circumstances, then promise to devote a certain time in the future to help the boy with his problems. He made it a point always to keep that promise. In this way, he gained the child's confidence and respect.

If more fathers and mothers were to think of their children as individual personalities, with very real problems--problems sometimes more frightening and baffling than those faced by grownups--they would assuredly gain more understanding and genuine respect from their children.

This, the second Part of the Course in Child Training, tells you how to gain the immediate and cheerful obedience of children over six years of age. As you study these pages, you will observe how much stress is placed on the harmonious parent-child relationship which must exist before such obedience can be won.

It is not always a simple matter to secure obedience from older children. It requires patience, self-control and tact. But above all, it requires an attitude which attempts to understand the child's point of view.



OBEDIENCE -- CONTINUED

THE CHILD FROM SIX TO TEN YEARS

As your child becomes older and more able to reason things out for himself, it becomes less and less necessary to follow formal patterns in the teaching of obedience. If the first nine lessons have been thoroughly learned, it will be fairly easy for you to exact obedience without further lessons.

In this volume, however, you will find two suggested lessons. Their main purpose is to train the child, through ACTION, to obey the more complicated commands which necessarily arise as the child grows older.

When you study the material in this book, you may discover one very striking fact. Possibly the thought has already come to you in reading Part 1. The point is this: In many ways adults are merely grown-up children. They have adopted a more civilized veneer, they have learned to control (or at least cover up) their emotions to a great extent, and their powers of reasoning are usually more developed than those of children. However, they generally respond in the manner in which they are approached. Smile at them, and they will smile at you; yell at them and they will yell back. Now, the principles which help you gain the friendly obedience of children can be used to secure the cooperation of adults as well.

"Grant a favor, ask a favor."

If a neighbor owns a book that you particularly want to read, you do not command him to lend it to you; rather, you request it. You imply that if he consents to lend the book, it is through his own kindness. He is to be the judge. If, in the past, you have proved your own neighborliness, or have done him a favor, you can be more certain about his reply. Isn't that true?

The older your child becomes, the more you can treat him like an adult. Through first granting a favor, then asking a favor, you are much more likely to accomplish the things you want, and in the right spirit. In other words, first show

your child that you bear a friendly attitude toward him, even though what you do as a favor is a very small thing. He will be much more willing to do things for you.

In gaining obedience from a child who has just reached school age (or one even older) you will want to make his close friendship your main objective. Show him that you are genuinely interested in him. Encourage him in his activities. Play with him. During play you can give simple commands. In this way you will make it easier to secure obedience for your more involved commands.

You can apply this idea without any definite instructions. To make it easier, however, the following lesson will start you off in the right direction.

LESSON 10

Teaching obedience to a number of commands.

Aim

To teach obedience, by means of active play, to a child between six and ten years of age.

Preparation

On a carpeted floor, place a rug of suitable color so that marbles put on it may easily be seen. On or near the rug, place a couple of chairs--a straight chair and a rocker. Put a ball of twine on the window sill in the same room. Have available a small bag containing about a dozen new marbles. Be sure the child does not know about these preparations.

Definite Instructions

Make sure your child--let's call him Bobby--is in a happy frame of mind and not engaged in an occupation that will prevent him from acting upon your suggestion.

Go up to him with the bag of marbles in your hand. Rattle the marbles to arouse his curiosity and say, "Let's have some fun--come on into this other room."

Open the door and let Bobby go in first. Hold the bag in your left hand and say, "Now let's see. Suppose you take this chair out of the way--take it over to that corner." Indi-

cate the position with your right hand. When Bobby returns from placing the chair, say, "Now pull this chair (indicating the rocker) over to that other corner." If the rocker is too heavy, help him slide it along.

When the floor is cleared, look over to the window-sill until Bobby wonders why you are looking there. Then say, "Bring me the ball of string, please." Meanwhile, set the marbles on the floor and, if convenient, sit on the floor yourself. As he gives you the string say, "Thank you. Now take this end of the string and hold it right here." Indicate a spot on the floor, then begin to unwind the string from the ball and make a circle out of the string on the carpet. Stop suddenly, pause about five seconds and say, "On the table in the other room are two special marbles that we will use as 'shooters'--bring them here, please."

When he does this, say, "Thank you. Now here is the sack of marbles. You can pour them out into the circle and we will spread them around." When this is done, say, "That's fine!"

If Bobby should refuse to carry out any command you have made so far, take the sack of marbles and start to leave, saying, "I just thought you might like to play marbles." Leave him entirely alone, unless he insists that you stay. In that case, say, "Oh, you would like to go ahead and play? All right, do so and so." (By "so and so" we mean whatever he was unwilling to do.)

After the game is set up ready to play, say, "Now pick out the one of these two you want to use for a shooter." When he selects one, show him how to shoot. (See Illustration 29.)

Help Him to Enjoy the Game

Praise him enthusiastically every time he knocks a marble out of the ring, and have him drop it into the bag. Also praise him when he almost knocks one out. Laugh and help him to have a good time with you.

Play with Bobby for five minutes or longer if he wants you to. When he is ready to quit, hold the bag while he drops the marbles in. As each marble drops, you might say, "Plunk!" with a smile. After the last one is in, hand the bag to Bobby and say, "Take them to the other room, please, and put them into the play-box."

Now, after Bobby does this, let him find you busily engaged in getting one of the chairs back from the corner and ask him to put the other chair back where it was.

Fast the lesson end with a smile and a word or two somewhat like this: "That was fun, wasn't it, Bobby? You and I may want to play together again tomorrow!"

Lessons similar to this may follow for the next several days. The actual play idea can be varied to suit your own circumstances. If you have a daughter and marbles do not seem suitable, try "visiting" with dolls. Your own imagination can be called upon to arrange the details of things the child may do to help in the fun.

Comments on Lesson 10

As mentioned earlier, it may not be necessary to follow the exact procedure outlined in this lesson. It is so arranged that, no matter how much difficulty you may have had before in securing obedience, your boy or girl can hardly resist obeying, not only because to disobey would be to lose the fun of playing with the marbles, but because getting ready is fun in itself.

Let us analyze this lesson a bit further. First, you noticed that it is a good thing to engage in active play with your child. In so doing, you add to his feeling of belonging to the family unit. This, in nearly every normal child, will make him want to cooperate with you. After getting him started in obeying commands, he is more likely to continue to obey.

Again, you started off by asking obedience only to commands that would result in a pleasurable experience. You have appealed to his own interest. You have shown him that you are interested in his affairs and that you enjoy his having fun. By building up his confidence in you, it is reasonable to expect a friendly response from him in the future.

Another point: Bobby has been given a practical example of how obedience brings happy results. He has seen the relation between cause and effect. To clear the area, then get the materials; this resulted in his having the fun of playing marbles with you. He has had a real lesson in cooperation.

The wise father and mother who make it a point to set aside a little time each day for active play with their chil-



ILLUSTRATION 29

Show him how to shoot a marble. Praise his efforts. Laugh. Be a real pal and help him not only to have a good time with you but to look forward to these happy playtimes together.

dren will find not only increased rewards in the matter of obedience; they will find themselves enjoying the experience of reliving their own childhood perhaps, and, most important, learning to know their children better. (See Illustration 30,

Are You a "Scold"?

