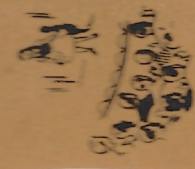
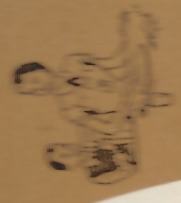


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How to bring out the BEST in YOUR CHILD



PART 6

TEN-PART COURSE TITLES



- PART 1 OBEDIENCE, Up to Six Years**
How to Win Prompt, Cheerful Obedience
- PART 2 OBEDIENCE, After Six Years**
How to Get Whole-hearted Cooperation
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A Tested Formula that Works Wonders
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How to Bring Out The Best In Your Child



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PART SIX

Printed in The United States of America

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



ILLUSTRATION 109

What wonderful courage for a child to face an audience before a radio microphone or television set and speak without fear! Definite lessons to help children gain mental poise are given in this book.

INTRODUCTION TO COURAGE

(Overcoming Fears)

To earn respect and success in life, one must be the master of oneself. Through our preceding study of obedience, self-control, and manners, we have seen how important it is for us, as parents, to develop in our children these particular qualities of character. Now we come to another vital phase of the well-rounded personality, and that is courage--the ability to overcome fears, to face problems and discouragements.

Man is endowed with a strong will to live; therefore, self-preservation is one of our basic motivations. Though we may wear the dress of civilization, and control this selfish force under the normal stresses of modern society, there are times when men revert instinctively to almost animal acts in their frenzy to save their own lives. This was evidenced some years ago, when we read in the newspapers of a succession of major hotel fires. In the lurid accounts which we read with morbid curiosity, we saw only too well how men and women trampled one another in the mad flight to safety and life. In those same accounts, however, we read of outstanding acts of heroism, where the less fearful guided the panic-stricken and saved other lives, sometimes sacrificing their own.

We are seldom faced with these extreme tests of courage; and yet, we cannot but wonder how we would act under similar circumstances. How are we preparing our children, not perhaps for such horrible trials, but even for the minor obstacles which they are sure to meet?

It is not at all uncommon for extreme nervous disorders to be traced directly to intense childhood fears. If the child

is "babied," and permitted to escape too many of the lesser obstacles, he has as great a disadvantage as the child who is left alone to struggle with his fears.

Courage is Needed at Every Turn

Almost every important enterprise demands courage. The young man who applies for a better job displays a certain amount of courage. The young lady who makes her singing debut must first face her audience calmly and courageously. The boy who tries out for the school baseball team has to have faith in his ability to play. Even the little girl who goes to school for the first time has to display a certain amount of courage if she is to make a successful adjustment to the other children and to her teacher.

What can we do, as parents, to instill in our children this courage to meet the normal strains of life?

For one thing, we must be poised and courageous ourselves. Furthermore, we cannot begin too early to give our children practical lessons in the development of courage, which is the positive approach to overcoming fear.

In this book, we shall deal with certain fears that are present in almost all children, for the fear instinct is natural as well as powerful. It should be understood, of course, that a certain amount of fear has its value. Take, for example, our crossing the street in the path of an oncoming car. Our normal fear of getting hurt is nature's protective device. Our heart action quickens, our muscles respond more quickly to our brain messages. We possess greater strength. In extreme circumstances, fear can inspire us to do seemingly super-human things.

This book, then, will be concerned primarily with routing from the child's personality only those unnecessary fears which weigh him down and hinder him. In eliminating these, we can build, instead, the more desirable traits of perseverance and fortitude.

Just as we can develop the habit of obedience, or of politeness, so can we develop the habit of courage. But the child cannot do it alone. It is our job to teach him.

HOW TO TEACH COURAGE

Where to Begin

First of all, rid your own life of all unnecessary fears. An infant of two years, or even less, is quick to catch the undertone of fear in your manner or tone of voice. If, under hazardous conditions, you raise the pitch of your voice and allow yourself to be frightened, the child will be frightened too. He may burst out crying. On the other hand, if, under similar circumstances, you remain calm and quiet, your child, too, will tend to be calm and quiet. In other words, when you can set the proper example, you will have taken an important first step in instilling within him poise and courage.

"Babying" a Child

Instilling courage in a child helps him develop self-reliance. Unfortunately, many parents "baby" their children. They may do so in many ways, some less obvious than others. Motivated perhaps by their desire to keep the child close to them, fearful themselves of many things, they work a grave injury upon the child's emotional development. Mother's love carried to excess has been called "smother" love and evidences of it are found too often in the timid, lonely adult who simply cannot adjust to life.

We must, then, constantly guard against "babying" our children, for the instinct to protect is strong in us and only our better judgment can put it in its proper place.

It is a good idea to help children become accustomed to a limited amount of rough handling under favorable conditions. For example, a mother may start giving her baby little tests in rough play soon after it is old enough fully to enjoy a spirit of fun. Such tests should be exceedingly easy at first, being sure not to cause the child to cry, and they should be given only when both mother and baby are in a happy, playful mood. (See Illustration 110.)

In the case of an older child, many simple tests may be given. The main object is to plant in his mind the suggestion that he is strong in courage. For one exercise, you

might have him come to you and then say, "I want to see how brave you are." Smile as you grasp his left forearm with your right hand and hold your right hand as if to test him by striking the upper part of his arm. Give him a fairly light tap and say, "Does that hurt?" (Wait for answer.) "Well, I must say you are pretty brave--I'll make it harder yet--now, does that hurt?"

When he says, "No," you may say, "You are getting to be more like a man every day! You can bear quite a lot of pain without showing it at all. That's fine!" (See Illustration 111.)

Going to School Alone

One little five-year-old girl had begun attending kindergarten. To go to this particular school involved crossing three or four streets which, though patrolled by older students and by volunteer adults, still represented a terrific mental hazard to the mother. How, she wondered, would she ever be able to let her daughter go to kindergarten--alone! For several weeks, the mother managed to accompany her daughter to and from school every day. It was the child herself who finally said, "Mamma, I'm big enough now to go by myself."

Even then the mother put her off for several days. In the meantime, the mother did some careful thinking. Sooner or later, her daughter must learn to go to school by herself. This was to be expected of any normal child. She must avoid displaying any fear herself and, instead, drill her child in crossing the street.

So one day when the two of them had reached a crossing, the mother suggested that the little girl decide when it was all right to cross the street. The child rose to the responsibility and guided her mother across at the proper time. This experiment was tried a number of times at different crossings with equal success. It convinced the mother that she could rely on her little girl to use good judgment, and thereafter she was allowed to make the trip alone, happy and confident in her new responsibility.

