

Elizabeth Strachan




How to bring out the BEST in YOUR CHILD

PART 3

TEN-PART COURSE TITLES



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How to Win Prompt, Cheerful Obedience
- PART 2 OBEDIENCE, After Six Years**
How to Get Whole-hearted Cooperation
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How to Bring Out The Best In Your Child



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PART THREE

Printed in The United States of America

THE PARENTS ASSOCIATION
National Headquarters
PLEASANT HILL, OHIO, U. S. A.

THE GREATEST SECRET IN CHILD TRAINING

In Part 1 of this Course, we gave you very definite, illustrated lessons for teaching young children obedience to six basic commands, (1) "Let it alone," (2) "Give it to me," (3) "Bring it to me," (4) "Come here," (5) "Quickly" and (6) "Wait."

In Part 2, we gave you actual examples to show how to win prompt, cheerful cooperation of older children and how to help them most in accordance with their increasing age.

Now we are ready for Part 3 which explains the system back of the detailed instruction and which is exceedingly important.

Underlying all of the definite lessons in this Course, and underlying all parental relationships with children, are five basic principles which, if correctly applied, can help you solve any child-training problem. These principles work because they are founded on natural instincts of the whole human race. They have stood the test of time.

Stated simply, the five principles are these: (1) Principle of Friendship, (2) Principle of Approval, (3) Principle of Choice, (4) Principle of Expectation and (5) Principle of Suggestion.

Your success will come not only from learning exactly how to operate each principle by itself but also how to "time" its use in proper combination with other principles for special purposes.

Just as in opening the door of a safe, the combination may call for a "left turn" and a "right turn" to certain numbers on the dial in a specified order, so different principles of child psychology may need to be used in a specified order to get desired results.

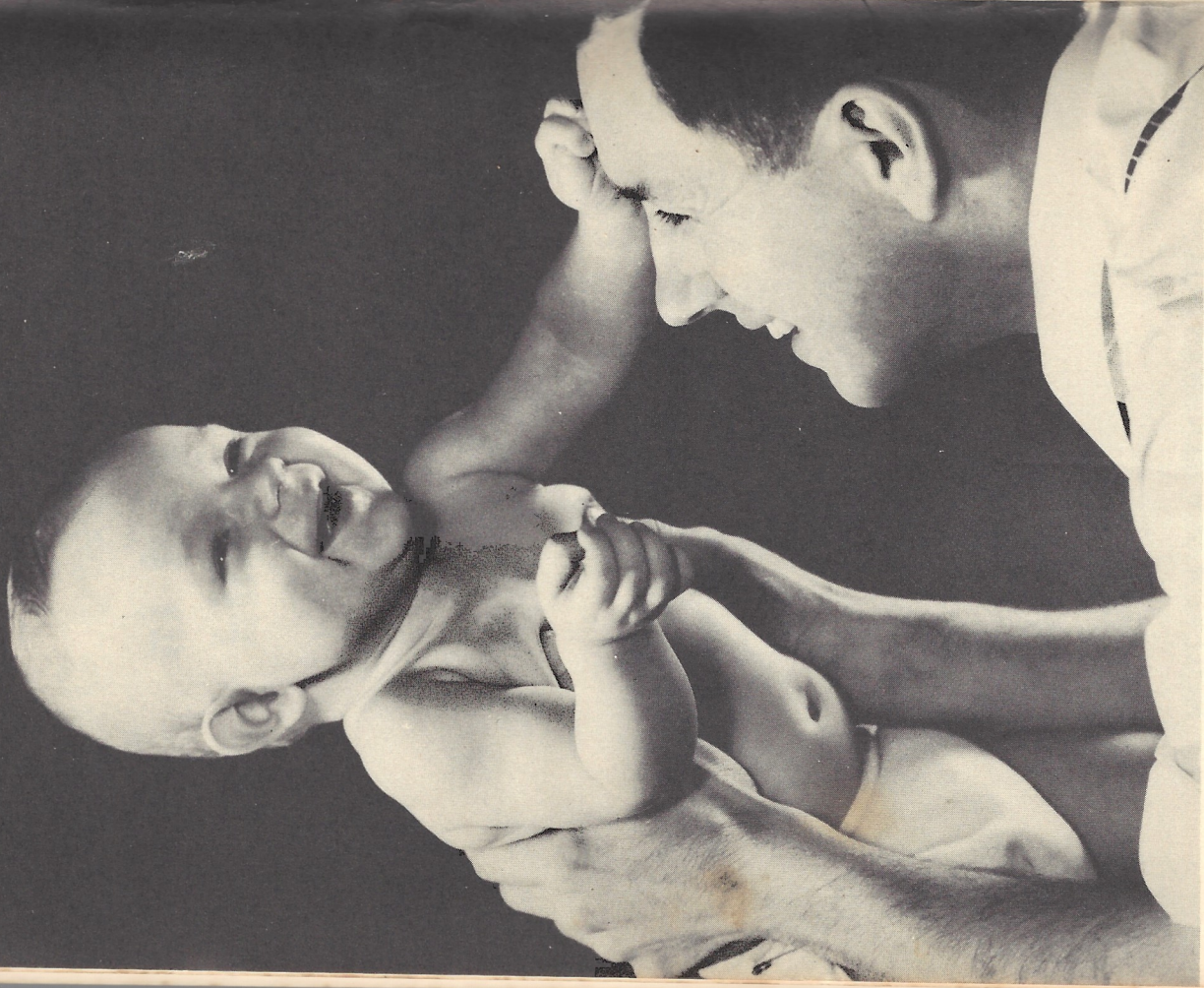
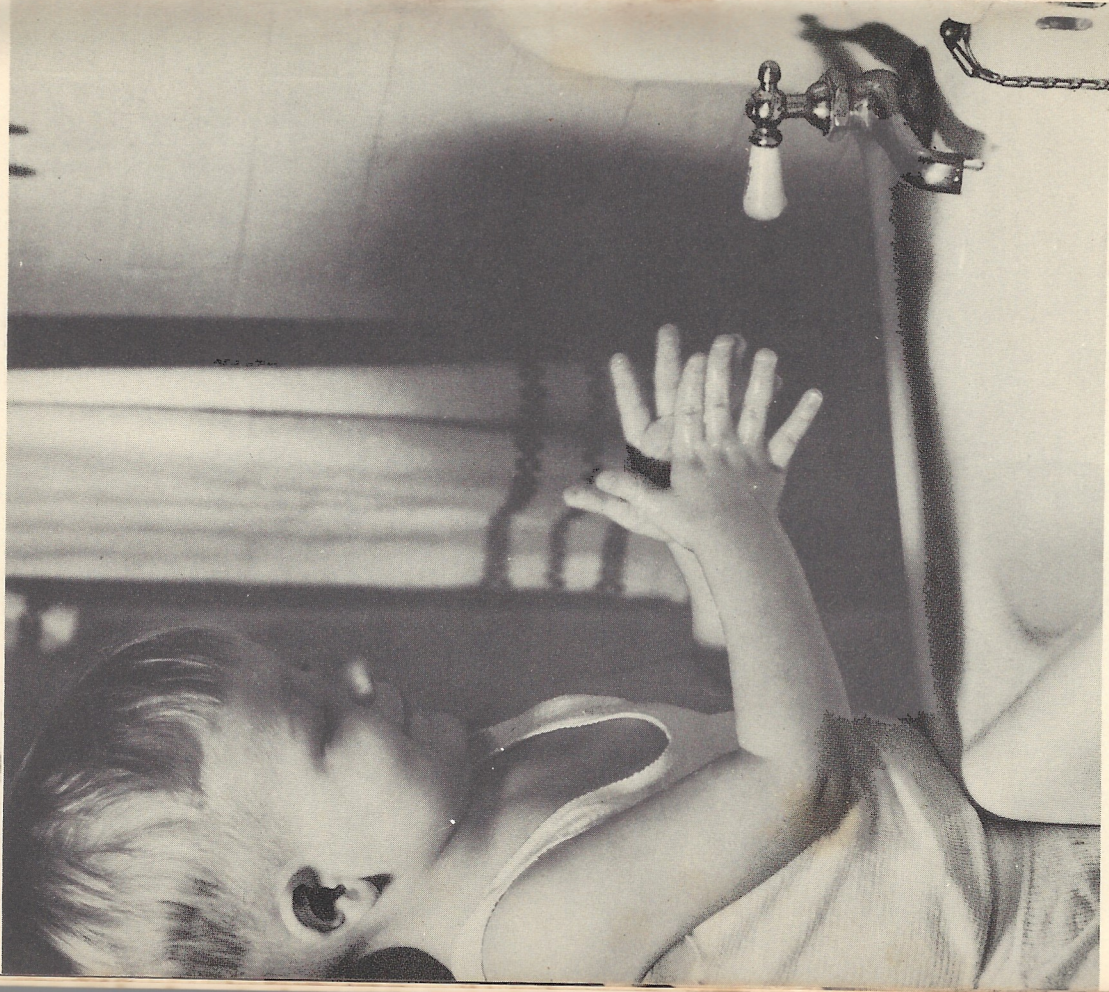


ILLUSTRATION 40

To be most happy, and to develop the best that is in him, a child needs the whole-hearted attention of his father as well as his mother.



In the pages that follow, we shall explain first the purpose and operation of each basic principle by itself. Then, we shall reveal what we have found from experience to be the greatest secret of all in child training.

The FIRST Principle: FRIENDSHIP

If a person shows an unfriendly spirit toward a youngster, or utters a single harsh word to him, the child will instinctively do one of two things. He will either try to get away from that person because of fear, or he will fight back in a hostile spirit. This is a basic law to remember in dealing with children.

Much as you would like your child to learn how to control his quick reactions to other people, the fact remains that he does have predispositions toward fear and self-defense because such impulses stem from basic human instincts.

Since no parent could possibly bring out the best in a child when the youngster is not in a friendly spirit, it is obvious that the very first principle to apply is the Principle of Friendship. Briefly stated, it is this: Satisfy some hope, desire, taste, or need of a child and he will naturally want to give you his cooperation.

The reaction of an experience that brings comfort or joy of any kind always tends to fuse the interests of a child with those of the one who brings him these satisfactions. This emotional reaction between the giver of pleasure and the recipient of it is one of the strongest ties in all human society.

Start a Friendly Spirit

To create an atmosphere which is conducive to prompt, joyful obedience, and cooperation in all matters, it is essential that you take the initiative in being friendly with your child. Do not wait for him to be friendly with you; be friendly to him first.

Make it your particular business to be on the most friendly terms with your child at all times. Almost every waking hour that you are with him gives you the opportunity to use this important Principle of Friendship.

One cold night my nine-year-old son, before going to bed, said, "Daddy, I hope it snows tonight."

That simple remark presented me with an opportunity. It was up to me either to muffle it or grasp it. I could easily have muffled it by saying that, so far as I was concerned, I hoped it would not snow because I planned to take a long motor drive the next afternoon. But the weather would not have been influenced by my saying that. Furthermore, such an observation would have dampened the child's spirits. So I said: "Oh boy! That would mean snowballs, a funny-looking snow man, and getting out the big sled, and whoopee! down the old hill. Remember last year when ..."

And the conversation for the next several minutes was of such breath-taking interest as almost to equal in effect a similar time spent in actual play together in the snow.