"Johnny, come up here! Just look at this room! When will you ever learn to keep it straightened up? You'd think I didn't have anything else to do but follow you around and pick up after you! How many times do I have to talk to you like this? When I was your age, I didn't have to be talked to this way. I don't know where you get such sloppy habits, and so on day after day, week after week!

Does this apply to you? Did you ever "light into" your child this way? It is a very common, but very foolish habit. There is nothing constructive in it. It nearly always causes resentment on the part of the child. As a child grows older his objection to fault-finding increases. Frequently it upsets his entire nervous system. It makes him cross and irritable.

Scolding is often a reflection of the parent's state of mind. Other influences have been allowed to dominate the mood and no time is taken to consider the child's point of view. Scolding a child is a poor way of venting feelings about something over which the child has no control.

A practical, tactful way of giving advice without scolding is to deal with the future. For example, the mother who has had difficulty in getting her son to straighten up his room might, instead of talking to him about past carelessness project his thoughts into the future. She might point out the ease of finding things when they are in their proper places. Then by helping him arrange his room, she can set an example for him to follow.

"Three's a Crowd"

Have you ever had to take a "dressing down" from the "boss" in the presence of your fellow-workers? Did it make a better worker of you? Probably not. Your work may have suffered even more because of the humiliation and shame you had to suffer.



ILLUSTRATION 30

This wise mother sharpens her son's friendship and obedience at the same time by entering into active bits of play. Here, she is having fun with her son as they take turns spinning a ping-pong ball and making it do funny tricks.

Children are no different--especially if they are at all sensitive. It is better to be alone with your youngster when talking about behavior. Not even his brothers or sisters ought to be around. By talking to him in private, you enable him to maintain his self-respect; you help him "save face," as the Orientals say. Furthermore, you will be able to secure his undivided attention for what you want to tell him.

Here again is more evidence of the value of the lesson on "Come here." Yelling commands to a child while he is engaged in group activity is likely to put him up for ridicule by others in the group, and make him resentful toward you. Yes, it is wiser to call him to you and then quietly explain what you have in mind.

Expect to Be Obeyed

If general rules were necessary to tell how to teach obedience, we would put very near the top of the list: expect obedience.

Your child, you may have noticed, studies you very carefully. The moment he discovers you do not really expect prompt and cheerful obedience, he will most certainly take advantage of it. On the other hand, so long as you maintain your expectant attitude, he will likely respond without hesitation.

Who is the Timekeeper?

How many times have you assigned a young child some minor task to be performed in the future? "Put your blocks away when you have finished playing with them." "Wash your hands after you are through handling the modelling clay." "Turn the light off when you leave the nursery."

It is expecting too much of a young child to remember these delayed-action commands. His mental "alarm clock" has not been developed to the point where it will ring automatically to activities commanded by others. True, he will probably remember things he wants to do himself, but here the desire comes from within.

To insure obedience, especially in a child who is just in the process of learning to obey, better wait until it is time to carry out the command, then give it in a firm, friendly voice.

This matter of proper timing is always important. Impressions and impulses crowd upon each other so rapidly in the child's mind that commands for action in the future easily become lost.

Some mothers declare that they themselves can't keep a situation in their mind until the exact time comes when the command should be issued. If this be true, how can a six-year-old be expected to keep the command in his mind for the same length of time?

To remind a child of his failure to carry out a particular delayed-action command has the effect of suggesting that he was lax in obeying you. It is better to manage in the first place so that there is no chance for any suggestion of lax obedience.

In dealing with an older child, if there is a situation in which a delayed-action command seems appropriate or when you are attempting to establish some particular habit, you may say, for example, "When you are ready to come downstairs, be sure to close the windows upstairs." Then it is important for you to see that the instruction is carried out when the time comes.

"Why Do I Have To?"

Perhaps you have overheard conversations like this:

"All right, Jimmy, we must go home now. Say 'good-bye' to Dicky and come on."

"Why?"

"Because."

"Because why?"

"Because it's getting late and Daddy will be waiting for us. Now, please come on, dear, right away."

"Well, why do I have to?"

Is Jimmy really asking for information? Of course not. He is merely sparring for time, laying the groundwork for a long, drawn-out defense against obedience. Result: open rebellion, punishment, tears!

If you have taught your child to obey promptly and cheerfully, you do not need to justify your commands. It is enough that you start a friendly spirit and then simply expect obedience. Suppose you are confronted with the situation described above. You would need only to mention your child's name; then, upon receiving his undivided attention, simply smile