"That first day," wrote the mother, "I just quaked in my shoes, crying and everything--until my daughter returned home. But when I see how self-reliant she has become, I'm glad that I did let her go alone."



ILLUSTRATION 110

Even a young child can be taught by degrees to endure with good humor having foot squeezed or arms and legs patted roughly in fun. Study his expression and be sure not to hurt him.

Fear Is Often Caused by Suggestion

How easy it is for most of us to think negatively--and how easily a child absorbs this thinking. Many parents try to discipline their children by warning them, 'If you do that, you'll get hurt.' 'Don't climb up those steps, Bobbie. You may fall and break a bone.'

How quickly we can instill fear, plant the germ of a deep-seated complex, when we talk this way to our impressionable youngsters. Many of the unnecessary fears we discover in our children have been put there by our own unguarded words.

How the Word "AFRAID" Was Unwisely Used

Fifteen-year-old Martha was starting out late one afternoon for her voice lesson in a downtown office building. Afterwards, she was going to meet a girl friend and go to the downtown library for some books.

Her mother cautioned her, "Now Martha, don't stay too long in the library. It gets dark early these days, and I'm afraid to have you out after dark."

Martha assured her mother that she would be all right and dismissed the incident from her mind. Not so, little Warren. He had heard his mother express fear, and the thought stayed with him.

After supper, his mother suggested that he get his Teddy Bear and play with it for a while. The child was reluctant to go after it--a reluctance he had never before expressed. His mother thought he might have misplaced it, so she said, "Don't you know where Teddy is?"

Yes, the child knew well enough where it was. It was in the bedroom.

"Well, then, go and get him," urged the mother. But the child burst out, "I don't want to; it's dark in there."

Here was a problem the mother had never confronted before. After much questioning, she discovered that the child had heard her express fear of the dark to his older sister, and this was enough for him! If his mother was afraid of the dark, he was, too!

And so, unwittingly, this mother had implanted in her child's active and impressionable mind a new and unnecessary fear.



ILLUSTRATION 111

"Does that hurt?" (No.) "Doesn't that hurt?" (No.) "You are getting to be brave as a grown man." Such a brief, simple test as this may start the suggestion that the boy is strong in courage.

Positive Suggestion Helps Courage

The admiration of heroes gives a child a wholesome attitude toward life. It is an excellent example of the power of positive suggestion.

Consider this little incident.

Henry, a boy of seven, had never lived in the country. When his parents took him to the farm of a relative, he experienced all kinds of thrills, including one that he hadn't counted on. In his enthusiastic chase of a squirrel, he found himself lost, at dusk, in the woods adjacent to the farm. He finally found his way back to the farm, where his parents were anxiously looking for him. His father observed, however, that the child did not seem terribly upset over the experience of being lost. There was no trace of tears and the boy, though evidently glad to be with his parents again, was quite calm, and self-possessed.

"But weren't you frightened?" asked his mother.

"Sure, I was scared at first," he said, "but then I got to thinking about Hiawatha and how he used to go around in the woods all the time. So I just pretended that I was Hiawatha and I knew he wouldn't be scared."

The very thought of the story of Hiawatha had inspired this child to bravery and courage in a situation that would be a supreme test for any seven-year-old.

There are times in the child's life when he himself must decide between being brave or being cowardly, honest or dishonest, courteous or discourteous. Good examples, whether from actual life or fiction, are sources of confidence when he needs them.

We parents can constantly make available to our children these examples of bravery and courage. We can tell them stories, act out scenes with them, draw their attention to any courageous acts we are fortunate enough to see.

This positive approach is far more effective than the appeal to fear. It works with all ages of children. Take a small tot just learning to walk. He will soon learn if his mind is kept concentrated on the positive idea that he can walk. Likewise, the child who is a little older may show a keen interest in helping the younger one if his mind is centered on the idea that he is a "good teacher." (See Illustration 112.)

One sure way to keep the older child from being a good



ILLUSTRATION 112

Under parental supervision, it is an excellent idea to allow an older child to take responsibility in helping a young child. Praise him and suggest in the presence of others that he is a fine "teacher."

teacher would be to say, 'Don't do this' or 'Don't do that,' especially after he has already done what you tell him he should not do. That would be not only a negative approach but it also would be faultfinding. He naturally would not enjoy that and would probably lose all interest in the teaching process.

So deal only with positive ideas. Encourage the older boy to use only positive suggestions when teaching his younger brother. For example, if he is helping him tie his shoe, suggest that he watch closely and praise his brother for every effort he makes to help. (See Illustration 113.)

How to Encourage Your Child to Think, 'I Can.'

You may have heard it said that some persons have the knack of teaching children and getting them to do things that are desired. It is true that success comes more naturally to some than to others. But if you want to encourage your child to do anything difficult, the secret generally lies in breaking the task into very small parts. Ask for only a little action at first. Let the child relax. Then encourage a little more action. Again rest and so on. This applies to such a simple matter as getting a baby to pull himself up. (See Illustration 114.)

The Best Way to Treat Jealousy

When a new baby comes into the home, especially where there is only one other child, signs of jealousy may be seen on account of the amount of parental attention that is transferred to the new arrival.

Since jealousy is a very undesirable trait, it is better not to talk about it directly, because this would cause the child to think of himself as being jealous. The proper thing to do is not only to avoid talking about it but remove its causes so far as possible. Even though a new baby does require quite a bit of time and attention of the mother, this cause of possible jealousy may be counteracted by the mother assuming that the older child is her beloved partner and that they will find great joy together in watching and caring for the growing infant.