If you habitually create for your child a joyous atmosphere, he will actually get pleasure out of cooperating with you.

What Happens When a Parent Violates This Principle of Friendship

A disturbed mother wrote a long letter. From one sentence alone, her trouble could easily be judged. "Sometimes," she wrote, "I feel as if this youngster of mine will gradually drive me insane."

This mother was failing to bring out the best in her child because she was not applying this very first Principle of Friendship. She was a nervous mother who repeated her commands in a tone of disgust, who scolded, criticized and otherwise acted much of the time as if she were the child's enemy instead of his best friend.

To be specific, just what should this mother do to capture the spirit of friendship between herself and son? First of all, remember that she must start that friendly spirit herself. Her boy is too young to initiate it. It is entirely up to her to set the example.

Here Are Some Things Any Mother Can Do

(1) She can enter into some active, outdoor play with her child. The kind of play does not make much difference. It is the amount of interest and enthusiasm she injects into the play which is important. (See Illustration 42.)



ILLUSTRATION 41

Here a father is helping his son to enjoy the marvels of the outdoor world. This interest, which the two of them feel, will become one of the strong ties between them.



ILLUSTRATION 42

This mother is cultivating friendship through active play with her child. She is bubbling with enthusiasm and will talk to her son about the fun they had together many times after the snow has gone.

(2) After she and her son have enjoyed happy times together, outdoors and indoors, she can talk about them later with keen interest and her boy will enjoy the pleasure of reliving them in his mind.

(3) Her son may like to hear stories. Then she can volunteer to read him a good story. Better still, she might tell it to him in her own words. (See Illustration 43.)

(4) She can take a walk with her boy. Nature is abundant in beauty. She should listen keenly with her boy for strange sounds of birds, insects, and other living things. She should teach him how birds and insects benefit mankind. Her own attitude and the manner in which she expresses her own feelings and interest in things all about her will determine the amount of pleasure produced by the walk.

(5) When occasion arises, she can show her sympathy and protective care in sickness or pain. She should use kind words as well as kind deeds when ministering to the actual needs of her child.

(6) She can get him an occasional present. If she gives him a tricycle, it should be done, not to pay him for anything in the past or in the future, but because he needs a tricycle as a plaything.

(7) She can discuss interesting things about her child's future.

(8) She can show by her very attitude toward her child every minute she is with him that she dearly loves to be in his presence. (See Illustration 44.)

(9) She can help him learn responsibility and kindness in the care of a pet.

(10) Finally, she can learn that an acquiring of the child's point of view is part of the parent's problem. She should be on the lookout constantly for chances to intensify the friendship between herself and child.

How a Feeling of Insecurity May Disturb a Child's Behavior

The mother we referred to above told us about many things her little boy had said and done to upset her peace of mind. What about the home atmosphere which may have disturbed the peace of mind of the boy?

Much observation has taught us that it is almost impossible to have a child behave properly if there is any violation of the principle of friendship. When a child detects any lack of friendliness towards him, or any lack of harmony between the parents themselves, it is almost invariably reflected in his feeling of insecurity. His mind is confused and he is most apt to react in some way that is not desirable.

The true foundation of a child's security in life is parental love and affection. The feeling of security leaves when its foundation is removed.

"May I play with Richie, Mommie?"

A welcome question that is--for the very fact that the child has asked, shows his mother that she has already made progress in obtaining his cooperation and friendliness. What a wonderful opportunity such a question affords. Unless there are very substantial reasons against the idea of his playing with Richie, the mother is missing a fine opportunity if she does not enthusiastically grant him permission. Rather than say, "Well, I guess you can," or "I don't care," how much more effective it would be to say, "Yes, Raymond, you surely may--and take your ball along, if you want. I hope you have a lot of fun."

All the world loves a person with a friendly, sincere smile. You can profit by this thought in dealing with your own children. By first getting the habit yourself of smiling and being cheerful whenever you can, you will help to instill in your children this spirit of genuine friendliness. I have dealt with hundreds of children under a wide variety of conditions, and I have never found a single occasion for displaying an unfriendly attitude.

If you will follow faithfully this first principle, that of taking the initiative in gaining the cooperation and friendship of your child, then you will experience along with him the happiest kind of relationship.



ILLUSTRATION 43

This mother is not only teaching her boy to enjoy books, but with her pleasant manner, she is building up friendship between them by showing that she enjoys reading to him.

The SECOND Principle: APPROVAL

The second basic principle is that of Parental Approval. When used properly, its influence is definite and powerful.

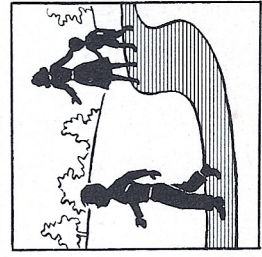
Every human being is born with an instinctive desire for social approval. He wants to feel that he "belongs," that he is wanted and that he really "fills the bill." Approval is a declaration that you are satisfied with some act or word of the child or with his conduct as a whole.

Your disposition to approve, your readiness to praise him for his successes of every kind, should be made known at frequent intervals in your dealings with him. There must be a fixed idea in his mind that his good conduct always gives you pleasure. At any moment the fitting word of praise may be spoken.

Even an infant, who cannot possibly interpret in words the kindly looks and reassuring statements of a mother, nevertheless senses the feeling that induces her frown or approving smile.

Why Approval is So Effective

The reason why the Principle of Approval helps so much in the management of children is that its use indicates to the child how much he is worth. This appeals to his pride and his sense of importance. It makes him feel unusually good and as a result he has a strong urge to repay the giver of praise for causing him to enjoy that definite feeling of importance. (See Illustration 45.)



A mother of several children, who aimed to help them get into better habits of posture, named her oldest son as a good example. She said, "Notice how Charles walks with his shoulders back like a man."

Years later, Charles told me he had never thought much about his posture until his mother mentioned it, but thereafter he always thought of himself as having a very good posture. He was careful to keep it that way and he liked his mother for praising him.

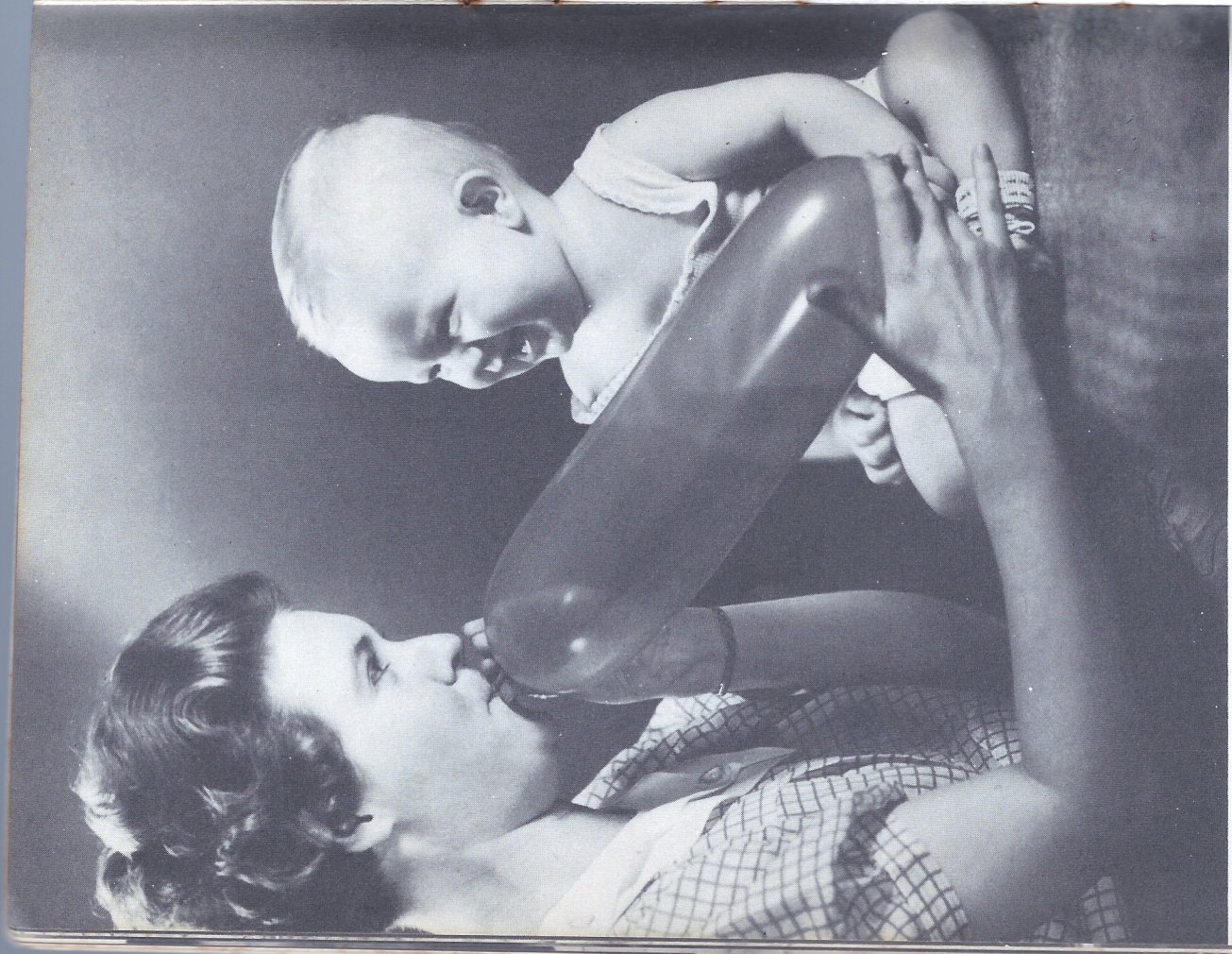


ILLUSTRATION 44

Baby enjoys the big balloon. But notice that he is enjoying even more the sparkle and the "I love you" expression in mother's eyes.

How to Avoid the Scolding Habit

Too many parents, not realizing the power of approval, fall into the opposite habit of scolding or faultfinding. And that is bad business--very bad business!

Did you ever hear a conversation like the following?

"Oh, mother! You should see the wonderful snowman we made....."

"Billy, Billy--what do you mean by coming in here with those dirty shoes--how OFTEN do I have to TELL you? Now just look what you've done to my clean carpet. Aren't you ashamed of yourself! Now you hurry and clean up those tracks!"

What is happening here? A child all full of thrilling enthusiasm rushes into the house to tell his mother about something wonderful and then all she can think about doing is to turn against him and deliver a whole broadside of criticism.

Such talk would make a boy feel small and ashamed instead of big and proud. Even the use of the word "Don't" alone after an act has been done has the effect of faultfinding.

What a Mother SHOULD Do About A Child's Muddy Shoes

The mother by all means should first greet the child and share his high spirit of enthusiasm. Then in a quiet, confidential and friendly manner she may impress the proper correction on his mind. She may help him to clean the carpet. Or, if she wishes, she may have him do all the work of cleaning it and call his attention to the doormat which hereafter he is requested to use just as daddy does when he enters the house.