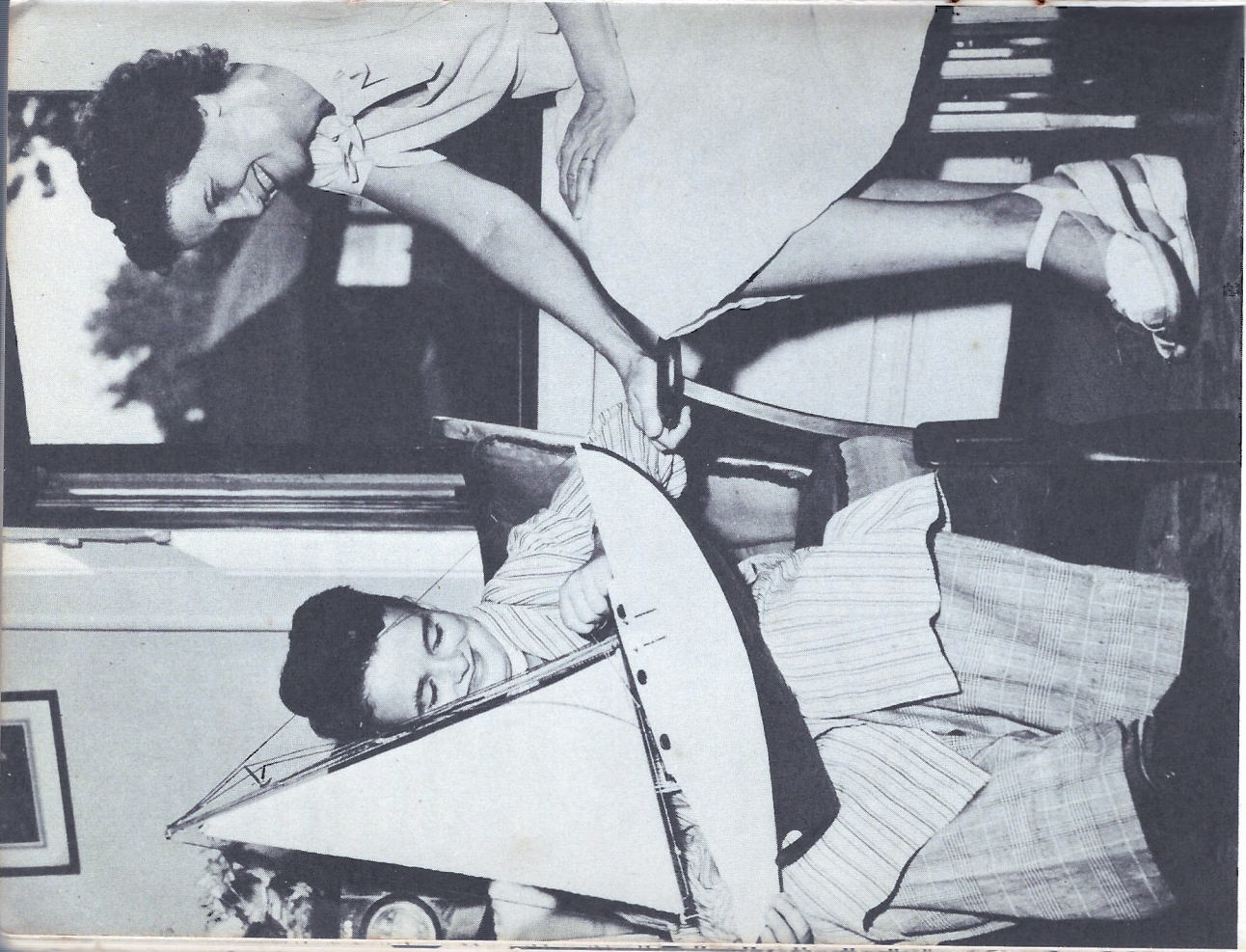


ILLUSTRATION 31

When a boy has to remain indoors on account of illness, a mother who is wise will grasp the opportunity to have fun with him and gain even closer friendship. (See "Suggested Activities for Convalescent Child," Part 5, Page 42.)

and say, "Come here, please." And Jimmy would come to you immediately, ready to carry out your next suggestion. Yes, if you have mastered the technique of the fundamental lessons on obedience, the procedure is as simple as that.

After you already have succeeded in carrying out the positive methods taught in this Course over a period of time, then you and your child will show a friendly spirit toward each other as a matter of habit and obedience likewise will be as natural as can be. But it is a good idea to take advantage of every opportunity to build a still closer friendship. For example, if a child with a cold has to remain in the house, that is a natural opportunity and should be grasped. (See Illustration 31.)

To Argue With a Child is to Lose the Case

Closely allied to the habit of eternally asking "Why?" is the practice of arguing when commands are given. The following conversation is a typical example:

"Clarence, come in and get your hands washed. It's time to change your clothes."

"Wait a minute, Mother, I want to ride down to the corner again."

"But Clarence, that will make Mother late for her appointment."

"No, it'll only take a minute."

And without waiting for Mother's rebuttal, he is off down the street on his bike.

Now, what has happened? Clarence has utterly ignored his mother's reason for her command. He has put her in an awkward predicament. If she gives in to him, he will be encouraged to resort to the same tactics again; if she enforces obedience against his will, she will create a scene.

Instead of resorting to argumentation in an attempt to secure obedience, how much better had the mother simply said, "Clarence... come here, please."

"But," you say, "isn't it wise to explain to Clarence why we want him to do something?" Well, it just doesn't work out that way. As in the case cited above, explanations tempt him to find arguments for not obeying. And there you have a collision of wills that too often leads to the use of authoritative force by the parent.

It should be stated at this point, however, that there is a distinction between giving a reason before an act of obedience has been performed, and giving the explanation after the command has been obeyed. Assuming that Clarence would have responded to the command, "Come here, please," there would have been no harm in his mother saying, "Thank you, Clarence, for coming at once. I was sorry to call you in from your fun, but I realized that if I were to keep my appointment, we'd have to be getting ready to leave."

When Laughter Isn't Funny

Donald and Charles, aged eight and six, received new drums for Christmas. When the boys had finished their dinner, they brought their drums into the dining room and insisted upon beating on them noisily, much to the embarrassment of their parents and of the guests who were there for dinner.

Their father yelled out over the din, "Quit! Stop it! Now that's enough of that!"

To which Donald replied, "Aw, we're just trying to drum up a little excitement." Then father and mother and all the guests joined in laughing at this "cute" saying.

Needless to say, their laughter did more harm than good. It put a premium upon disobedience and disrespect. It gave Donald the impression that he could sidestep obedience by thinking up wisecracks.

Actually, Donald would not have had a chance to be "cute" if his father, instead of yelling commands, had simply said, "Donald... come here, please," and said in a very low, confident voice, "You may take both drums back to the playroom.... That's fine... Thank you."

It is a splendid thing for a child to laugh and joke. But there are times when laughter is entirely out of place.

Be Specific!

Caution is needed when giving a command to a child to do some work. For example, telling a boy to go out and work in the garden permits much misunderstanding. Too, the influence of fatigue must be considered, as must the child's normal need for a change of activity every now and then.

If a child is given a task to be accomplished, make the instruction specific rather than general. Instead of saying, "Go out and work in the garden," say, "Take this pan, please and bring me six onions." (See Illustration 32.)

Attention!

You probably know how difficult it is for someone to secure your full attention when you are busily occupied with your own interests.

If Junior's attention is absorbed in a book, you may not want to disturb his period of concentration. However, it is not good to ask him to do a thing, then change your mind and justify his not doing it on the grounds that it would disturb his train of thought. Rather, decide before the command is given, whether or not the interruption is necessary.

Upon occasion, you might ask an older child to report to you when he has finished a chapter in his book; then you may ask him to run an errand. However, if it is really necessary to interrupt his concentration, do not hesitate to make your request and expect him to carry it out right away.

If you are considerate of him in gaining his undivided attention in the first place, you will be much more likely to secure his prompt and cheerful obedience.

Consider Child's Inexperience

It goes without saying that your child does not know as much as you do. There are so many things he must be taught, so many things he must learn the hard way--by bitter experience. This fact is often overlooked in dealing with a young child. Suppose your boy is given a new knife. You tell him to be careful. But if he starts to bore into a piece of wood and breaks a blade, should he be blamed for his inexperience in handling the tool? Obviously not. He simply needs to be taught the proper use of the knife.

Again, suppose he breaks a costly vase. Before being too harsh with him, consider his intentions. Did he mean to break the vase? If not, he simply needs to be taught how to handle objects gently and carefully, or, perhaps for a while longer, to leave certain objects definitely alone. In any case, by putting yourself in his shoes, you will be more likely to discern your proper course of action.

Transferring Authority

The center of authority in a family is often confusing to a child. Normally, the father and the mother are the final authority. Here there should be unity between the parents. Nothing can cause so much disruption as having one parent who belongs to the old school of threats and punishments, while the other parent is earnestly trying to use more progressive methods. Problems in training ought to be discussed and agreed upon beforehand. Then each parent will be helpful to the other, and together they will be more helpful to the child.

What about baby sitters? In cases where both parents are out for any length of time, the child can be made to understand that temporary authority will be invested in another person. Naturally, this calls for clear instructions to the baby sitter upon problems that may come up during the parents' absence.