More important than the comparative amount of time the mother gives to each of her children is her wise use of the Principle of Approval. Each human being, as we considered

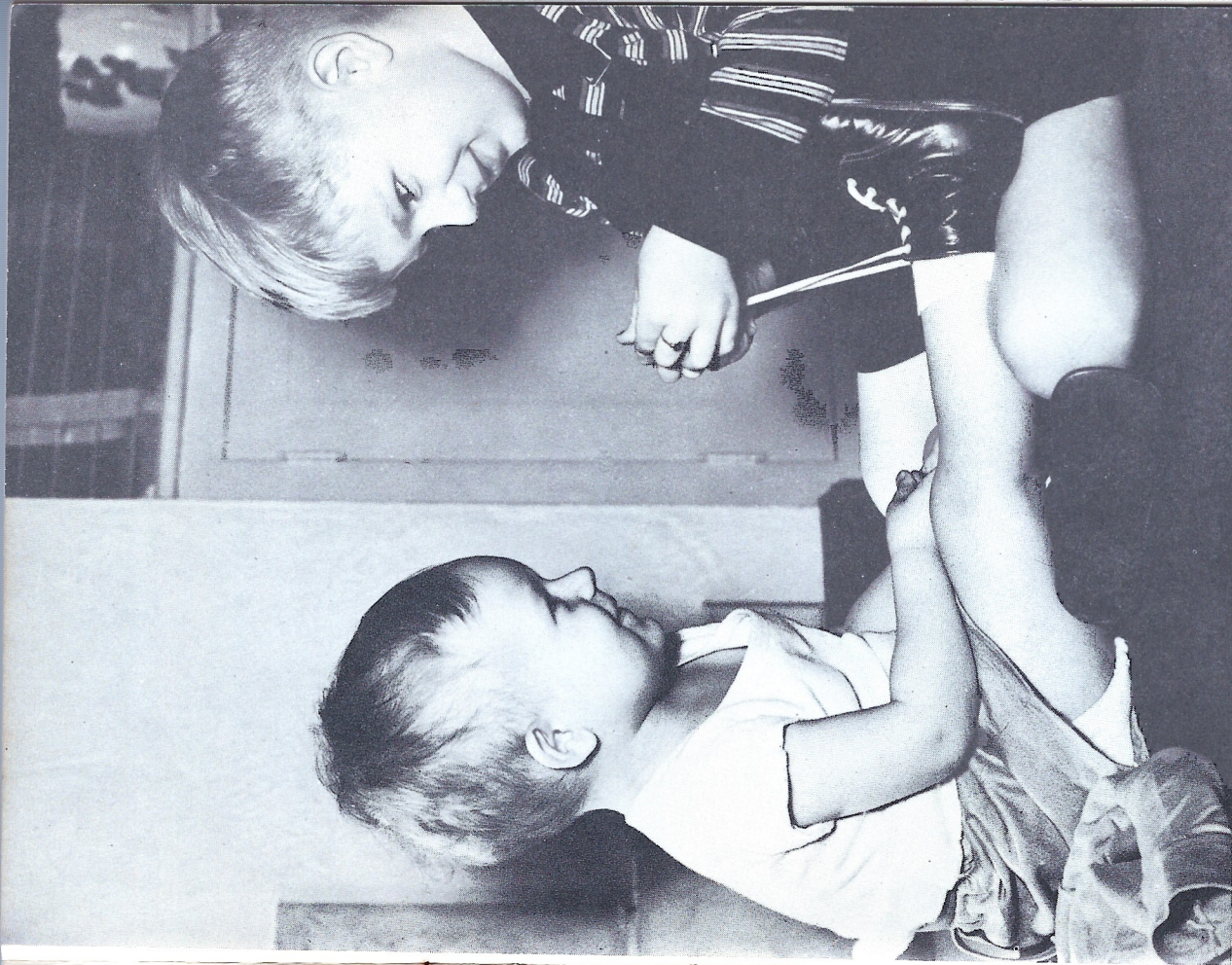


ILLUSTRATION 113

The older child not only may help tie brother's shoes but also teach brother to tie his own as soon as he can learn. Every effort of the younger child should be praised with great enthusiasm.

carefully in Part Three of this Course, is born with an instinctive desire for social approval. If practically none of this highly desired praise is given to the older child and the infant receives more than his share of admiration and compliments from parents as well as visitors, it is understandable that the older one may feel that he is being left out. This cause of jealousy may easily be removed by simply recognizing it and acting accordingly.

Instead of allowing the baby to receive as many as ten favorable comments to the older child's one compliment or none, which is an unreasonable ratio, just even up the score a little and jealousy will have no chance to grow. Praise the older child in the presence of others about his skill in helping with the baby. Under this tactful system, he will actually enjoy the newcomer. (See Illustration 115.)

Either a feeling of jealousy or a feeling of inferiority may result from a child hearing any remark which makes a comparison between himself and any other child. Therefore, make it a policy to avoid comparison between any two children in their hearing. Speak only of the good points in each child.

Many parents think they are doing the right thing when they try to spur one child to greater effort by talking about the superior skill of a brother or sister of similar age. But, too often, this only depresses the less-gifted child and arouses jealousy. It is better not to take any chance at all of stirring up envy.

Adult Fears Traced to Childhood

Some parents minimize the little fears they observe in their child by saying, "Oh, he'll get over it as he grows up." Easily and glibly said but, unfortunately, not so easily worked out. Too often the neurotic adult can trace his condition to a persistent childhood fear or to a single terrorizing experience in his childhood.

A certain advertising man had a violent dislike for fish, in any form and on any occasion. This was a source of embarrassment to him and he felt that it was a hindrance to his success, for his clients would remark about this peculiarity when they saw his behavior at fish dinners.



ILLUSTRATION 114

By increasing the lift only a little at a time and then resting, the baby is encouraged finally to pull himself all the way up. When teaching a child of any age to think, "I can," rest periods are important.

Worried about this idiosyncrasy, the advertising man consulted a psychiatrist. It was discovered that the aversion to fish resulted from the following childhood experience. The boy was with his parents at a summer resort when his mother caught a fish-hook in her forearm. He saw the blood coming from the wound and he saw the anguish in his mother's face. His father remarked about the danger of blood poisoning and the need to get medical attention immediately. The child was almost as upset as his mother and, when a mild form of blood poisoning did set in, the incident was etched indelibly on his mind. From that day on, he took a violent dislike to fish and actually became nauseated at the very thought of one.



This incident shows the importance of routing fears early. The advertising man never did "outgrow" his unfortunate aversion.

Drilling in overcoming fear, then, should occur not tomorrow, but today! We do not need the occasion of a sudden and terrifying experience; in fact, it is better that we move quietly and confidently into reasoning with our children about their unnecessary fears when they are not experiencing them.

Actual cases will be presented in later paragraphs under the heading, "Overcoming Special Fears."

How to Develop Will Power and Perseverance

Will power is perseverance "plus." If directed in the right channels, it can be a wonderful resource to child or adult. Determination to stay with something, whether there are obstacles in the way or not, is a desirable trait--one, incidentally, which has been evidenced by some of our most famous men and women.