Many mothers, without giving any thought to the inevitable results, get into the habit of scolding a child at the slightest provocation. For example, a seven-year-old boy just before starting to school was playing with some marbles on the floor when one of them rolled too far and fell down the register. The mother spoke impatiently as follows:

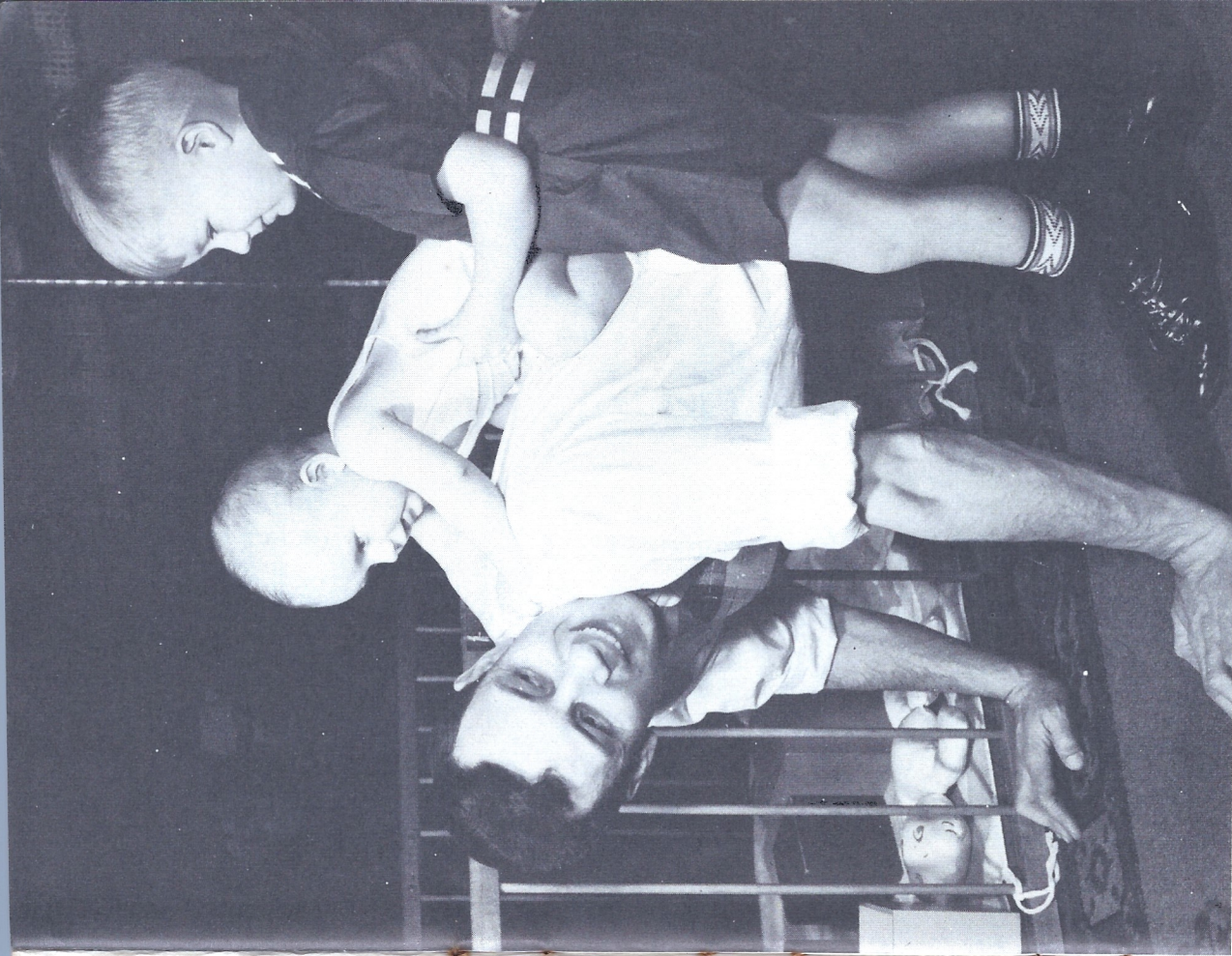


ILLUSTRATION 45

This father has loads of fun playing with his children as if he were actually one of them. He gets down on their level and they love it.

"What are you trying to do--shoot all of your marbles down the register? Why can't you play farther away? You won't have any marbles left if you let them all roll down the register."

Scarcely anything can happen in this boy's play that does not bring forth a volley of unfavorable comments from his mother. Imagine his having to go off to school with this unnecessary criticism on his mind about his perfectly innocent play. Unless this mother changes her unwise habit, she may later wonder why her son himself is a faultfinder or wants to spend so much of his time away from home.

How a Good Sense of Humor Will Help You

Every parent should try to cultivate a sense of humor. For example, in the case cited above, how much happier that mother could have made her boy by smiling and saying something like this: "Well, Harry, what is that little marble trying to do? Is he trying to get away from you?" These brief questions would show that the mother was able to see the situation from the boy's point of view. He would appreciate that. He not only would feel kindly toward his mother for not scolding him but he would probably smile and be influenced by her example of showing a fine sense of humor.

Approval Brings Out the Best in a Child

A six-year-old boy called with his mother at the home of a friend who had several women guests. The boy said to his father that evening at home, "Mother and I ate some popcorn balls at the party. I shouldn't have eaten any--since it was between meals--should I, Daddy?" His father replied, "Well, Bob, I think it was all right in that case since Mother told you it was all right." Bob said, "But Mother didn't tell me I could, Daddy." Again his father assured him, "If she offered the dish to you, that meant it was all right for you to take one." Bob replied, "But Mother didn't hand me the dish, Daddy." Finally he was told it was all right if he was with his mother and she didn't tell him not to. Then the child said, "Oh! I see! All right."

There is a point well worth noting in that illustration. Bob knew from past experience that he could confide in-

cidents like that to his father without his father finding fault. A child who is habitually dealt with in such an understanding spirit will not only confide in the parent but will try earnestly to carry out the parent's wishes.

It always pays to go the second mile in expressing approval. Really a faultfinding spirit is never excusable. So, learn to avoid the faultfinding habit by the more rewarding practice of commending that which is good.

One specific form of faultfinding is to flatly contradict some statement made by a child. This unfortunate habit on the part of parents completely violates the Principle of Approval and causes inevitable personality clashes.

If an older child by mistake affirms an untruth, your correction of the statement should be made known not by saying, "You are wrong." That would be a severe blow to his feeling of importance and would make him antagonistic. A better approach would be by way of a cautious introductory remark such as, "Well, now let's look into that."

Shakespeare's advice is, "Condemn the fault and not the actor." This we should do in correcting a faulty opinion or a wrong statement.

Here is a Good Rule to Follow When Correction is Really Necessary

You may give a child any correction he needs and apply the Principle of Approval at the very same time. This is accomplished in the following easy way. Simply begin by complimenting the child on some particular point that is praiseworthy in his behavior. Express in one brief sentence or two your sincere appreciation of that specific point. Then continue your friendly spirit as you introduce your correction in some such words as these, "There is just one little point that I think you can improve still further and I know you will want to do that as soon as I mention it. The point is this." Tell him the point, not in a way to show disapproval for what he has already done but rather in a way to help him improve in the future as he himself needs and desires that improvement. Then end by another word of praise, perhaps even mentioning the fact that you like to help him because he is growing so fast in every way and is so eager to improve himself.

By using this plan of sandwiching a needed bit of instruction between two compliments--one at the beginning of the conversation and one at the end, you accomplish two things. First, you get across your point. Second, you do it in such a way that your child is drawn even closer to you than before.

To clinch the good effects of the method just suggested, it is well to enter into some active play with the child as soon as possible after the corrective talk. It is important that you demonstrate your deep feeling of approval.

Have You Ever Made This Mistake?

Many parents leave altogether unnoticed the good things they might see in their children and comment only when their children happen to do something wrong. This is unfortunate both for the children and the parents because that policy starts a vicious circle. To be criticized hurts the pride of the children who, in turn, may deliberately do things to annoy the parents. This is a sure way to make unhappiness for everybody concerned.

It is surprising how very many things you can find to commend about a child's conduct if you really look for them. Do you like his smile? Tell him so. Do you like the way he walks or the way he runs? Tell him so. Do you like the way he shares his toys with other children? Tell him so. Do you like the cheery "Good morning" with which he greets his schoolteacher? Tell him so. Your hearty approval will help to bring out the very best that is in him.

How Approval Can Bring You Its Greatest Power

So great is the power of the Principle of Approval, when used in the way I am now going to suggest, that it may be considered one of the greatest secrets in child training even though it may seem strange to you at first. Who ever heard of praising a child for conduct which is the exact opposite of that which he usually shows? Well, after you once learn how to do this and practice it, you will agree, upon seeing your results, that you have gained a point of tremendous value.

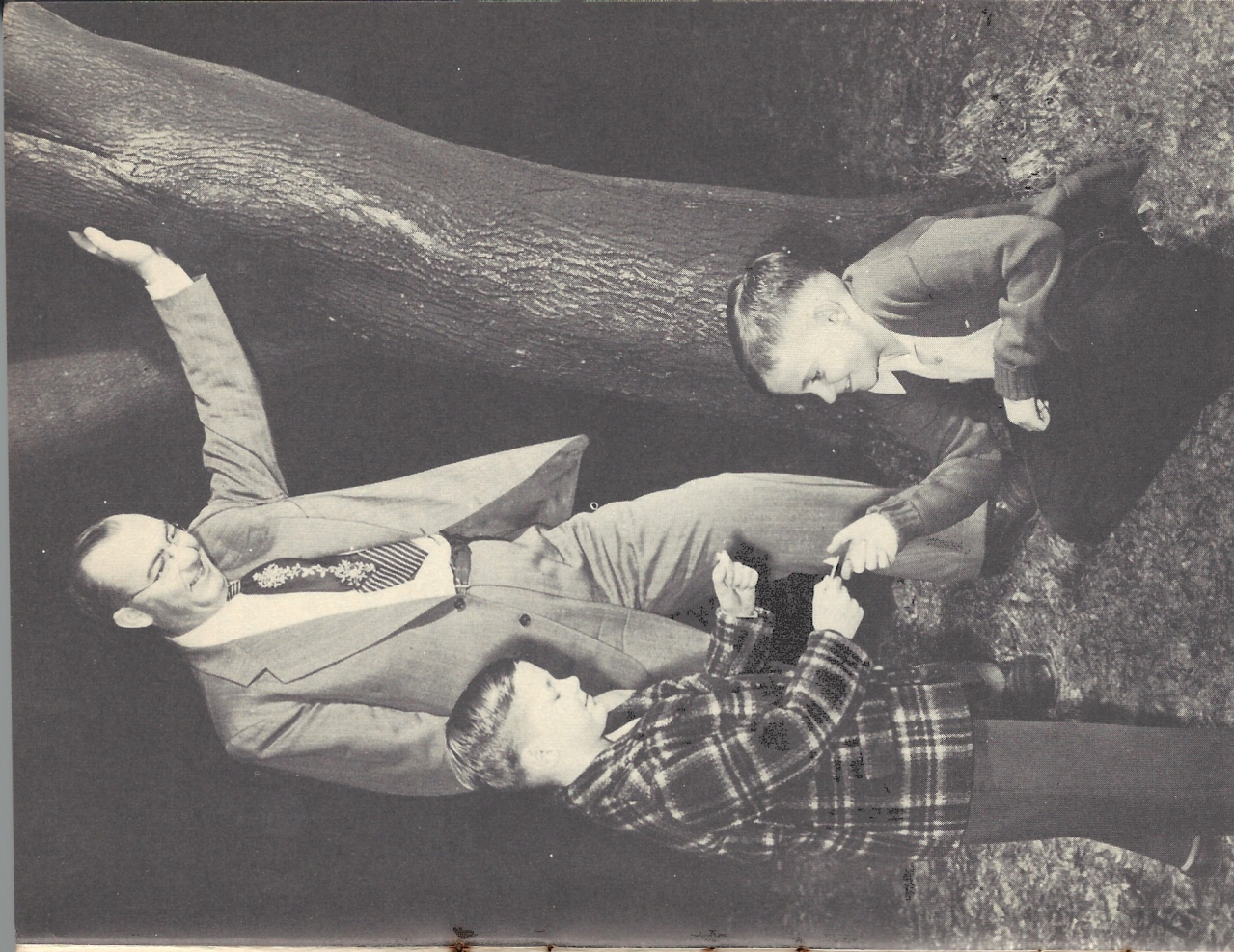


ILLUSTRATION 46

Even though it was the Director who suggested the offer of the chewing gum, the actual giving of it to a companion was referred to later as an act of generosity.