SPECIAL PROBLEMS Relating to Obedience in Children From 6 to 10 Years Old

Our Parents Clinic through many years of actual work with fathers and mothers has given counsel on many problems. Following are just a few of the questions asked of us on obedience in children from six to ten years of age, together with the suggestions we have given for their solution.

(Remember! If you have questions which are not covered by the material in this book, write us and we shall be happy to answer you.)

A father writes:

“Our son, Henry, is six. He climbs all over everything, trees, fences, etc. How can we teach him to be careful?”

In our reply we said that climbing, even though it keeps parents in suspense, is natural in children. If Henry is taught what he may and may not climb, and what things are dangerous, a large part of the parents' fears may be dismissed.

Make your command specific, so the child knows for sure exactly what is wanted. For example, this mother is saying, “Take this pan, please, and bring me six onions.”

ILLUSTRATION 32



Let the boy climb up and down certain objects while the parents are present. By so doing, he can be taught to handle himself with some assurance. It is an excellent idea to plant and cultivate the suggestion in his mind that he is very "careful" about climbing. The experience he gains while being watched and when comments are being made about his carefulness, will be of benefit when he is not under supervision. (See Illustration 33.)

If you find your boy about to climb something particularly dangerous, you may call him to you. Then indicate what he may climb with safety, or give him something else to do. If he insists upon climbing some forbidden object, you may use the technique described in connection with the child who was taught to observe definite boundary lines. (See Part 1, page 58.)

A mother inquires:

"My Susan usually says, 'No, I don't want to,' whenever I ask her to do something. How can I get her to mind?"

How easy to say, "No, I don't want to," whenever we ask our child, "Do you want to?" Those four simple words have probably spoiled more children than have any other four words in the dictionary. If Susan truthfully replies, "No," and you give one reason or another why she should want to, and then try to force her to do the very thing which she has just said she does not want to do--well, the seeds of disobedience and revolt have been sown.

It is important to remember that when you put forth your commands in the nature of a question, you give Susan an opportunity to exercise her personal choice in replying. Even though she indicates eventually that she will follow your command, her answer is apt to be "Oh, all right," or "I suppose so," or "Just a minute," or some such phrase which shows an acceptance of the responsibility for obedience, but carries with it a reluctance to obey, if not actual resentment at your request.

I would suggest that you eliminate from your vocabulary the words, "Do you want to?" and, in keeping with the fundamental techniques in Part 1, put your relationship with Susan on the basis of love and simple obedience.



ILLUSTRATION 33

It is well to have a child do some climbing as the parent looks on, so that helpful cautions may be impressed on his mind. The parent also may lodge the suggestion that the child is always very careful about his climbing.

Here is a letter from a father:

"Of late, our four boys have been growing more lax about respecting our wishes. When we tell one to do something, he generally does it, but is very slow about it. How can we get them to obey more quickly and also make them more interested in doing work that should be done?"

First, get your boys interested in you. One good way would be to enter whole-heartedly into the spirit of their play-life. Show them that you have the power to add directly to their happiness. This can easily be done by a little participation in their fun or, better still, by sponsoring some fun yourself. By changing their attitude toward you, they will look upon you in a different light, and will be much more ready to respect your wishes.

Make it a rule, for several days at least, not to command them to do any specific thing unless they are within six feet of you and you are sure that you have their undivided attention. If a boy is farther away, call him by name and when he comes, announce your command in a friendly, confidential way. You will be amazed at the improvement in response.

A mother writes:

"What can I do to cure my nine-year-old son of his careless habit of saying, 'Huh?' when I ask him a question, or when I tell him to do things for me?"

Your son who replies "Huh?" doubtless intends no disrespect or discourtesy. Yet this kind of reply does indicate a certain laxity in your general discipline of him.

The following exercise may be used to remove this careless habit--starting with the next time he is careless.

First, change your position in the room. Then, in a friendly voice, pronounce your son's name distinctly. When he looks in your direction, say, "Come here, please." When he reaches your chair, smile and say, "There is one word I believe you can change that will sound a little better. I know you feel kindly toward me, just as I feel kindly toward you. So, when you don't quite hear or understand what I say, instead of using the word 'Huh?' suppose you ask, 'What did you say, Mother?' Let's practice that a bit,

starting now. Say, 'What did you say, Mother?'" When he says it, compliment him and encourage him to remember the phrase. Or perhaps you may prefer that he say "Paradon?" Regardless of the word or words chosen, the principle remains the same.

In the days that follow, avoid allowing him to use "Huh?" without a corresponding friendly reminder from you. Chances are that it will not take long for him to adopt the new expression.



THE CHILD FROM TEN TO FIFTEEN YEARS OF AGE

Most parents consider the span from ten to fifteen years a very difficult period in child training. There are good reasons. The normal child undergoes many rapid changes physically, mentally, and emotionally.

The first point to consider is that your child no longer considers himself a child, but begins to think of himself as a grown-up, entitled to more adult treatment from his family. His attempt to feel the first whiskers on his chin is symbolic. He is proud and on the lookout for every evidence of his growing manhood. (See Illustration 28.)

The second point to consider is the importance of continuing to keep your child's friendship. Now, even more than ever before, it is necessary to work with him instead of against him. By being as considerate toward him as you would be toward a good friend, you will have established the ideal relationship.

Authority can be relaxed gradually. Commands can be fewer, although a firm, expectant attitude is still essential in specific problems of discipline.

The lesson which follows is a suggested way to arrive at a starting point in the teaching of obedience to an older child. It is suitable for either a boy or girl and can be given either by the father or the mother.

LESSON 11

Teaching obedience to various commands

Aim

To teach obedience, by means of active play, to a child ten to fifteen years of age.

Preparation

Place a small table near the corner of a room. In the next room, near the door, set a straight chair. In another room, place an empty wastebasket. Get three tennis balls.

Definite Instructions

Approach your child, whom we shall call Don, with two tennis balls in one hand and one in the other. Tap the balls together a few times. Bounce one on the floor and catch it on your way. Then say, "Don, let's see who can make the most baskets with these tennis balls. Let's go into the other room."

After entering the room, put all three tennis balls in your left hand and reach out your right to lift one side of the table, saying, "We'll put this table back in the corner. Now bring the chair that stands just inside the door in that room."

After Don brings it to you, say, "Now we'll put that chair right up on top of the table. That's it. Back in the corner."

After you've placed the chair properly, say, "Do you know where the wastebasket is? I believe I left it near the window in the library. Bring it here, please."

Don will not likely refuse to do any of these things. If he should, leave at once without saying a word, but be perfectly calm. Keep the balls to yourself until he asks for them. Then say, "Are you sure you're ready to play?" When he says "Yes," smile and go back into the room ready to start where you left off.

When Don brings you the wastebasket, place it on top of the chair. Then go back about six or eight feet and, while still holding the tennis balls in your hands, say, "Now, I want you to take these three balls and see how many you can make stay in the basket. But they have to stay in; bounces don't count. All right, here you are."



ILLUSTRATION 34

The father shows his keen enjoyment at play. Enthusiasm is the key-note. He is quick to praise the good shots of his son. And the son naturally loves to play with a dad like that.