You may well discuss with your child these great people who, once having decided that they were doing a good and a right thing, have shown the determination to win out. The story of Thomas Alva Edison, for instance, is an excellent one. This man, in the face of terrific odds and literally thousands of unsuccessful experiments, kept doggedly at his work, to win out in the end. (See Illustration 116.)

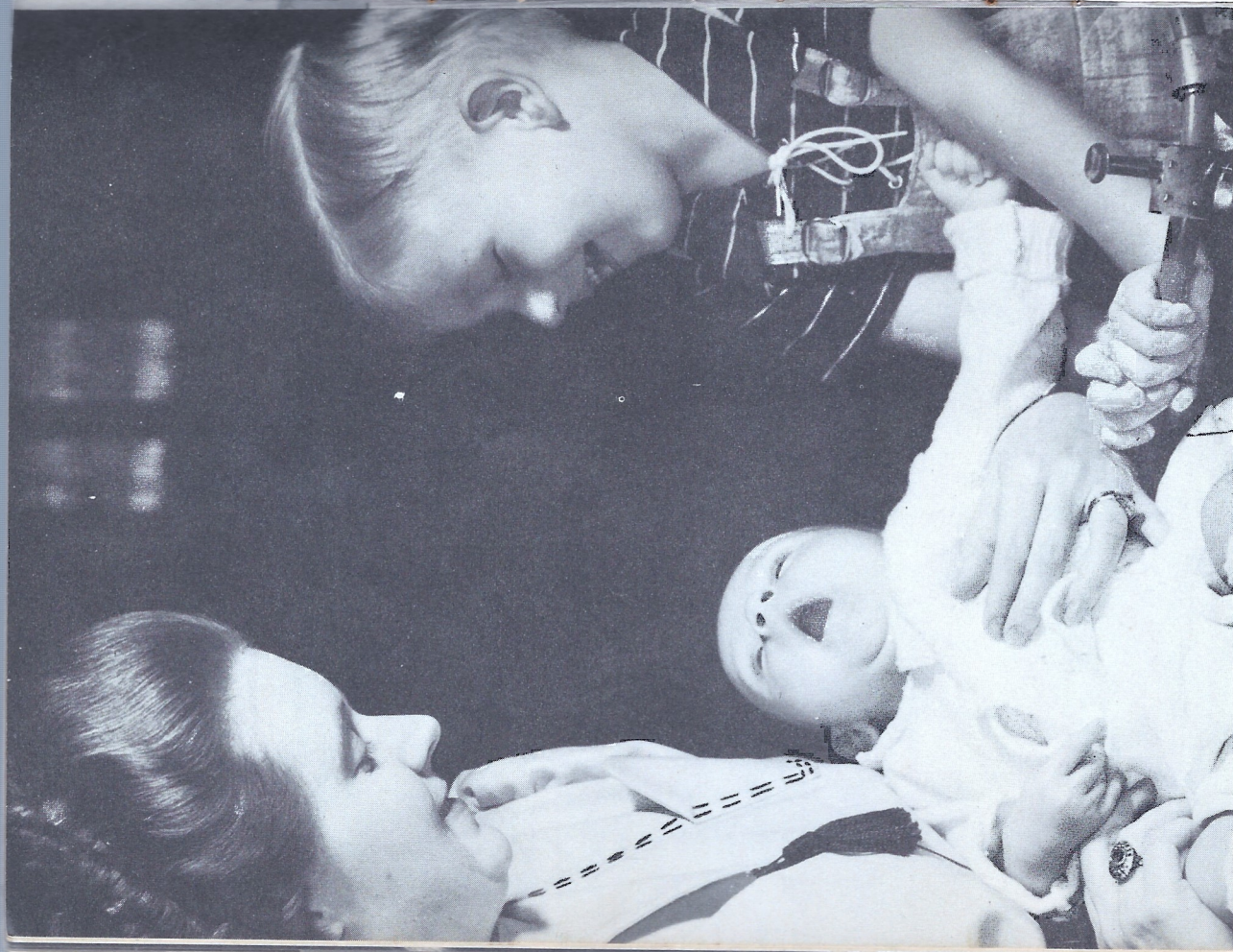


ILLUSTRATION 115

Instead of a baby getting all the compliments, other members of the family should get their proper share of attention and praise also. An older child, rightly managed, will enjoy the new baby as mother does.

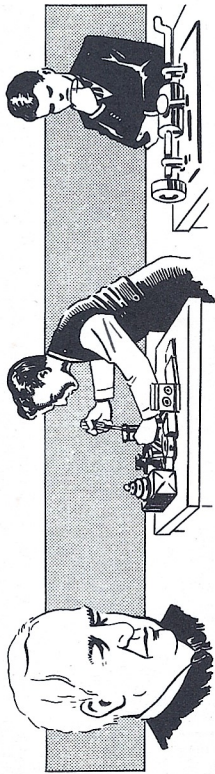


ILLUSTRATION 116

The inspiring story of Thomas A. Edison is ideal for illustrating the advantages of perseverance.

Make use of your public library. Your son or your daughter should be thrilled with the exciting adventures of Kagawa, Madame Curie, George Washington Carver, Gandhi.

The secret of teaching children to develop will power is to create in them the desire to do surpassingly well some worthwhile thing.

How Ambition Was Developed in a Small Boy

The father of a frail six-year-old lad wanted to instill in him the desire for a healthy, sturdy body. So he called the boy to him and said with enthusiasm, "How would you like to have muscles like a regular athlete?" The little fellow was delighted at the thought. His father held up the child's right fist, then proceeded to flex the little arm. "You'd really like to develop hard muscles?" "Oh, yes, Daddy!" "Fine!" said the father, "Suppose we begin by exercising on the porch with some brooms." The youngster fairly ran to the pantry and returned with a broom for each. Following his father's example, he rolled up his little shirtsleeves high above the elbow.

Both parent and child swept vigorously. The father continued talking about the benefits of having good, solid muscles. Occasionally he stopped to test the child's flexed arm. "Exercises like this," he declared, "are going to make real muscles for you!"

By repeating similar exercises on ensuing days, he soon had the boy making remarkable progress in physical development. And all because of implanting that desire in the child to have muscles like an athlete.

Special Exercise in Persistence

If you want to give your child a special exercise in concentration and persistence, such as he would get in untangling a knotted rope, be sure to observe two important points. First, give him a few easy knots to untie before you introduce harder ones. Praise each success with enthusiasm and suggest that he is skillful when it comes to untying a knot in a short space of time. Secondly, when you give an assignment that requires extraordinary ability, let him know that you fully realize it is a tough one and that you want to see if he can complete the job in twenty minutes. This gives him an incentive. He will try hard to beat the time you set for him. (See Illustration 117.)