Let me illustrate this point. Some years ago, I announced a Summer Camp for Children to which parents from many different states brought their boys and girls. The children were all very fine. I did happen to observe that one nine-year-old boy appeared to be extremely selfish. So I decided to help him.

Now the question is, how do we approach a boy like that? Do we talk about his selfishness? Most certainly not! That boy never even heard the word, "selfish," at the Beery Summer Camp. Why? Because the trait we aimed to develop was generosity. Therefore, generosity was what we talked about.

Did we talk to him about generosity before he showed generosity? No. Well, how then could we praise him if he did not give us a chance? The answer is that we took the initiative in staging an act of generosity on his part. He was handed a stick of chewing gum of an unusually tasty flavor. Another boy, who was standing nearby, had not noticed the action. I suggested to the lad with the chewing gum that he give the other boy half of his stick of gum because I was anxious to know just what he thought of the new flavor, also. (See Illustration 46.)

The next day, I called this lad into my cottage and said to him, "I saw something in you yesterday that I like to see in a boy. When you gave half of your own stick of chewing gum to Wally yesterday, do you remember seeing that big smile come over his face? Well, I noticed you were smiling, too. That tells me something important about you. It tells me that you are the kind of boy who would really like to do things for others. I could tell from that smile on your face that you got more real pleasure out of giving Wally that little piece of chewing gum and making him happy than if you had chewed the whole stick yourself." I smiled as I said, "That's true about you, isn't it?" He said it was.

That was the starting point. The follow-up procedure was similar. It was suggested that the boy come in and report whenever he did a kind or generous deed that happened to make some other person especially happy. The idea succeeded.

Parents, working together, to bring out the best in a child, can do wonders with this idea of advanced-approval--by praising the child a little ahead of his actual accomplish-

ment. For example, a mother may suggest that a child do a particular thing to please his father. Then the father may praise the son for that very act, giving full credit for his wanting to please him.

The father need not raise the question at all as to what inspired the kind act. He may simply stay in line with the Principle of Approval by making a statement to the effect that the child often does kind things and that he gets pleasure from so doing which of course is naturally true. It is a wise policy always to give a child credit for right motives and for wanting to do kind things. (See Illustration 47.)

Since every normal child is so hungry for praise, he will tend to continue right action along whatever line it was that brought your approval.



ILLUSTRATION 47

This father has just said, "You're a fine boy. You're always doing things to please daddy and mother."

The THIRD Principle: CHOICE

Important as are the two principles of (1) Friendship and (2) Approval, there is another principle which, when properly applied, is just as important in influencing the lives of children. That principle is (3) the Principle of Choice.

If our choices were always wise, the problem of the betterment of the human race would be solved. Education may easily be defined in terms of choice. A good educator is one who helps a child to make such wise choices in his earlier years that, when he is older, he will have no regrets for past decisions.

These choices pertain not only to intellectual pursuits, but are of paramount importance in the realm of character. There is no greater satisfaction than the assurance that, when one's full book of life is written, its records shall be honorable.

Avoid Restrictions Without Providing Adequate Substitutes

Nobody likes to hear the words, "No! Don't! You mustn't!" All negative expressions such as these, indicating restrictions, tend to depress and frustrate a child's mind. So, educate yourself to avoid as much as possible the use of negative words in directing your child's activities. Be sure to provide him with an alternative activity which he will enjoy.

In Part One of this Course, you will recall that we presented definite lessons on how to teach a child obedience to the command "Let it alone." As stated in Book One, there are two very good reasons for starting the teaching of obedience with this definite lesson. In the first place, the technique involved insures a natural, easy obedience. In the second place, once a child has learned to obey the simple command, "Let it alone," he will be psychologically prepared to obey commands which require positive action on his part.

Every young child needs a reasonable amount of testing and practice in Self-control. This too, the "Let it alone" lessons provide.



ILLUSTRATION 48

Every child needs a variety of safe playthings which he is permitted to handle and experiment with to his heart's content.

But even in the teaching of "Let it alone," we need to use great caution, or we shall find ourselves violating the Principle of Choice. If we do not permit a child to touch some particular object which he wants to handle, then we should by all means provide him with an adequate substitute which he is permitted and encouraged to handle.

The Child Who Obeyed 'Let it Alone'
Has Plenty of Playthings

To illustrate this fact visually, I have had a photograph taken of the same, fine little boy who posed as a model for us in connection with the "Let it alone" lessons. Notice that around his playpen he has more than a dozen articles which he can play with to his heart's content at any time. These include rubber dolls in different sizes, very large, medium and small, a "lawn-mower" that makes an interesting noise when he moves it, a rubber ball, a string of large beads, blocks of different sizes, and an old hat.

Besides, his mother has just brought him a new panda which he is sizing up at the moment. (See Illustration 48.)

We mentioned blocks and dolls of different sizes. It is a good idea to have various sizes so that the child can enjoy the pleasant experience of handling them.

One advantage of large building blocks is that as soon as the child starts to put them on top of each other, he can get the satisfaction of making a bigger building than he probably would make if he had only small blocks.

One father found that his son took delight in playing with an unusually large rubber ball. (See Illustration 49.)

Children should be given plenty of freedom to get experience with a wide variety of objects so long as no harm can come either to them or the objects. It is well to carry a young child about the house once in awhile to let him see how very different the objects in the room appear from a higher level or from some other point of view. While doing this, encourage him to touch some of the articles and to leave certain other articles alone. Be enthusiastic and cheerful throughout this procedure.

Here Are Ways This Principle
Is Often Violated

One of the worst violations of this Principle of Choice is to pronounce a flat "No" in response to a request for permission to do something. Especially is this true if one fails to suggest substitute activities that may be equally



ILLUSTRATION 49

This boy loved to play "catch" with daddy, especially with that big, soft rubber ball. Children need to have some large playthings as well as small ones.

good or better. The aim, of course, when restriction is necessary, is to think of a choice that would be better in every respect.

Another way in which this principle is violated is to give a number of reasons why the children should not do what they have their minds set on doing. For example, if they have their hearts set strongly on pasting new pictures in their big scrap books, a thoughtless mother might veto the idea on account of the possibility of their getting paste on the carpet, or that visitors might come and find the house all littered up.

But a wiser mother would consider that the happiness and well-being of her children are more important than the excuses mentioned above. She not only would avoid spoiling their plan, but she would actually encourage such an interesting and profitable pastime. She might help them get little tables set up for the purpose, or if they prefer to spread their work on the floor where they have more room, she might help them to lay down plenty of newspapers to protect the carpet from any damage. (See Illustration 50.)

Every home should have a special playroom for the children--a place where they can make all the noise they wish and have a really hilarious time. They have a lot of surplus energy and while much of this can be spent outdoors in either winter or summer, there are times when they are obliged to remain indoors. At such times, when their noisy activity might disturb some older person, it is well to encourage them to have their fun in the playroom. (See Illustration 51.)

As your child grows older, you should permit him gradually more liberty in choosing his activities, advising him frequently on a most friendly basis as to the value of his choice.

If unguided, children may squander their best energies in rowdy play. The wise parent will provide substitute activities which are not only pleasing to the children, but culturally uplifting. Perhaps you have entered a home where each child has been encouraged to develop his skill on some musical instrument. Many boys and girls have found in music a satisfying recreation which is not only wholesome, but which contributes to the pleasure of relatives and friends.

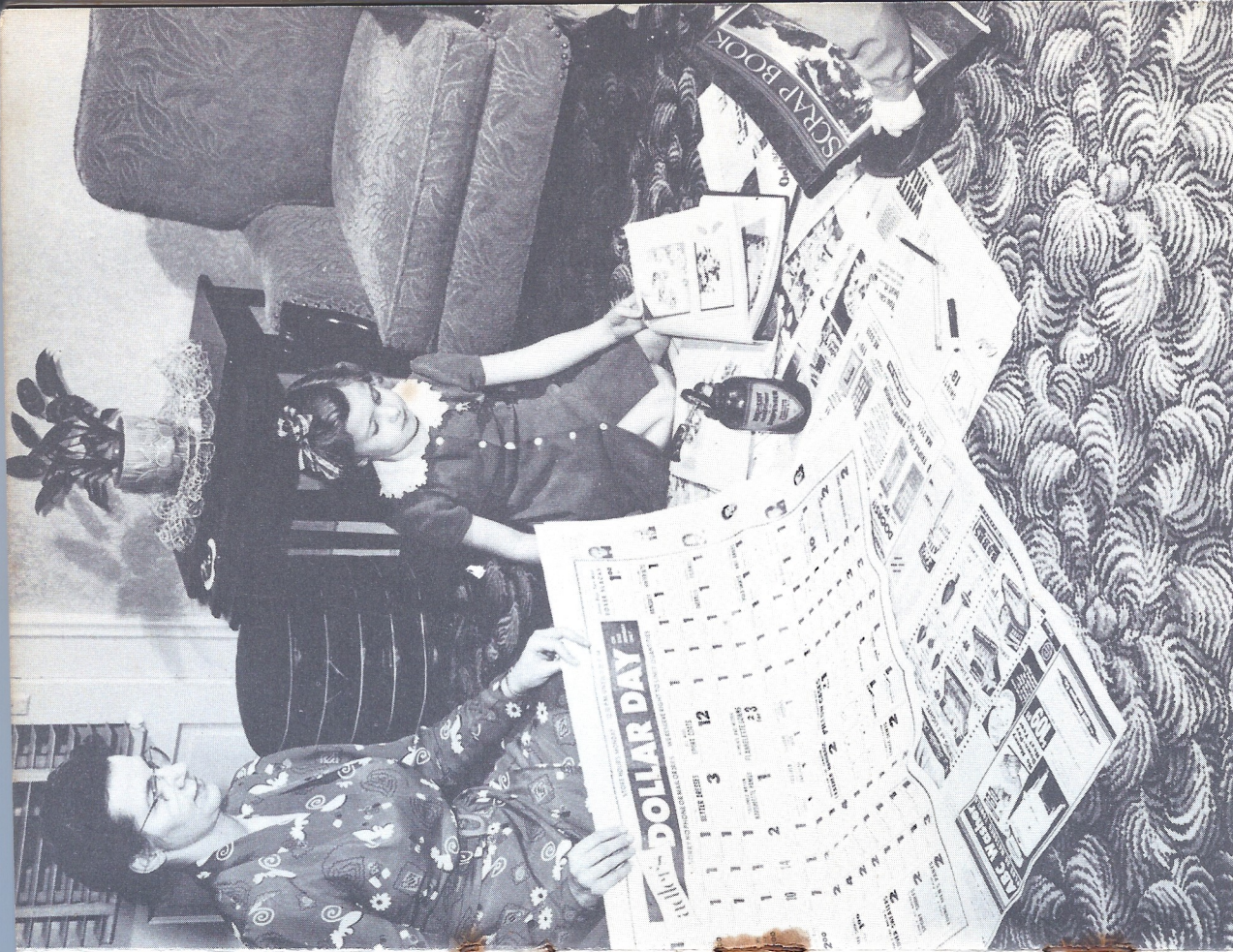


ILLUSTRATION 50

A wise mother actively encourages her children in play that is harmless and educational even though it does take quite a bit of space on the floor.