Hand Don the balls and go over near the table, ready to catch the balls that fail to go into the basket. Express enthusiasm for hits and give encouragement wherever possible. Let Don keep on pitching until all three balls stay in the basket. (See Illustration 34.)

Take Turns Tossing at the Basket

Empty the balls into your hand saying, "Now let's see how well I can do. You toss the balls back to me when I miss." Keep up a running fire of comment as you and Don take turns.

After a few minutes, say something like this: "We'll have to have some of your friends come in and play, too, one of these days, won't we?" Pause a moment, then say, "Is that enough for now?"

If Don says "No," and wants to play longer, agree to his request, then ask, "Now have we played long enough? Continue playing until he has had enough, or until a certain time by your watch."

Then set the basket down on the floor, leaving the tennis balls inside, and immediately give Don the chair, saying, "You may put this chair just inside the other room." When he returns, take hold of one side of the table. Wait for him to grasp the other, saying, "Let's set this out from the corner."

Next take up the wastebasket, reach down and get the tennis balls, and before giving them to Don, say, "Now, I'll put the basket away; you take care of the tennis balls."

Comments on Lesson 11

It would be absurd to think that only one or two lessons of this sort would instantly turn a disobedient child into an obedient one. A child who has not been properly trained before he has reached his tenth birthday is a serious problem.

The lesson itself is merely a suggested way of starting the habit of friendly obedience. You may want to adapt the details to meet your own conditions. It is important, however, to keep the spirit of the lesson in mind at all times.

The important point is to convince the child that you are on his side, not so much by telling him as by showing him.

When you give him small pleasurable tasks to perform, you make it easier for him to obey reasonable commands of a more difficult nature.

After having made a start in securing obedience from an older child, you may gain help in winning greater compliance by using the following suggestions.

Why Hesitate?

A command, to carry weight, must be firm and definite. A mere hint, or a suggested course of action for a child, implies to him that he may use his own judgment about carrying it out.

Whining, complaining, pleading, yelling, threatening--all are irritating to a child and generally put him in a combative mood. A well-modulated voice, calm but insistent, not only encourages obedience, but is conducive to a good disposition in your child.

Think First

Before giving a command, make sure that you have a good chance of securing obedience. If the command is important, if it is reasonable to expect the child to do it immediately, and if it does not interfere with something really important in his own present activity, then give the command in a friendly manner, with full indication that you expect to be obeyed.

As we learned in the discussion under Lesson 10, Page 17, many children have fallen into the habit of arguing. The treatment is the same; ignore the argument, be calm for a few seconds, then very slowly repeat the command in a low voice. By making a definite command in a friendly way, your child can be obedient without feeling humiliated or imposed upon.

Answering Requests

When your child asks permission to do something, you are immediately given an opportunity for increasing his confidence in you and your judgment. At the same time, ill-considered answers to requests can disturb or even harm your relationship.

For instance, were you first to say "No" to a request and then later, "Yes," the child would think you were not sympathetic with his desires. He might believe that by talking or teasing he had changed your mind for you.

Too, if you were to reply "Yes" and then switch to "No," the change could shock him and make him antagonistic.

Better be sure of your decision, even though this takes as long as ten minutes, and then be firm in your answer. Avoid giving your child the idea that his pleadings or arguments have much to do with your decision; rather let the facts in the case determine your answer. However, if you can grant a request, do it wholeheartedly so that your child will know that you are glad to make him happy.

Show No False Pride

Suppose you have said "No" to a request and find out later that you did not have all the facts, that your proper answer should have been "Yes." There is no need to let false pride keep you from changing your decision. Tell the child what has happened and grant the favor. Children are quick to perceive injustice and just as quick to respond to fairness on your part.

If your child asks to do something that you know he cannot accomplish successfully, it is better to agree to the idea in principle and then point out the difficulties he may have to face. In this way he may change his mind of his own accord.

Obedience in Children Not Your Own

When you are given temporary charge of other children, you are at once faced with new problems. The following suggestions may help smooth out the rough spots.

First. Do some little kindness for the children. Secure their confidence as soon as possible. Play and have fun with them if circumstances permit.

Second. By your very manner, get the idea across that you like them and expect to have a fine time with them. Notice and praise every little act of kindness on the part of one child to another. By praising them it gives them a good reputation and they are apt to do their best to win your further praise. Express the idea that they are a fine group and would always get along well together because they like to do things for each other.



ILLUSTRATION 35

It is a good idea to assign to one boy the responsibility of getting a message to other boys. It appeals to his pride. It is natural for him then to WANT to cooperate with you.

Third. Give no more commands than necessary. Having established mutual confidence, it will be easy for you to secure obedience when any issue of importance arises.

How to Appeal to Pride

A father found that neighbor boys had been riding their bicycles across the corner of his shrubbery instead of staying on the sidewalk. At first, he rolled the question over in his mind as to whether it would be possible to speak to the boys about that habit of theirs without scolding them or causing them to have an ill-feeling toward him.

Then, an idea came to him. He decided to pick out one boy and praise him instead of scolding him. Here is the way he did it. He told that boy truthfully that he was selected because he was one well-liked by the other boys and had a fine influence over them. He said, "Now I'll explain this proposition to you so you will understand it yourself and then you can explain it to all the other boys. You know how it is--I work hard and try to keep these shrubbery beds as nice as I can. You can see that it will make this corner look much better if all wheels stay on the sidewalk as they come around here. You explain to all the boys that I want to see them have a jolly good time, but that I will appreciate their keeping the wheels all up on the sidewalk. I know you will do a good job explaining this to the boys and thanks a lot!" (See Illustration 35.)

The very least that a boy is apt to do in a case like that cited above is to watch the wheels on his own bicycle. The chances are that he will follow the suggestion to use his influence with other boys, too, because a proper appeal is made to his sense of importance.

Treat a boy like a man and he will act more like one.

Threats ("If You Don't Do THIS, I'll Do THAT!")

If you really love your child (and this whole course is built around that premise), you will be careful never to display the antagonistic attitude which invariably accompanies threats.

"If you don't come in this instant, I'll get a switch."

"Do you want me to get the hairbrush?"

"You do that just once more and I'll spank you!"

"Come home right after school, or I'll speak to your father when he comes home at dinner time."

The thinking child who is controlled by punishment or threat never learns to solve his character problems on a high moral basis. He is apt to act purely "to keep out of trouble" and not to do right for its own sake.

To break the habit of making threats requires a tremendous effort. But the gain is worth the cost. The best method is to adopt an altogether new basis for control, one that is founded on love and friendship.

Allow Harmless Activities

How many mothers and fathers do you know who are exceedingly strict? You would say that their vocabulary with their children consisted only of "No" and "Don't." Why? Perhaps because they do not want to "spoil" their offspring through too much indulgence.

But is this right? Is it not better to indulge the child in those things which will definitely not be harmful, but which will actually give pleasure? Does permitting the child to engage in harmless activities cause him to rebel at your denying him those things which will actually cause him harm? Not at all. The feeling of confidence and trust that you have built up in him by considering his own point of view will stand you in good stead when really important issues are to be decided.