ILLUSTRATION 117

This boy was given easy problems at first. Then, after being praised for primary successes, he was given harder knots to unsnarl. Finally, he took pride in his unusual ability to concentrate and to complete a job.

The first time a child is called upon to try anything that is new to him, such as buttoning clothes or using a zipper, it is important not to rush him. A task that appears very small and simple to an adult because of his long experience, may seem quite different to a young child. Some parents, not properly appreciating this fact, have made the mistake of trying to hurry a youngster and then ridiculing him for his failure or finding fault with him for not trying hard enough. This is most discouraging to a child.

The better way is to concentrate attention upon just one small point at a time. Praise every single little move that the child makes in the right direction. It is not necessary --and not advisable--to wait until a child has successfully completed an assignment to praise him. Instead, use the Principle of Approval during the process of his learning to do some new thing. If he is learning to work a zipper for the first time, be sure to smile as you praise his efforts. He will then enjoy learning. (See Illustration 118.)

Overcoming Special Fears

Thus far, we have dealt with positive ways in which to build good qualities in our children. Little has been said directly about the techniques which can be successfully employed in overcoming the unnecessary fears which all children experience to greater or lesser degree. We shall now deal specifically with some of the most common childhood fears.

Fear of the Dark

Most children at one time or another display fear of the dark. It is only natural that when we cannot see, we feel insecure. And insecurity is the basis of fear.

How can you help your child overcome this fear of the dark?

First of all, it is wise to speak often of the benefits of the dark. Night is nature's device for bringing rest and sleep to living things. The birds and animals and all of us go to rest at night so that we may be refreshed and happy tomorrow. When mother has put out the light in the room, and God has put out the light outside, then we are able to sleep more easily. It is a peaceful time. All of these thoughts are suggestions--positive ones.



ILLUSTRATION 118

When first teaching a child to use a "zipper," prevent discouragement by having fun. Move your hand high as you smile and say, "Zipper UP!" Move your hand from high to low as you say, "Zipper DOWN!"

A Specific Lesson in Eliminating Fear of the Dark

The following technique has proved to be helpful in overcoming fear of the dark in little children up to seven years of age.

Preparation

Be alone with the child in a lighted room with all doors shut, window curtains drawn. A chair should be placed near the electric light switch. All other chairs and various pieces of furniture should be against the walls, out of the way.

Definite Instructions

While the light is still on, sit down on the chair and call your daughter to you so that she will be standing within easy reach of the light switch. Tell her with much enthusiasm that you are going to play a game that will be lots of fun. Then explain the rules. She is to turn the light off and on as you, with your eyes closed, try to guess when it is on and when it is off. Both of you take turns at this first phase of the play. (See Illustration 119.)

"Now let's try something else," you suggest, moving the chair several feet away from the light switch. With the light on, tell the child to come to you from her position at the switch. This is all a part of the game. "Good," you say, "That's fine." (Note the approval even for this simple command in obedience.)

Then say, "Now let's try it with the light off. Go turn it off and see if you can still come to me, right here where I'm sitting."

Here you might add that you will count aloud to see how long it takes her to arrive at your side by walking. Then exchange positions, and let her count as you try to locate her.

Thus, the darkness suggests fun to the child. This pleasant experience in the dark will do more to rid her of fear than would a futile admonition to be brave. The distances involved may be increased and the game repeated on subsequent evenings until she has entirely overcome her fear of the dark.



ILLUSTRATION 119

Here the father is playing an interesting game with his daughter, as she makes the room dark and then light. One of the secrets in overcoming any fear is to associate pleasant experience with it.

Another Instructive Example of Overcoming Fear of the Dark

A four-year-old boy who had been "deathly afraid of the dark" was asked to approach an open stairway leading to a dark hall and several dark rooms.

Nothing was said to the boy about the darkness upstairs and he was not requested to go the full distance in the first command. He was told to go just to the first landing. When he reached that point, he was told, "Wait right there now and rest a minute. Just sit down on the step. That's it." (See Illustration 120.)

Then after waiting about ten seconds, he was told, "All right, now we are ready. Go up two more steps. That's right. Sit down where you are and rest a minute. That's right." (See Illustration 121.)

After waiting a reasonable time as before, he was told, "Now go up three steps. All right, sit down and rest. That's fine." (See Illustration 122.)

At this point, the father smiled and went with the boy all the way upstairs and had him turn the light switches in the hall and the different rooms upstairs on and off several times which he enjoyed. Then the father came back downstairs while the boy again sat on the step as shown in Illustration 122. The boy was told to go up four more steps and sit down. (See Illustration 123.)

Finally, he was told to turn on the light switch in the hall; then turn it off; then turn it on and leave it on till he came downstairs to where his father was sitting. Upon reaching his father, the boy was enthusiastically praised for his success in finding the light button all by himself--even when it was dark.

The first lesson was ended with the boy feeling happy and satisfied, without being tried to the limit of his endurance. Having been led step by step from the light into the dark, the known to the unknown, he built up the feeling of being equal to the situation.

In follow-up lessons, he was tested by a short repetition of the first one, and by being asked to turn lights on and off in other rooms upstairs while his father was down in the living room. Soon a new kind of reputation was established as the boy began to think of himself as being very brave.

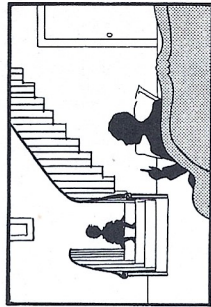


ILLUSTRATION 120

First, this boy was asked to go only as high as the first landing and "wait right there."

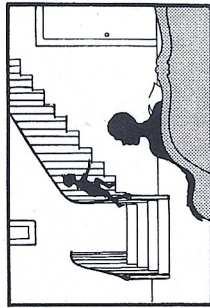


ILLUSTRATION 121

Secondly, he was told to take only "two more steps" and then "rest a minute."

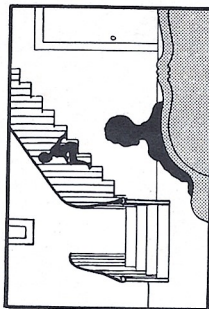


ILLUSTRATION 122

Thirdly, he was asked to go up "three more steps" and rest as before.