How to Change a Wrong Choice Into a Right One

If your child ever happens to choose any companion you feel sure would be detrimental rather than helpful to him in the long run, you should apply the Principle of Choice.

Many parents make the mistake of talking against some undesirable companion. This violates the principles of friendship and approval, causing the child to argue in defense of that particular person. A better procedure is in some perfectly natural way to encourage your child's friendship with a more desirable associate. In this way, the spotlight of attention is directed upon the more helpful companion, while the less desirable one gradually fades out of the picture. Thus a good companion will be substituted for a bad one without the parent even needing to mention the fact.

This idea of causing the child to substitute a good choice for a poor one is valid even in commonplace situations. If a small child is sucking his thumb, the mother feels that he should make better use of that thumb, she should first introduce an object which is to serve as a counter attraction. If her best effort to divert the child's attention does not succeed in dislodging the thumb, she may then incidentally remove it herself, all the while keeping the child's attention focused on the attractive object.

The question often arises as to what to do with the children when the parents want to go visiting. If the children are too young to be left at home alone, the parents naturally will need to do one of two things: (1) arrange with some reliable person to stay home with the children or (2) take the children alone. In either case, provision should be made for them to have definite, interesting things to do. If a "baby sitter" is employed, she should be given clear instructions on every important matter. If the children are allowed to accompany their parents, then a few color books or other light playthings should be provided so that everybody may be happy.

Always remember that one of the secrets of good behavior on the part of children is not to scold them for poor choices already made, but to provide them with the means whereby they may substitute good choices for bad.



ILLUSTRATION 51

Every home should have a playroom where the children can make as much noise as they wish, without annoying or disturbing others.

The FOURTH Principle: EXPECTATION

Expectation is the confidence you have that your child will obey you promptly and cheerfully. Such confidence on your part exerts a powerful influence in gaining absolute obedience from your child. The importance of this Principle of Expectation cannot be overemphasized.

We would feel that all of the time and effort and money that we have put into the preparation of this work would be well spent if we could be sure that every reader would come to realize the great importance of this principle as we ourselves have come to see it, after years of practical experience with it.

Be sure to master this great principle. Learn to apply it. A skillful use of it, in connection with the foregoing principles, will benefit you and your child almost beyond your power to imagine.

How Parents Teach Disobedience

Thousands of parents, all unknowingly, in violation of this principle, do things which actually teach children to disobey. To take a most common example, if your boy is sleepy and hard to get out of bed in the morning, and you use the words "right away" at the end of your command to get up, you are teaching disobedience because the chances are he will not obey quickly in his sleepy condition. To allow him to lie in bed, even a few seconds after you say, "Right away," is encouraging him in disobedience.

The Follow-Up Must Be As Sure As the Sunrise

To make this Principle of Expectation really effective, you need to do more than merely give your child the impression that you expect him to obey; you need to be prepared to back up your command--to follow it up with practically the same insistence that you would if it were a case of life or death.

Suppose you give your child a command which he does not happen to obey at once. If you, yourself, do not regard your command as being of sufficient importance to justify you in seeing that it is carried out, then how can you expect the child to respect it? If you fail to follow it up, that indicates to him clearly that you do not really expect obedience. (See Illustration 52.)

If your child disregards a single command of yours, and you let the occasion pass without doing something positive about it, you are in fact teaching him to disregard further commands that may not suit his fancy.

Perhaps you never have looked upon a disregarded command in exactly this same light before, but this is the only proper view to take of it. It means teaching disobedience.

When a child is permitted to disregard even one comparatively unimportant command, he will take advantage of that fact and naturally will be inclined to disregard other and more important commands. If a command is not important enough to be carried out, it should not be given. The fact that you permit a child, even in rare cases, to allow a command of yours to go unheeded is registered in his consciousness and he has less respect for your word of command thereafter.

The practical point is now clear. To secure prompt, cheerful obedience, we must not allow a single command to go unheeded without positive correction for the sake of the future.

This New System is More Effective Than Punishment

This correction to which we refer does not mean corporal punishment for disobeying. The use of just a little ingenuity, in connection with the five basic principles, will prove to be more effective in the long run than would any amount of punishment.

Entirely apart from all humane or sentimental considerations, whipping or spanking a child in order to inflict pain as punishment for disobedience is not nearly so effective as the method which I shall present to you in careful detail on the following pages.

Just as a strange dog, through the instinct of fear, may run when you reach down for a stone, or threaten him with a club, so a child through fear may respond temporarily to

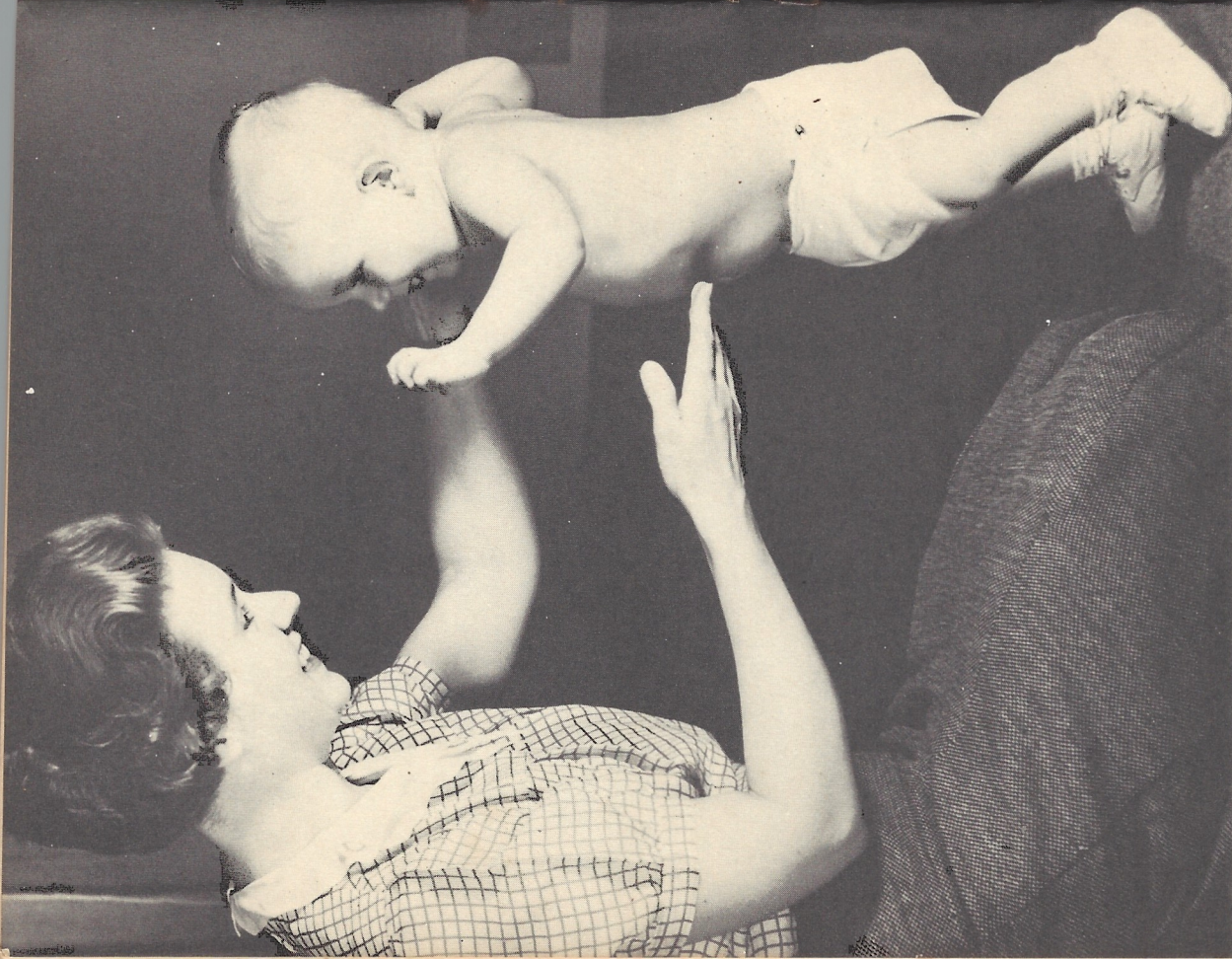


ILLUSTRATION 52

This mother is starting to carry out a wise policy with her baby. She avoids the words "Come here" except when she is prepared to follow up her command if necessary.

a threat or to actual punishment, but obedience under such conditions is never wholly satisfactory, and the results are not lasting. As parents from all parts of the world have presented their problems to us by correspondence, their letters reveal in all clearness how futile and how unsatisfactory punishments--and repeated punishments--have been.

Now let us present a simple illustration of a better way to maintain a higher type of control. In the first place, let us assume that we have the child's confidence and friendship. If we don't already have it, then let's get it--the very first thing we do! The great power of the principle of parental expectation must always rest securely on the basis of friendship.

How to Secure Prompt Obedience

Let us picture a four-year-old boy standing at a piano bench across the room. I say, "George, come here please." George comes but his coming is delayed by his picking up one single block and placing it on top of two other blocks on the bench after hearing the command and before obeying it. Ninety-nine parents out of a hundred would let that pass. It was obedience but not prompt obedience.

Should we do anything about that apparently insignificant little movement which delayed obedience only a few short seconds? **ABSOLUTELY!** Why should we? For the simple reason that it is easier to improve the child's obedience in that one little detail right then than it would be to wait and allow the child to become more lax and later have to break him of a more exaggerated habit. (See Illustrations 53, 54, and 55.)

Here is Exactly What to Do

So this is what we do in a case like that. We do not start to correct George or say anything to him until he has finished his walk from the piano bench to our chair. He will not see in us the slightest attitude of scolding, but with absolute self-control and perfect good-will toward the boy we place an arm partially around him and say very slowly, "George, that was almost all right. I believe the next time we can make it just a little quicker. Come with me. I will show you what I mean. You see this block here. I believe

that was sitting right over here! (I move the block as I speak.) Now you may stay at the bench and I will go over to my chair and when I say, 'George, come here, please,' you start to me without moving any block. Now wait till I say the word. (I walk back to my chair, pause just a moment, then reach out one hand, palm up and say) 'George, come here, please.'" (See Illustrations 56, 57 and 58.)