Anticipate!

If you consider ahead of time what a child may do, or want to do, it is surprising how easily you can control his actions. Suppose there is an open box of candy on the living room table. This tempting object need not be removed merely because your child is around. Instead, call his attention to it. Explain whose it is, and how it happened to be placed there. In short, help to satisfy his curiosity. Conclude by simply saying in a confidential tone, "Since it belongs to Mrs. Smith we will leave it alone." (See Illustration 36.)

Then change the subject. By having cooperated with him in learning about the object, and by having made your request in a friendly but positive manner, you can count upon his full cooperation.

SPECIAL PROBLEMS
Relating to Obedience in Children
From 10 to 15 Years of Age

The following examples may help to illustrate how the foregoing ideas may be specifically applied.

A mother writes:

"How can I manage my 14-year-old daughter who has a tendency to be bossy, self-willed, and has no respect for her elders?"

In the first place, it is essential that you build up a spirit of good will and friendship. Be so enthusiastic about it that she knows for a certainty that you are her friend.

Does she like a special delicacy in the way of food? Surprise her with it some evening for dinner. Does she like pretty clothes? Then plan with her a dress that will really "do something for her"--a dress that will take into account the color of her eyes and hair, and accentuate her loveliest qualities. Such a dress, if planned with loving solicitude on your part, will "do something for her" in more ways than one. It will convince her that you really are her friend and that you are vitally interested in everything that pertains to her happiness. (See Illustration 37.)

Follow up this advantage by reminding her what a fine girl she is getting to be. Point out specific instances in which she has made you proud to have such a daughter. Be sincere. You can certainly find enough instances for which she deserves genuine praise.

Above all, give heed to your own attitude. If there are times when, as a result of being over-tired or over-burdened, you are just the least bit irritable toward your husband or toward any member of your household, be quick to acknowledge your weakness and ask your daughter's forgiveness. Her general disposition will improve tremendously if she can see in you a living example of radiant, winsome behavior.

Another mother writes:

"I have great difficulty in getting my eleven-year-old daughter to do anything for me. Sometimes I tell her to finish what she is doing before running my errand, but she always wants to do something

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ILLUSTRATION 36

When you know that there will be an immediate temptation which should be resisted for some good reason, it is well briefly to explain the situation as "man to man" and expect perfect cooperation.

else before obeying. I have a brother who's always wanting people to wait for him. How can I correct this same tendency in my daughter?"

In a situation of this kind, it is vital to secure the friendly cooperation of the child. Certainly you do not want to drive her. Spend several minutes each day playing with her or chatting with her about her own interests.

For the time being, avoid giving distasteful commands that will interrupt her when she is engrossed in some activity. Wait for the propitious moment when you have her friendly attention. Then propose some project to which she will likely respond with enthusiasm. For example, you might roll your eyes and say, "I just thought of something nice. How would you like for us to make some fudge?... Honestly? Would you like that? Oh, Boy! Won't that be fun!...I'll get the chocolate; you get out the candy pan.... Thanks! Won't Daddy be surprised?... Now the milk from the refrigerator..."

And the first thing you know, your daughter is obeying commands instantly.

Please do not misunderstand me. I do not mean that you are never to ask a child to do anything difficult. I am simply suggesting that at this particular stage in your daughter's development, it is essential that she associate obedience with promptness and real joy, rather than with compulsion. Gradually, you can increase your requirements and your influence as you succeed in winning her closer friendship.



THE AGE FROM FIFTEEN TO TWENTY-ONE YEARS

The same principles that we use in dealing with younger children may be applied to the upper teen age, but with special caution being exercised on one point. We must never -- NEVER underestimate the age of the adolescent. We must be most careful not to treat him as if he were younger than he actually is.



ILLUSTRATION 37

A teen-age girl just naturally feels most friendly toward her mother who is helping her with a new attractive dress and who is able to see things from her point of view.

A mother from Cleveland was in my office, telling me about her 17-year-old son. His father, just before leaving on a trip, did not realize the importance of this point which we are stressing. He placed so much emphasis upon the fact that the boy was not to touch the keys to the car which was in a garage for repair and the mother, too, showed so much anxiety about keeping the keys away from the boy that he actually got the car out of the garage and took some other boys for a long joy-ride.

That act of disobedience was an indirect result of wrong methods used in earlier years. But it also was a direct result of the foolish attempt made to treat a young man as if he were a small boy--and one not capable of being trusted.

It may seem easy for us, as we read these lines, to see clearly the mistake that was made with a youth about keys to a car. But unless we are careful, we will find ourselves making similar mistakes. The reason is that when we live with a child growing up gradually, we are apt to carry over our previous attitudes and continue our treating him--in countless instances--as younger than he is.

Just Reverse the Usual Procedure

To secure the very best results, it is well to reverse the usual procedure. That is, treat the adolescent as if he were older than he is, instead of younger.

Earlier in this Course, we have emphasized that it is wise to make any necessary correction of the child in absolute privacy. This is doubly important in the case of a youth in the upper teens.

The best conception I can give you, to serve as a practical formula for dealing with an adolescent is that you treat him to a very large extent as you would an adult guest in your home--a guest with whom you right now are on the most friendly terms and with whom you are anxious to remain on most cordial terms all the rest of your life.

Of course, a parent needs to exercise a guiding hand all through the teens but it is important to keep that guiding hand from being too much in evidence. With various attractions outside the home and worldly influences of some companions being what they are, there always will be need for a directing mind that may be firm on occasion but always tactful and friendly. When a child of any age knows from

his experience with you that you always have his point of view clearly in mind, all problems can be solved.

This Idea Should Help You

With an adult guest in your home, you would be exceedingly careful to avoid getting into any unfriendly argument. Our counsel to you, based upon much experience and observation, is to be equally careful to avoid any unfriendly argument with either boy or girl in the upper teens. Carry out a policy of smiling and agreeing as much as you can. That will convince the young person that you are trying to reach a friendly understanding. You may add your own thoughts to shed new light upon any problem, but keep the talk on a mental, rather than an emotional plane.

With an adult guest, you would be considerate if you knew he was in need of sleep, or not feeling well for any reason. You should be equally considerate if your teen-age boy or girl is in need of sleep, or not feeling well.

You can succeed in winning the friendly cooperation of older children without showing authority. To ask obedience of a youth in the same way as you ask favors of a grown-up friend will not lessen your authority in the least. With that method, you need no authority.

A Personal Illustration

Before I left home, I had the experience of living with my younger brother as he passed through the period from fifteen to twenty-one years of age. He cooperated with me perfectly without being under my authority. All the authority in our family was in the hands of father and mother.

No matter what I wanted my brother to do, I would ask him to do it and he granted me the favor. The thought of being "obedient" never entered his head; he "did favors" for me. That is enough. And that should be enough for you in dealing with your son or daughter in the upper teens.