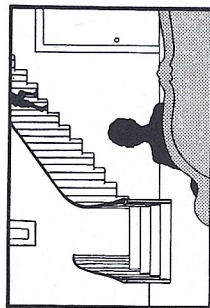


ILLUSTRATION 123

Fourthly, he was told to go "four more steps" and then up into the hall.

Fear of Thunder and Lightning

This is another fear which, like fear of the dark, is common to most children. Quite often, this is a result of the parent's own fear of storms. Thus, one sound method of approaching the problem is to show no evidence yourself of fear of thunder and lightning. No matter how terrific the storm, it is your responsibility to set the example and appear as calm as possible.

A second method, assuming that you have already overcome your own fear, is to speak to your children of the value of rain. A good downpour of rain refreshes the atmosphere, washes the earth nice and clean, provides drinking water, and causes all plant life to grow--vegetables to eat, trees for shade, and beautiful flowers to enjoy.

Still another method for dealing with fear of storms is to acquaint your children with the simple causes of thunder and lightning. Let the youngsters themselves try to figure out what causes the rumbling noise and the flashes of light.

Then let them consult a reliable children's encyclopedia for the scientific explanation. If this procedure is carried out in keeping with the fundamental principles which you have learned in previous lessons, you will find that, far from dreading storms, your children will actually look forward to them with wholesome anticipation.

Fear of Water

Some children have a great fear of water. They may have been put into water at some time when it was too hot causing them pain, or when it was too cold, causing an unpleasant shock. They may have heard older persons talk about accidents in regard to water. They may have listened to others expressing their fear about water.

No matter what are the reasons for this fear, the proper way to overcome it is to arrange some exercise in connection with water which will associate pleasure with it. For example, one father helped his son to get over his fear by having him direct a water hose at an older son in a swimming suit. The youngster got such a thrill out of making his older brother run away from him several times in a row that he felt he had a wonderfully good time. (See Illustration 124.)

Just as a fast growing weed should be prevented from getting a start, so any fear should be dealt with in its earliest stage. If your little daughter indicates any fear that may handicap her later, start at once to counteract it. The proper principles to use are Leading Suggestion and Approval. (See Illustration 125.)

Fear of Farm Animals

Some tots are extremely afraid of horses; some of cows, and so on. Such fears may have been caused by some basic unpleasant experience with the particular animal, although children can develop fears merely by hearing about the unfortunate experiences of others.

Certainly, fear of bulls is a logical one. Even farmers display a healthy respect for bulls. But there is a difference between fear and precaution. A child should be taught to use precaution in dealing with certain animals. However, let us concern ourselves here with the tamer animals which, as a rule, do not harm or molest human beings.



ILLUSTRATION 124

One father helped his young son to overcome fear of water by arranging with an older boy to run away in a clownish manner when the hose was pointed at him. The youngster really enjoyed this play — with water!"

Fear of Dogs

A little six-year-old girl was playing with a neighbor's dog. She had always liked this dog and frequently played with him. But suddenly, in a playful mood, this dog balanced his paws on her shoulders and began to lick her face. The suddenness of the act as well as the disagreeableness of the dog's tongue brushing her face caused the child to run home screaming.

Her mother tried to console her by saying, "Oh that nasty, old dog!"

And the daughter cried more lustily than ever. Little wonder that the child developed such a fear of dogs that she would actually run away at the sight of one.

How easily this could have been avoided had the mother reasoned with her daughter, pointing out that the dog had meant no offense and that the little girl could have pushed him down gently and easily.

This mother could have told the child some of the good things about dogs: their loyalty, their companionship. She could also have pointed out that a dog is dependent upon man for his food, affection, and shelter. The little girl would then have felt that she was master of the dog, and her fear would have disappeared.

In all of our dealings with these various fears, we can be most helpful to our children if we first look at the situation as it appears to them. One little fellow, upon being licked on the face by a big friendly dog, screamed and sobbed, "I'm...afraid he's going to eat me; he's been...tasting me!"

Just after one youngster had started to show fear of dogs, his father helped him by manipulating a toy dog in such a way that it seemed to the boy that the dog was afraid of him. When the child put his hand up toward the dog, the dog was pulled back in a spirit of play which made the boy feel superior in that situation. (See Illustration 126.)

Fear of Other Animals

When it comes to learning which farm animals to avoid, the child too often learns the hard way. He should be taught to be cautious, but not afraid, of domestic animals. By way of being cautious, he should be taught never to slip up behind a horse, or a mule, to caress him. The proper way for him



ILLUSTRATION 125

This little girl first was told to put her hand only in the edge of the water spray. Then her wrist. Then her elbow. Then her whole arm. Little by little her reputation for bravery was built up.

to approach such an animal is from the front. Otherwise he may get kicked. The following jingle may help to impress this on his mind:

On the mule we find two legs behind,
And two we find before;
We stand behind before we find
What the two behind be for.

Another little point the child should be taught is not to disturb an animal while it is eating. Still another point worth remembering is to avoid jerky movements. Rather, one's manner should be quiet and reassuring. Once having approached a domestic animal in this manner from the front, it is important to let the child have the pleasure of patting the animal gently and soothingly on the neck. If there has been fear in the child's mind up to this point, the caressing touch of his hand against the animal should replace that fear with a kind of affection.

The reading of carefully selected animal stories will also tend to replace the fear of animals with a wholesome affection for them. And remember that a child reflects his parent's attitude toward animals whether it be fear or interest.

Fear of the Fire Engine

Many children display fear of fire engines. The modern machine is indeed a startling sight as it races down the street, lights flashing, siren screaming. Yet your child can be made to understand the reason for speed and the occasion for the siren. Simply explain to him that somebody's house is on fire and the firemen are trying to get there as fast as possible. They will put out the fire and try to save the lives of any persons who might be trapped in the building and could not get out without help. He should know, too, that the scream of the siren is for the protection of everybody on the street. It is to warn them to get out of the way immediately so that they will not get hurt.

Some parents have found that they can overcome this fear in their child in one lesson, simply by taking him to a fire engine house and letting the fireman explain the machine to the child. Most firemen will be glad to cooperate with you. They may even let your child climb into the cab of the fire engine and flash the lights.