George will come promptly and cheerfully because I have his confidence and friendship to start with. I say, "That's fine, George. You understand exactly what I mean. Say, George, don't let me forget to show you something the next time we drive out past the Martin farm. They have the dandiest little spotted pony out there. I want you to see him."

George is still friendly, even though he has just received an impressive, never-to-be-forgotten object lesson on the meaning of prompt obedience. He also has learned, without the slightest injury to his spirit of friendship, that prompt obedience is the kind we want and expect of him. Repeated experiences like this, whenever needed, will soon bring him to the point where he will be perfectly obedient to all direct commands.

Important Caution

Your direct commands should be confined as much as possible to those which the child is asked to obey at once. Commands for future execution should be used very sparingly. For example, instead of telling a child in the morning to do something in the evening, it would be better, from the standpoint of starting the habit of obedience, to wait until evening to give the command for immediate execution. The important point to remember is that we want no exceptions to occur, and faulty memory has a tendency to bring about exceptions.

The very words with which you express your wishes should disclose your own expectant attitude. Likewise, your bodily actions must convey the thought of expectation. This may be done by the extension of the hands, by leaning the body forward, by an eager and forceful expression of the eyes and of the face generally; in short, by all the muscular reactions which ordinarily are unconsciously used to indicate the mental attitude of expectation and are therefore associated with it.

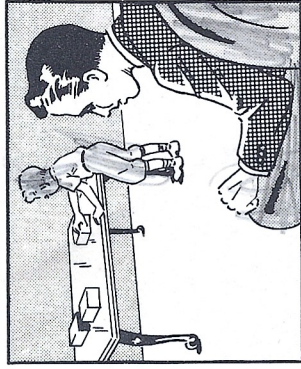


ILLUSTRATION 53
The parent gives the simple command, "Come here."

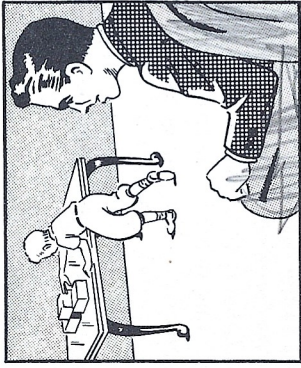


ILLUSTRATION 54
The child moves one single block before coming.



ILLUSTRATION 55
The parent allows the child to come before correction.



ILLUSTRATION 56
The parent tells him point needing correction.



ILLUSTRATION 57
Parent tells child to wait. "We'll try it over."

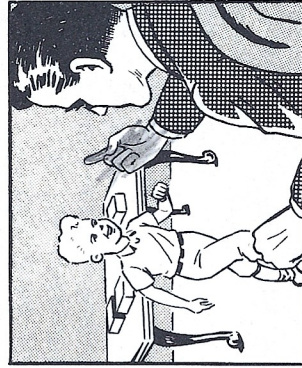


ILLUSTRATION 58
The child now knows just what is expected.

The Scope of Expectation

The expectation of cheerful obedience is, of course, to be embodied in your assignment of all duties, in your expression of all requests, desires and hopes; in fact, in every effort that is made to influence the life of your child.

Your child's knowledge that you expect a great deal of him will throw a kind of protective mantle about him all his life. The fact that you confidently expect him to avoid all the common pitfalls and to live a highly useful life will help him greatly to do just that.

Parents first should set high standards for themselves because children do not create their own moral climate. They tend mostly to imitate. We have seen parents filled with surprise when they found that some other person had inspired their children to do outstanding things.

Most parents think they understand their own children, because they live so close to them. However, they may recall early experiences with a certain child and get the idea that he has special limitations which would stand in the way of his success along particular lines. But some other person comes along and not having any prejudices or preconceived notions about the child's limitations, proceeds to take an interest in him and strongly expects great things of him.

One father said he would bet odds of ten to one that no one could get his twenty-year-old son to teach a Sunday School Class of boys that very much needed a teacher. Some of the boys who should have been in the class were starting to be a problem in the community. The father did not have a chance in the world to help his son decide favorably because his expectancy rated less than zero--a minus "10 to 1." The minister of the church saw the need. He presented that need squarely to the young man and appealed to him for help. He expected him to take the job because of the need--and the young man did assume that important task!

In this case the young man was old enough to make his own decisions. It would have been inadvisable for the father to put the matter of teaching a Sunday School Class on the basis of obedience. Any command whatever would have been entirely out of place in this situation. And yet that father learned something valuable about his son. He learned that

his son had more initiative than he had guessed. He also learned something of the tremendous power of the Principle of Expectation and what it can do when properly applied.

When You Use Expectancy to Get Obedience The Fewer Words The Better

In the practical application of this principle of Expectation we can almost say, "The fewer the words the better."

For example, in the case of a child who is not inclined to get out of bed in the morning when he is told, who has not heard words like the following?

"Come on now, and get up, William. You'll be late to school if you don't. I want you to put on your heavy underwear today because it's much colder outdoors. Hurry up, I've got some nice warm cereal waiting for you. It's almost time for the first bell. Come on, get up. Right away. Hurry."

The speech quoted above containing fifty-five words left William flat on his back. Two other speeches attempting to pry William loose from his bed on the same morning were of similar length but more unpleasant in tone so that by the time William actually got up, there was an unhappy atmosphere around the breakfast time--an unhappy atmosphere which lasted until school time.

Why One Mother Failed

Let us just analyze the case cited above. Let us see why this mother failed. In the first place, she was not as thoughtful as she might have been had she given the boy a word of hearty greeting on entering his room. If she had said in a clear, happy voice, "Good morning, William--did you have a good sleep last night?" she would have served a double purpose by giving William a chance to "get his eyes open" and by creating a friendly, happy atmosphere. Instead she began in a rather excited manner to tell William to get up.

Secondly, her very first sentence somehow suggests weakness on her part. It does not express an expectant attitude as well as certain other expressions might.

Thirdly, it was a mistake to tell the child what would happen if he did not do as directed. It violated the Principle of Expectation. If this mother had expected the child to res-

pect her command as given in the first sentence, she would not have advanced any reason or argument as to why the command should be obeyed. Remember that obedience is based upon friendship and expectation and should never rest upon arguments advanced about particular commands.

Fourthly, her third sentence, "I want you to put on your heavy underwear today..." was especially bad because it indicated to William that even though he had not made a single move to get up, his mother was not going to do anything about it. Otherwise, she would not have allowed him to lie still while she began to talk about his underwear.

Fifthly, the reference to the warm cereal carries the suggestion to William's mind that it is all right for him to remain in bed if he is willing to postpone eating his cereal.

At the end of the speech quoted are the words "right away" and "hurry." William naturally has no respect for these words--or any other words the mother might employ after she has displayed the weakness of her position so clearly in the first sentence mentioned above. The whole trouble was caused by violating the Principle of Expectation. The violation came through the use of far too many words and wrong ideas.

The Better Way Is a Much More Simple Way

Notice how much simpler and how much more satisfactory it is to depend upon the Principle of Expectation for results with this problem. First of all, greet the child with a cheerful, "Good morning," and mention the child's name. This suggests friendship. Say just a word or two about what a fine day it is going to be, or ask him if he had happy dreams, or say a word about something in which you know he is sure to be interested.

It is a good idea to allow at least a couple of minutes to pass after you first greet the child, "Good morning," before you ask him to get up. But whether you give him an opportunity to get wakened up well beforehand or not, when you are ready for him to get up, go to the foot of his bed, pronounce his name in a friendly way, and very distinctly. Say: "Billy" (Get his attention--look him squarely in the eyes --don't say another single word besides his name until you do have his attention. Then say with great precision:) "You may get UP now, Billy." (See Illustrations 59 and 60.)

You may be assured that if you have already established the principles of friendship and approval in your dealings with him, and if you now show the proper degree of expectation in your manner and in your voice, he will get up out of bed at your pleasant but firm command.

If, however, you have not yet firmly established in him the habit of immediate response to your commands when he is wide awake, it may be expecting a bit too much that he respond instantly when he is half asleep.

In that event, or on the chance that he might disappoint you, the thing for you to do is to continue to carry out the idea that you expect immediate action by turning back the covers with deliberate movements and, if necessary, placing your hand back of his knees and slowly bringing his legs off the bed. In other words, he must get not the slightest satisfaction from lying in bed a minute after you tell him to get up.

In a situation like this, where action is necessary, there is a chance that the child needs further training in simple obedience. You may need to drill him on the simple command, "Come here," so that he will obey that command under all circumstances and conditions, near you or far away from you, in or out of bed. Then, you may use the command, "Come here," to achieve your purpose until he gets into the habit of responding promptly to your morning call.

THE WRONG WAY



ILLUSTRATION 59

Mother: "Now Billy I have called you and CALLED you! Why DON'T you get up?"

THE RIGHT WAY



ILLUSTRATION 60

Mother: "Billy (gets his attention before saying more), you may get UP now, Billy."

The FIFTH Principle: SUGGESTION

The art of hinting at a desired course of action, thus making a direct command unnecessary, comes under our fifth principle--Suggestion.

For example, the father is passing to the room where the mother lies ill. He walks on tiptoe, and speaks, if at all, in subdued tones. Edward and Helen rush into the reception room, just home from school, and almost bump into the father. He may raise a finger in caution, thus suggesting to the children to be more careful and deliberate, then continue on his way to the bedside. He gives no word of command, but instantly both children are eager to see mother, and follow him in silence and quietness. All gather about the mother and give the usual greeting but with a welcomed moderation--all due to suggestion.

Suggestion is always a proposal to act. If someone injects an idea into your mind and you oppose it mildly, if at all, accept it uncritically at last and then automatically carry the idea into action--this is a typical instance of suggestion. You go for a drink of water, and suggest to me that I, too, am thirsty; you yawn and I am made conscious that it is time to retire; here, by suggestion, you have led me through a chain of acts in which I, perhaps, was entirely blind as to what stimulated my action. These are instances of normal suggestion.

Example of Negative Suggestion

Here is a very important fact that everyone in charge of children should learn and always remember. A child thinks in terms of positive ideas. For instance, if you were just leaving the house and you told two or three boys not to slide down the banisters while you were gone, you would be using suggestion but in a wrong way. You would be planting a positive idea which would grow in their minds until that very thing would seem so attractive there would be an almost overwhelming temptation to express that thought in action.

It seems that the mind of a child is such that the word "not" is uninteresting, unimportant and soon forgotten. The really important thing to a child always is the positive idea. His natural inclination is to ignore the "not" and express that positive idea in action.

Even when a good reason is advanced by the parent as to why a certain thing should not be done, the result often is not greatly different. Henry R. Pattengill, a former Michigan educator and editor, recalled that when he was a small boy in his log-cabin forest home, his father brought an ax into the house one cold winter morning. As the father laid the ax on the floor beside the fireplace, he said to the children, "Don't touch that ax or your fingers will stick fast." Then he left the room. No sooner was the door closed than Henry asked himself this question, "Why will my fingers stick to the ax?" This suggested that he try for himself and see, which he did with painful results.

How Positive Suggestion Can Help You

Any suggestion placed in the mind of a child, to the effect that he is stubborn, or contrary, or slow, or dumb, or nervous, or bashful, or unkind, or not so fine in any respect as a more talented brother or sister, is almost certain to incline the child more in that undesirable direction. Therefore, it is plain common sense for you to avoid ever using suggestion in a way that would reinforce any trait that you do not want to see in your child.