Was I as eager to do my brother a favor as he was to assist me? Most certainly. First, last and all the time! That was largely the secret. So it will be with your child. Show a willingness to help him out on every occasion. Talk to him about everything you know will interest him. Do little things for him which you know will please him.

"Favor" Idea is Practical

Could anyone reasonably object to this policy on the ground that in order to influence the child to cooperate the parent first should cooperate with the child? Certainly not. It would be just as reasonable for a parent to ask us for a method to teach kindness to an upper-teen-ager, while setting the opposite example of saying and doing unkind things, as to ask for a method to secure cooperation that is not earned. You cannot expect a youth to show you the kind of friendly cooperation you want if you don't set a friendly pattern for him.

A youth simply responds to the methods used. If the parent seems to work against him instead of with him, he will very likely have trouble getting friendly cooperation.

Consider any two boys or any two girls who are friends. See that they get to exchange a few little favors back and forth, and note how quickly they become even closer friends. Exchanging favors is really the secret of close friendship. By favors are meant any acts which seem to further the interests of another. Let either one of two persons decline to assist or show interest in the other and the friendship instantly declines.

It would be absurd for anyone to try to force a friend of his to do him a particular favor by inflicting pain. And it would be just as unreasonable for anyone to try to force obedience from a youth of fifteen or more. The kind of cheerful cooperation that is wanted must be secured by means other than force or punishment.

The future, as well as the present, is rich in rewards for a person who has learned the secret of getting all important results without showing force or parading authority.

Train Yourself to See Things From
Your Child's Point of View

Many mistakes which parents make, especially in handling an older child, can be traced to their failure to see things from the child's point of view.

One mother said to me:

"I have tried utterly in vain to influence my nine-teen-year-old son not to go East. He seems more

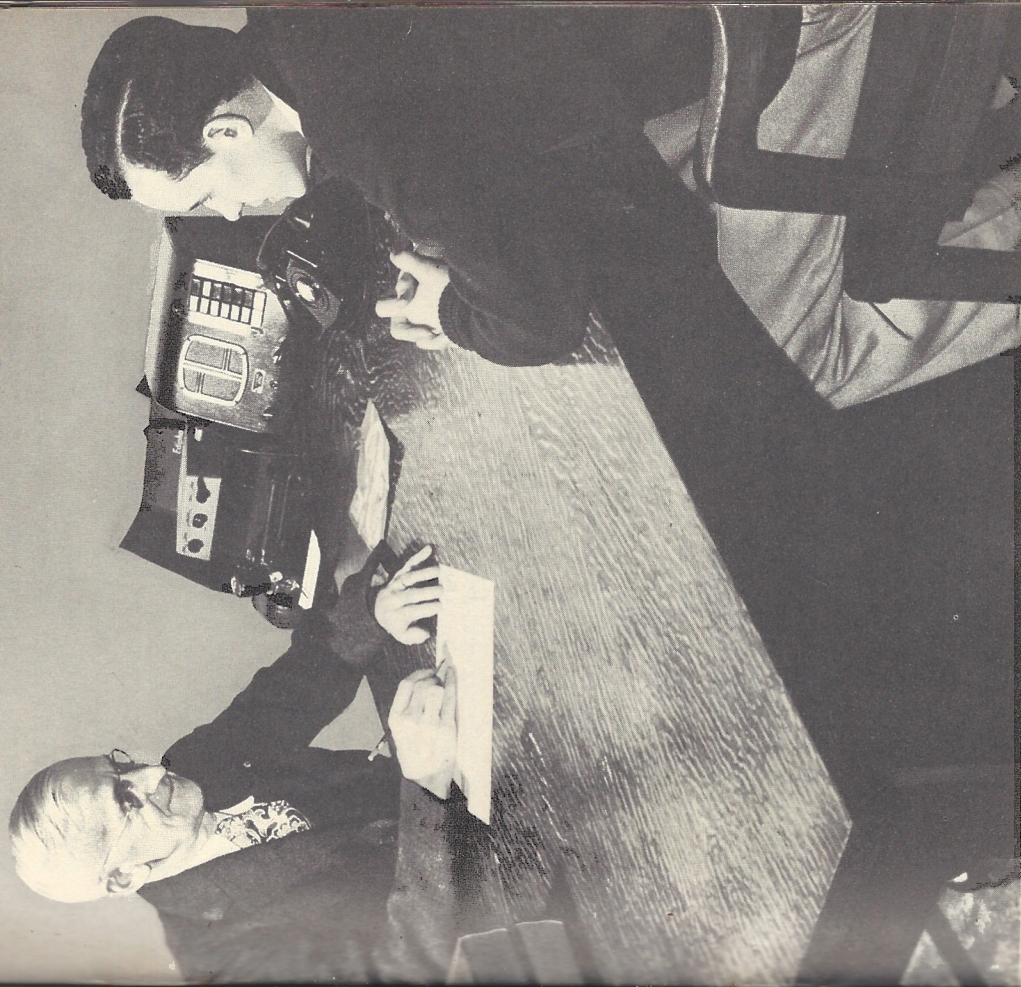


ILLUSTRATION 38

This young man was pleased to listen to points both for and against his going far away to work. He enjoyed weighing the points fairly without argument. He then reached a decision cheerfully and wisely.

determined now to go after I've argued with him several times than he did before. I hope you can influence him not to go."

In a personal interview with that young man, I did not engage in a single word of argument. Instead of advising him not to go East, I suggested that one good way to arrive at a decision on any matter of importance was to take a big sheet of writing paper, run a vertical line down the middle of it, on one side of the line make a list of the reasons for a certain decision and on the opposite side of the line make a list of the points against that decision.

After clearing a flat-top desk of everything except a plain sheet of paper, I took a pencil and suggested that we would put down all the points we could think of together--first the points in favor of going East. By covering the points favoring the Eastern trip first, it carried out the idea already started in the mind of the young man that we were considering this matter from his own angle of vision. And to emphasize this idea more strongly, I suggested some points of advantage which even he himself had not thought of, or at least had not expressed.

Then, after listing all the points we could think of in favor of going East, we began the list of points against going. No points were put down here except those which the young man wanted to have listed. I simply raised points in the form of questions and once or twice I stated a fact. For example, I told him I had spent two years in New York and that my expenses ran just about one-third more than in my present location. He was told in a confidential way that he could safely count on expenses being about one-third higher. Incidentally, the business offer he had had in the East was not quite a third better than one he received nearer home. So here was a crucial point. If I had not won his confidence by looking at the problem from his angle of vision first, he might have discounted the remarks made about expenses, thinking that they were made for the sake of argument.

When the boy referred to his mother's wish in the matter I said, "I figure that like this: I have only one mother. She has always been good to me. Of course a fellow has to make his own decisions. Why not just put this down as at least one thing to consider along with all the rest? Is that what you would do?" Finally, when I suggested that he take his

time to arrive at a proper decision, he said, "I don't need any more time. I am not going East." And in leaving he thanked me profusely for taking the time to talk with him.

Here's A Good Rule About Arguing

If you'd like for me to give you a good rule to follow, here's one that's really important. Never argue with a child. Argument often suggests a lack of friendship and that's not good. First, show the child that you see clearly his point of view. Then, and not until then, get the child to see yours. Keep him friendly.