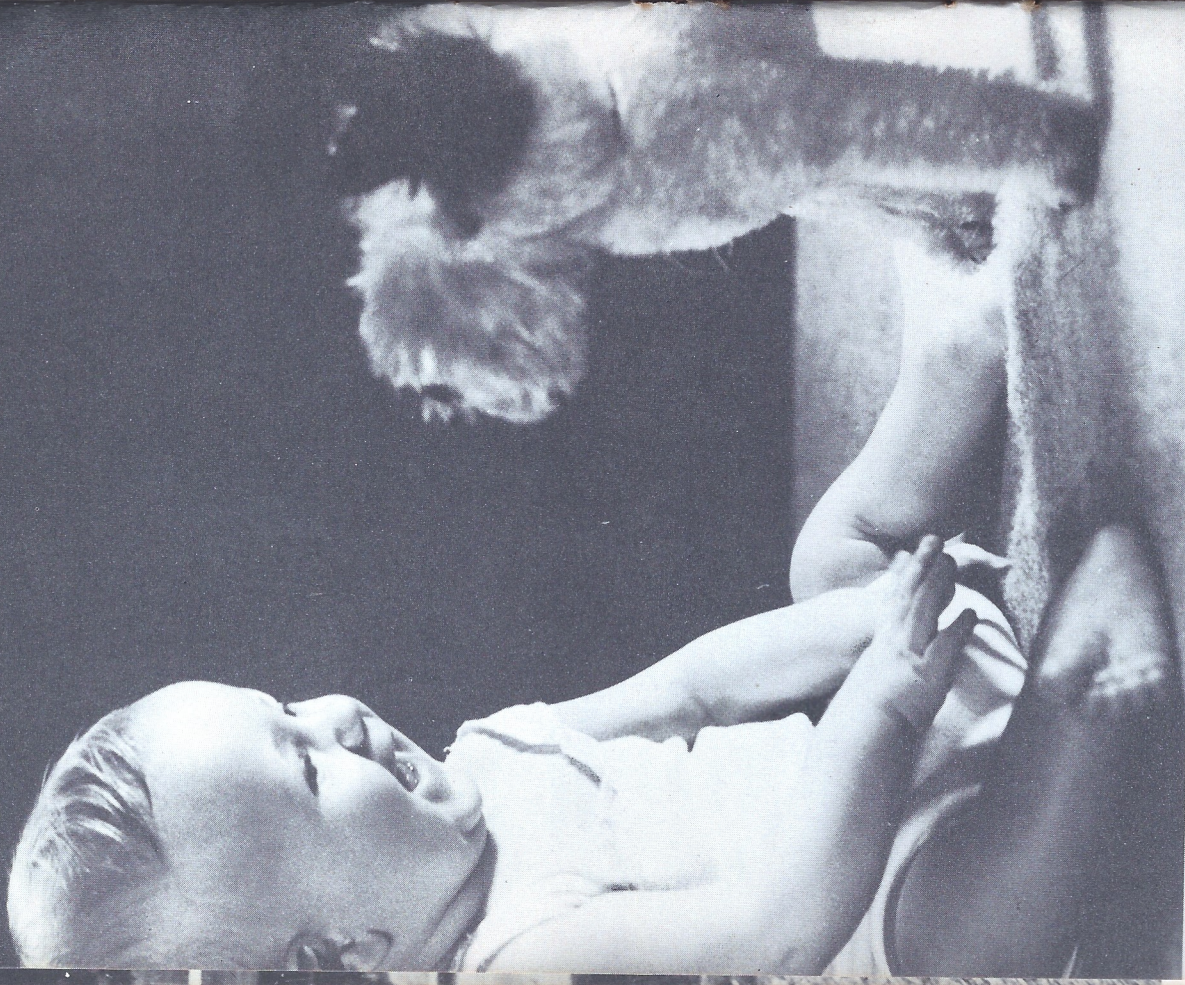


ILLUSTRATION 126

This boy started to chase his own fear at the same time he started to chase the toy dog. His father later managed a live dog so that unnecessary fear was removed.

Another way of overcoming this fear of fire engines is to dramatize a make-believe fire. Building blocks can be the houses, and toy fire engines may be used. Instead of dwelling upon the tragic aspects, be sure to emphasize the saving of lives.

Quiet talking, and complete calm on your part when a fire engine goes by will do more to allay your child's fears at the moment than almost any other technique.

Fear of Being Alone

In the first place, you should not leave a young child entirely alone. He should have the secure comfort of knowing that some older person is at least within calling distance. As early as possible a child should be taught to use the telephone. (See Illustration 127.)

As for his fear of being alone in his room at night, it will be helpful if you read him a suitable bed-time story, particularly one with a happy ending.

It will also help if you let him sleep with his favorite doll or Teddy Bear.

Most helpful of all should be your bed-time prayer with him, in which you commit him to the watchful, protective care of God, his heavenly Father. This spiritual phase of your child's development will be dealt with in the final book of this Course.

Fear of Doing Things Alone

A child should be taught to enjoy doing things alone. For example, when he first learns to write, he should be encouraged to make practical uses of his knowledge.

One little girl dearly loves to send personal messages to her grandmother. She not only writes the letter; she addresses the envelope, stamps it and mails it herself. (See Illustration 128.)

The message itself is very short. It simply reads something like this: 'Dear Grandma: I hope you are feeling fine today. I love you. (Signed) Joy.' The chances are that grandma will feel fine after opening and reading the welcome letter from her granddaughter.

With encouragement, even a two-year-old child took great joy in doing simple things alone. 'Nonny (Johnny) do it by self!' he cried gleefully.



ILLUSTRATION 127

As early as possible, every child should be taught to enjoy telephoning. First, use toy telephones in play. Then arrange for the child to get a thrill out of talking and listening over a real telephone.

Fear of Death

Most every one has experienced this fear in some form or other. There are those who dread the physical act of dying, and those who cannot bear the thought of leaving their loved ones. Some are terrified at the contemplation of judgment. Still others shrink at the very mystery of the vast unknown.

As in other realms, a child will react to the thought of death very much as do his parents. If his mother wails at the death of a relative, he will feel keenly the horror of death. Likewise, if his father breaks down and gives way to excessive emotion, the child's fear of death will be intensified.

This being the case, I should like to pass on to you at this point a few observations which I hope will be directly helpful to you and indirectly helpful to your child.

God is our Father. If death is but the summons to His more immediate presence, we have nothing to fear. Bear in mind that when we came into this world, we were not unexpected. Loving hands had made eager preparations for our coming; loving arms held us tenderly. Surely our heavenly Father will not be less kind to us than our earthly mother.

Again, the death of our loved ones is inevitable. But we need not jeopardize our present happiness by dreading bereavement. Fortunately, we are given special grace to endure a special crisis. That grace is not given with the dread; it is given only with the crisis.