While cautioning you about any wrong use of this principle, we would encourage you to learn the tremendous power of suggestion when used correctly. Take advantage of every convenient opportunity to lodge positive suggestions in your child's mind. For example, say to some relative in the child's hearing, "There is one thing I specially like about John. He is always a good sport." Or, "Mary is always very kind and thoughtful of others." Or, "John and Mary like to play together and they love to do things to please each other."

The planting of proper suggestions like those mentioned will help the children to live up to the reputation which you have given them. (See Illustration 61.)

Dramatize the Positive Trait

Now let me give you a clear, visual impression of the correct way to apply Positive Suggestion. Suppose that a girl on several occasions has shown signs of being a little awkward. The mother's first, natural impulse is to start talking about that "awkwardness." But that would not help her daughter at all. In fact, talking about any negative, undesired trait always tends to make it worse.

So what the mother really needs to do is to plant the positive idea that her daughter has good coordination, good composure and excellent poise. She may use the shortest word, POISE, and concentrate attention upon it, being careful not to suggest or imply that her daughter has any undesirable trait at all. But she should not depend upon words alone.

The most effective way for this mother to impress the desired idea deeply into the mind of her daughter is to dramatize the positive trait. She should take time to think of some simple test in which her daughter could demonstrate her poise. For example, the test might be to see how well she can balance a book on top of her head while walking slowly. (See Illustration 62.)

This "test" or "exercise" has a two-fold advantage. First, it puts both the child's mind and body into action. As a result of this interesting personal experience, she is apt to remember it the rest of her life. Second, the idea of success--and success alone--is associated with this experience. It is the mother's purpose to see to that. If the book falls, or starts to fall even a dozen times, she should say nothing at all about the falls, or at least nothing discouraging. Instead she should concentrate all her attention and praise upon the child's success in demonstrating poise.

To get the maximum benefit from the power of suggestion, the mother may take turns with her daughter in the test of balancing a book. This furnishes the mother a chance to set a splendid example of poise for her daughter. If the book should happen to fall, the mother can show her own admirable poise as she confidently smiles and with slow, graceful movements places the book more carefully on her own head.



ILLUSTRATION 61

These two happy children show the result of their mother's frequent use of Suggestion to the effect that brother and sister love each other and enjoy doing things together.

Just Reverse the Ideas Used By Many Mothers

When I first began to work with children, aiming to form a definite system of guidance, I got some excellent ideas from listening to uninformed mothers talk to their children. By putting their methods in reverse, I found I could pick up many useful ideas. For example, when I heard a mother shout, "You are a naughty girl!--you are always doing what I tell you not to do," I took her words apart and analyzed them. She violated every principle in those sixteen words!

First, those particular words could not be spoken without sounding antagonistic, so they violate the Principle of Friendship. Second, they are definitely faultfinding words, so they directly violate the Principle of Approval. Third, when it came to a parental choice as to what reputation to set for the child, the words indicated an undesirable selection which violated the Principle of Choice. Fourth, the words revealed that the mother did not expect at all that her daughter would do any better next time, so there was a violation of Expectancy. Finally, the sixteen words (including the ever-powerful word "always") were directly in violation of the Principle of Suggestion.

Now, try reversing that trend! In the first place, instead of the mother waiting for her chance to accuse her daughter of doing something wrong, she should try the new technique of being on the keen lookout for a chance to say something pleasing to her daughter. Then, the mother's whole attitude would be changed. She would be friendly in spirit and say with a smile, "You are a fine girl!--always doing something to please Mother."

Under this wise plan, all the principles in perfect harmony line up on your side, ready to serve you.

Why It Is Better to Appeal to the Higher Instincts in Your Child

To make of your boy or girl the highest type of man or woman, you should use those methods and only those which appeal to the higher instincts. When you prefix your demands with the word "if" followed by suggestion of some punishment or reward (such as, "If you stay at home, I'll bring you something") you not only appeal to the lower in-



ILLUSTRATION 62

It is wonderful what a few little dramatic lessons will start some positive trait such as poise. This mother is combining the Principle of Approval with the power of Positive Suggestion.

instincts in your child but also the suggestion is bad in its implication. In the quotation in the last sentence, for example, the suggestion to the child is that home is not a pleasant place to stay and needs some reward for staying there.

Every child has a tendency to look at any given situation in the same light as you see it. For example, in requesting small boys to run errands, various methods have been tried out, both in regard to the manner of asking them in the first place, and also of thanking them afterwards. Some experiments were tried in which two persons used different methods on the same child.

The results were as follows: In those cases in which the boy was told that if he would do a certain number of things, he would be given a dime, it was found that he always expected a dime afterward for doing similar things for that person. A similar result followed in those cases in which a boy was asked to do a certain thing and then, after doing it, was given a dime and told that it was a reward for his trouble. He looked upon similar errands in the future as work which should be rewarded by cash. But in the case of other persons, who used an entirely different and correct method, even on the same boy, it was found that he responded naturally and more enthusiastically than in the former case. In fact, in the latter case, the boy liked to run errands and considered it a privilege.

So, whenever you want to give your child any desirable object, whether a plaything, money, or whatever it may be, do not offer it as a reward for virtue, but let him know you are giving it to him because you like him, or because you like to see him happy. Then he will do things for you because he likes you--not because you give him something. (See Illustration 63.)

Notice the Power of Leading Suggestion

There is a great corollary to the general principle of Suggestion. For want of a better name we shall call it Leading Suggestion. It is powerful as an influence and can be used to very great advantage in dealing with children.

Here is an illustration to let you see just how it works. Some years ago a young teacher called upon one of his city friends late one winter afternoon. Just as the teacher was

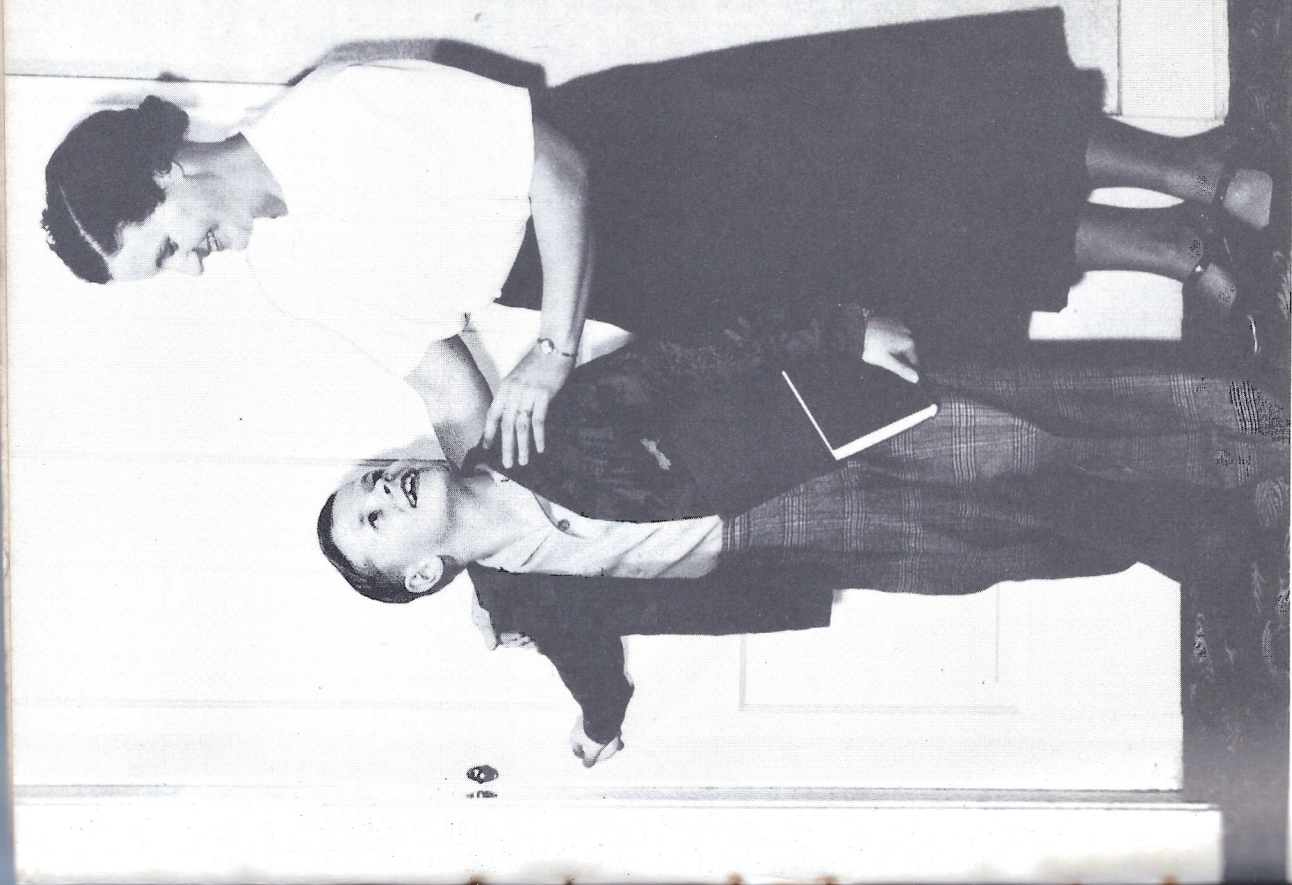


ILLUSTRATION 63

You like to see your child happy. Be sure to send him to school in a very happy, friendly spirit. Smile when making any suggestions.

leaving his friend's home, the conversation turned to a topic that was very interesting to both, but he had two miles to walk to his own home and knew he could not tarry to finish the conversation. However, he asked his friend to walk with him from the house to the first telephone post so that they might carry on their conversation.

The friend knew that dinner would be ready in a few minutes but the suggestion to walk so small a distance from his home in order to carry on an interesting conversation was appealing and he yielded to the teacher's wish.

Upon reaching the telephone post the talk had grown more interesting instead of reaching an end, so the teacher suggested that his friend walk two blocks farther with him to a certain school building. The friend acted upon the suggestion but upon reaching the building the talk had reached a still greater point of interest and was in no way near completion.

The teacher then made the suggestion that his friend walk to a certain bridge with him. Again the friend acted as before. So, on they journeyed until the friend discovered he had walked half of the way from his home to the teacher's home, almost having forgotten about his dinner.

If that teacher had asked his friend to walk half way to his home with him just as they left the house, he most certainly would not have succeeded in inducing him to do so, even by the use of most persistent persuasion. But he succeeded in taking his friend with him by suggesting a little part of the journey at a time.

How the Use of Leading Suggestion Was Demonstrated to a Mother

One mother complained that her little son just would not stick to any one thing for more than a minute. His attention would be on one thing for a moment and then he would jump to something else without really continuing anything he started.

Just for fun, I took out my watch to try an experiment. I placed a container of blocks on the floor for the boy's benefit. He took out two or three and placed them on the floor. Before he had a chance to think about leaving the blocks, I said to his mother, in a low voice but for his benefit, "I see what he has in mind. I think he is going to make a train. You see he has those two blocks--one right after

the other. I imagine he is going to make his train run clear around my chair here. Yes, I see. That's what he's doing. It wouldn't surprise me if he made his big, long train run all the way through this door here and out into the other room. That certainly is a long train!"