How NOT to Teach Obedience

Positive methods for teaching obedience have been given throughout Parts 1 and 2 of this Course. Now, it would be easy to tear down any good work you have already built up, by just being careless about your commands. Here are fourteen unwise or foolish commands that it will pay you to avoid:

1. The Bad-Temper. Do not give commands when by word, voice or gesture, you show that you are angry, irritated, or even impatient. Example: "For goodness sake, Billy, aren't you ever coming?"
2. The "I-told-you-so." You should indicate that you expect to be obeyed. Not: "I just knew that you would forget what I told you to do."
3. The Nag. You are probably familiar with the nagger who says: "Mary, I've told you over and over not to use the telephone all evening! Why can't you remember? Suppose someone wanted to talk to your father or me? Why, you talked for almost an hour to Jane and such a conversation!" etc.
4. The Phonograph. Repeating the same idea over and over, such as: "Billy, come here quickly--hurry--don't be a day--hurry up. Now! Do you hear me, Billy?"

5. The Hint. Be direct, rather than: "I wish I had the paper from the front porch, Billy."
6. The Proviso. Avoid conditional commands, such as: "Billy, if you are through playing now, put away your toys."
7. The Negative. It's always better to make your commands positive. Rather than: "Don't spill that water," say, "See how carefully you can carry the pitcher."
8. The Tattle-tale. Don't threaten to tell the child's father if the boy doesn't mind. Example: "If you don't pick up your toys, I'll tell your father this evening."
9. The Threat. Check your impulse to say, "Now if you don't quit that, I'll see that your allowance is cut!"
10. The "Tomorrow". Whenever possible avoid commands that must be carried out in the future. Such as, "After dinner tomorrow, I want you to rake the lawn."
11. The "Always". A command should not begin with "always." Example: "Always hang up your hat when you come in."
12. The Coaxer. A child need not be coaxed to obey. Avoid such devices as: "Now, be mother's little helper and bring her the paper. Mother's tired. Please get her the paper."
13. The "Because". It is not necessary to explain, or give a reason for a command before the command is executed. Avoid saying, "You bring me the paper that blew off the porch because I don't have any shoes on."
14. The Pleader. Steer clear of such phrases as, "Won't you--?" or "Will you--?" or "Wouldn't you like to--?"



ILLUSTRATION 39

When the love that a father gives to his son is returned by that son, there is no greater soul-satisfying experience in the world. Great rewards are in store for both father and son if right methods are used.

The Conflicter

Lastly, under "How Not to Teach Obedience," we mention conflicts in authority. This may happen when there are visitors or relatives in the home. For example, Mother, seeing that Harold has had several pieces of candy, tells him he has had enough until after dinner. Whereupon Grandma says, "For pity's sake, let him have another piece. It won't hurt him."

Mother is on the spot. Almost anything further she says either to the child or to grandma could easily be a mistake. She is apt to add to the child's confusion or to find herself in an unpleasant argument with Grandma. There is just one important thing she can do to save herself and she must do it. Do you remember the "Key" we gave you always to use when you want to put yourself in a strong position of command? Very quietly and with a smile, she must call the child to her, "Harold, come here," and when he is at her knee, her face showing all the friendship and understanding that exists between them, she may say, "Did you have a good time playing with the boys this morning?" (She smiles warmly as she waits for his answer.) Then in a confidential tone, she says, "Harold, (pause) I believe we will wait until after dinner before eating any more candy. By the way, I've got something for dinner that you like."

"What, mom?"

"Wait and see! It's a surprise!" She smiles and sends him away smiling.

Then she turns to Grandma and speaks with the greatest friendliness, "Won't you help me choose some pretty material for drapes in Helen's room?"--or any friendly conversation, forgetting the candy episode.

How Children Take Advantage

Conflicts in authority can bring on very trying situations. Children become confused and tend to take advantage of the conflict and do things they would never otherwise have done. Every effort should be made to conserve peace. It will be a time for the mother to practice all the tolerance, understanding, and religion at her command. If there is any tendency to laxness in the child's obedience to "Come here," she should repeat, in privacy, the necessary lesson until he

is perfect in his response. And in a friendly way, using the child's welfare as her starting point--the point on which they both agree, sometime when her mother or mother-in-law is in a most agreeable mood, she should talk over her methods of training the child, explain its benefits and ask for the cooperation of Grandma. Without doubt, Grandma remembering the way in which the candy episode was handled, will admire that tactful, yet effective method and agree one hundred percent that instructions to a child should always be POSITIVE and never be in doubt or in conflict.

An even more unhappy situation exists if the conflicter is one of the parents. Due to the tremendous differences in individuals, their various backgrounds, educations, experiences, racial characteristics, it is natural that they do not always think alike. While both earnestly desire the well-being of their children, they may differ widely on ideas of training. Should this occur, they must, in privacy, decide on the thing they want to accomplish. Then in a friendly, calm, mature manner, earnestly seek to find the best solution. If the answer seems very difficult to reach, a request to Parents' Association will bring them the results of other parents' study of the same situation.

"Dr. Jekyll and Mr. Hyde"

There are off-times in every child's life when due to a family disturbance, indigestion, excessive heat, or perhaps a long period of rainy weather, he seems "possessed." He may show complete disregard for others, slam doors and do all sorts of things he normally would not do. These off-days are best treated by using the Principle of Choice. Select for him some interesting, happy activity which will initiate in him a happy attitude. Above all, do not suggest that he is "off" for a moment, but assume that he wants to do the right thing.

Conclusion

In conclusion, we may say: the less said in giving a command, the better. Be sure that the child understands you. Expect obedience. Don't be too critical if the child is not as fast or efficient as you are. Always be his interested, enthusiastic friend.

The young child should be taught obedience as a regular habit so that you really can depend upon it.

As he approaches the teens, the number of your commands should be reduced but those actually given should be obeyed. Since he is wanting to be treated more like an adult, he should be treated more like one.

When he reaches the upper teens, the number of your commands should be reduced still further. He should be allowed to make many more decisions for himself. And frequent praise should be given to the effect that he is showing increased ability to make excellent and wise decisions.

Whenever a child of any age, behaves in a way which you do not fully understand, do not quickly conclude that he just wants to do wrong. There is probably some natural reason for his seemingly undesirable conduct whether that reason happens to be known or not.

For example, it is perfectly normal for a child to try one thing after another in his struggle for independence. As a result, he may at some time appear stubborn or rebellious. Occasionally, a child in his teens, may even threaten to leave home if he is not allowed to enjoy enough privacy about his room or his affairs in general. It is therefore important to show him, at all stages of his development, that you want him to be independent. There should be no conflict about that. You should be pleased at all signs that he is growing up not only physically but mentally, socially and emotionally.

Remember this: all the great contrast there may be, between open rebellion on the one hand and a gloriously happy relationship on the other hand, may be due to the difference between wrong and right methods of dealing with your child. So it is worth all the effort it takes to learn these right methods and to apply them.