My watch said the boy worked for quite awhile with those blocks and the train became long under the influence of Leading Suggestion. (See Illustration 64.)

How to Use Leading Suggestion for Good Purposes

Unfortunately, this principle often is allowed to work in the direction of evil. Among companions, for example, one little suggestion leads to another. One slight misdeed leads to a more serious one and so on. A boy goes into a pool room with a friend who promises to be there only five minutes and stays thirty minutes or an hour. One evening spent in time-killing may lead to the squandering of other evenings in the same way.

But fortunately the power of this same Principle of Leading Suggestion can be used to wonderful advantage, if it is applied in the right direction. For example, a certain boy dislikes to read. The mother knows the boy's likes and dislikes and is sure that certain books would interest him but to ask the boy to read an entire book would only tend to discourage him in the reading habit. Therefore, the mother wisely suggests to the boy that he read the first chapter on a certain day for a specific purpose which she makes known to him. A few days may elapse before the mother asks the boy to read the second chapter with some other aim in view. Thus the mother proceeds, chapter by chapter, through the book. With proper suggestion and encouragement, it would not be surprising if the boy should read on ahead of his mother's assignments and eventually ask for another book "just like this one." His interest has been aroused and, by a wise choice of books on the part of the mother, he may become an enthusiastic reader.

A parent with keen insight will discover countless occasions where the skillful use of Leading Suggestion can be used to advantage in dealing with children.

In the case of executing any great task or undertaking, the parent should divide the task into very small parts, set the proper example for the child by starting the work, co-



ILLUSTRATION 64

This little fellow's "train" went clear out into the other room through the influence of what we term "Leading Suggestion."

operate actively in moments of indecision, and thus lead the child on, one step at a time, until independent action and definite progress are assured.

A Final Word About Suggestion

Suggestion wields a tremendous influence over the life of the child, an influence greater than words can express. Whether its power be for good or for evil in the formative years of life, depends largely upon the parent.

Whether you realize it or not, your own example as you go about from day to day, provides your child with a constant pattern for behavior. He is likely to imitate the attitude of mind that he sees in you.

A mother, observing one low grade in Art on her son's report card made the mistake of remarking to him that he came by that honestly as she always had a bad time in that subject, too. The result was a fatalistic attitude toward any constructive work his mother attempted with him. He would always say, "Oh, I never could do anything like that. I'm no good at it."

A father, setting a silent example of staying away from all church services, did not even need to make any remarks against the church. His son saw the way he was living his life. That was enough. Whenever anyone attempted to enlist the son's help in any worthwhile work, he reflected his father's influence. He felt himself doomed by fate to be "just like his dad."

These examples are not exceptional. They represent more or less common ways in which the great Principle of Suggestion operates.

One way to insure that this principle works beneficially rather than detrimentally to the child would be for the mother to compliment the father on his outstanding good traits, and to suggest frequently that the son is coming right along in "daddy's footsteps," showing every fine trait of his father.

Likewise, the father might well pay deserved compliments to the mother and suggest that their daughter is beginning to show every loving and charming trait of the mother.

Above all else, remember this. Your own life from day to day, and from hour to hour, presents an ever-present, living example for your child to observe and follow.

How the Great Value of All Five Principles Was Demonstrated

When I was conducting a Parents Clinic for Child Guidance some years ago, hundreds of children were brought to me for personal attention. Since the time of consultation was covered by parents on a fee basis, they naturally expected more than mere general advice. They wanted to see a practical, down-to-earth demonstration of my work on their children.

It made little difference what trait, or combination of traits a child had. As soon as the purpose of the consultation was made known, it was my custom to call the child in at once and proceed immediately to give him direct help along whatever line it was needed. This constant and exacting procedure put the five basic principles to the acid test--the test of producing results which the parents could see for themselves and instantly appreciate.

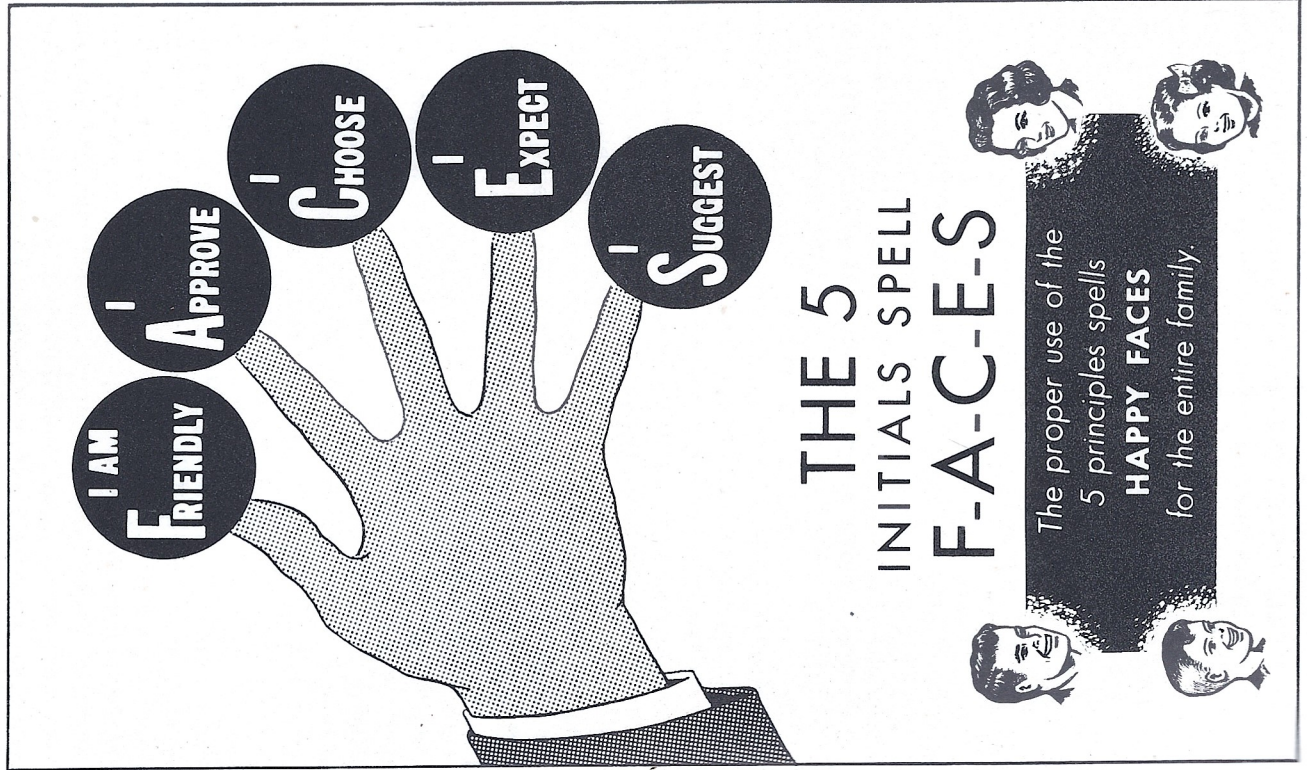
Every day offered a new, interesting challenge to work out ingenious ways of applying these basic principles. It was up to me, by the proper combination, order, and timing of these principles to produce the quickest and most effective results.

As a consequence of the experience mentioned above and also of my first-hand experience in visiting hundreds of private homes to demonstrate these practical methods of teaching obedience, self-control, and other desirable traits to young children as parents looked on, I am now in a position to tell you what I consider to be the greatest secret in child training.

What Is the Greatest Secret?

Notice the chart of a hand which my artist has drawn to help you remember the five fundamental principles. (See Illustration 65.)

Doubtless you have already guessed that the secret to which I refer is closely related to the five basic principles. Perhaps you might get the impression from Illustration 65 that the Principle of Friendship is the greatest since it is represented by the thumb and stands out apart from the four other principles, represented by four fingers. But let us go further in search of our secret.



It is true that we could fill a whole book, many times larger than this one, devoted to cases about friendship alone. Since our approach to every child is friendly and not antagonistic, without any exception whatever, it might seem logical to say that the Principle of Friendship is the most important of all. But there are equally important things to note about each of the other four principles, too. So now we are getting closer to our answer.

The following case will give us a clue:

When one mother first came to my clinic with a child whose actions she did not understand, she said, "Mr. Beery, I really don't know what there is left for you to do. I have already tried just about everything." She said that she had tried pleading; she had tried sternness; she had tried kindness; and she had tried corporal punishment; all without good results.

That mother was not the only parent to make the mistake of using a wide variety of methods. In fact, this practice is far too common. It invariably leads to unhappiness both for the child and for the parent.

Imagine, for example, the mother pleading with her child to get him to do something for her! You yourself know, from your study of the Principle of Expectation, that the gross violation of this one principle would be sufficient to bring bad results for the mother, regardless of what she might do afterwards. It is not surprising that she failed to get good results when pleading was one of her methods.

Just as surely as you violate any one of the five underlying Principles, you weaken, by just that much, your entire influence over the child.

In the light of the foregoing facts, our finding is this:

The greatest secret of all in child training is not found in the use of any one principle by itself but rather in the combination of all five basic principles, operating in perfect coordination with one another as a unified system. (See Illustration 66.)

Great rewards are in store for you, as well as great benefits to your child, if you will take the necessary time to master this unified system of influencing children. Then, instead

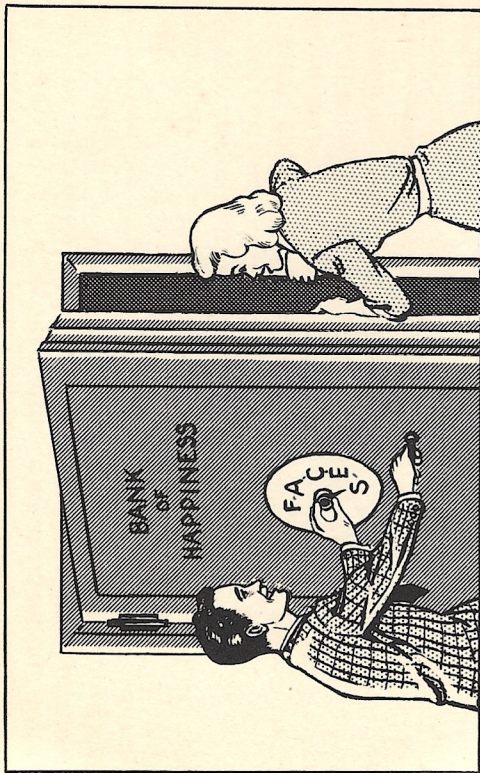


ILLUSTRATION 66

It is the right combination that counts.

of acting on the impulse of the moment, you will get into the excellent habit of taking just a moment of time to map out a beneficial strategy based upon this system. That moment of poise on your part, to decide what combination of principles to use, is not a wasted moment. In the end, it will prove to be the greatest TIME-SAVER you ever heard of. It will work wonders.

You will recognize that this system has been at work in the background as you review the definite lessons on obedience. You will also find it working in the definite lessons on other desirable traits as dealt with in the following Parts of this Course.

After you have completed your study of the entire Course, if there is any further way in which I can be of help to you, simply write me a line and I shall be glad to bring my experience to bear upon your particular problem.