Upon occasion, you might do well to point out to your child the beneficence of death. For example, at the death of a friend who has suffered greatly, call attention to the fact that at last this loved one is relieved of all pain.

Fear of Doctors

One pediatrician who has occasion to give shots for whooping cough, diphtheria, and other children's diseases, declares that the most difficult factor he has to contend with is fear not on the part of the child so much as on the part of the parents who are about to see their child given the needle. It is only after he has calmed the parents and assured them that there is nothing to fear, that the child becomes tractable and cooperative.



ILLUSTRATION 128

This little girl has written a message of love to her grandma. She also has addressed the envelope, stamped it and is now mailing it herself. No help at all came from mother except through suggestion.

Before giving the injection, the doctor talks soothingly to the youngster, sometimes even singing or laughing with him. In a moment the injection is over. Almost before the child can register reaction to the brief pain, the doctor gives him a gaily-wrapped lollypop. This sort of thing is standard procedure with most pediatricians.

So, whatever you do, don't mar an otherwise happy occasion for your child, by displaying a state of fear. Rather, prepare him in advance for the experience by telling him how wonderful doctors are, and how much good they do.

When a child needs medicine, prescribed by the doctor, assume that giving it is inevitable. There is no question about the need for it and there is to be no question about the child bravely taking anything that is necessary. (See Illustration 129.)

Fear of the Dentist--a Specific Lesson

One little five-year-old boy, who had undergone considerable suffering incident to an operation following empyema, was so afraid of his dentist that he fought him with hands and feet, striking and kicking as if he were possessed. He certainly was possessed by a terrific fear. His parents, wishing to rid the child of this fear, brought him to the Parent's Clinic on their way to his next appointment with the dentist.

After first winning the boy's confidence and friendship, I proceeded to teach him strict obedience to simple commands. I was now ready to join the boy and his father on their actual trip to the dentist's office. It seemed advisable for the anxious mother not to go along.

On the trip, the boy made many suggestions, all designed either to postpone the trip or to avoid it altogether. The father and I did not argue with him. The trip was inevitable, unavoidable. To counteract the child's line of talk which indicated his growing fear, we simply talked about points of interest on the way, bringing him into the conversation as much as possible.

We entered the dentist's office. At the father's previous request, I was to take the initiative in doing the talking. So, placing my hand on the child's shoulder, I said, 'Doctor, we'd like to have you give Frank, here, a careful examination...if you find that his teeth are in good shape and don't



ILLUSTRATION 129

Whenever it is necessary to give a child medicine, or eye, ear, or nose drops, it is important to show a calm and expectant manner. In everything you say and do, assume that the child will be perfectly brave.

require any attention at this time, that will be quite all right. On the other hand, if you find that they do require a little attention, why, that will be satisfactory, too. In either case, we want his teeth to be in good shape so that he can enjoy eating food and have nice teeth when he grows up."

The dentist was equal to the occasion. He said, "All right, young man, suppose you climb up into this chair and we'll see what we can do for you."

With a little assistance, Frank was soon settled in the dentist's chair. He was cooperative, but trembling. I slipped over near him and said, "Now it might be a good idea just to place your right hand on the arm of the chair here, and your other hand on the left arm of the chair. That's fine!"

He obeyed instantly. But when the dentist began probing his sensitive teeth, he writhed in pain and began to resist by pressing his tense little hands against the hands of the dentist.

The Training Was Put to a Severe Test

Here was the point at which the lessons in strict obedience would have to prove up, or I would be failing the little fellow. Asking the dentist to step aside for a moment, I stood directly in front of the child. I shall never forget the anguish on that youngster's face as he cried, "Oh, I don't think I can ever stand this pain!"

I must confess that my natural inclination was to gather him up in my arms and spare him any further pain. But, for his own sake, we had to see the thing through. I said quietly, "I guess you didn't quite understand exactly what I meant when I suggested placing your hands on the arms of the chair. I meant for you to have them stay there."

He bit his lip and nodded his head.

"By the word 'stay,'" I continued, "we mean that your fingers keep on touching the arms of the chair until we say to take them away. That means we don't even want as much as two inches of space between your hands and the chair arms. Let me show you."

Here I demonstrated the two inches by holding each of his hands just that far above the chair arms.



ILLUSTRATION 130

This boy was required, as an act of simple obedience, to keep his hands on the arms of the chair. Then, after the tooth came out, he was highly praised for his courage in keeping his hands down.

"Now," I proposed, "let's see if you can open your mouth and at the same time keep both hands firmly against the arms of the chair."

He responded instantly. Turning to the dentist, I exclaimed, "Look at that! He can hold both hands flat on the chair arms and hold his mouth wide open at the same time."

With a little more suggestion along this line, the child actually remained quiet, with his hands flat on the chair arms, even while the dentist examined his teeth and made a quick extraction of the tooth that had been causing trouble.

The moment the tooth came out, we grownups were quick to express our genuine praise. "Brave boy, Frank!" "Good work! That was certainly fine!" "Wait till we get home and tell Mother about this! Won't she be proud!" (See Illustration 130.)

On the way home, the father and I talked approvingly about the boy's victory. So filled was the child with his newly-acquired courage that upon his arrival at home, he declared, "I think I could have stood it to have two teeth pulled!"

The Child Who Feared Her Leggings

For some mysterious reason, little two-year-old Marjorie had a horror of her new tan snow-suit leggings with the zippers up the sides. Whenever her mother or her father started to bundle her up, she would scream from fright at the very sight of the garment. The parents were as gentle as possible in voice and manner, and they tried to assure her that the leggings were harmless. Even so, she would kick and scream every time this particular article of clothing had to put on her.

Patient as the parents were, the moment for departure would eventually be upon them and there would be no choice but to force the leggings on the child and be on their way. The situation did not improve with repetition. These parents were not only baffled by Marjorie's behavior, but embarrassed before their friends. So they decided to bring her to Ohio to the Parents' Clinic.

In order that I might see for myself how the child reacted, I had the parents make their customary attempt at getting the snow-suit on her. Sure enough, at sight of the leggings, Marjorie screamed from fright. She drew back, trembling and crying, "Hu't-a-baby! Hu't-a-baby!"

"What is she saying?" I asked the parents.

The mother looked suddenly embarrassed, for in that moment she became aware of her first great mistake. In her original attempt to get the leggings on the child, she had said reassuringly, "These will not hurt the baby." She had not realized that the negative would be incomprehensible to so young a child who can think only in positive images. Marjorie knew what "hurt" meant. And she knew whom her mother meant by "baby." But she did not yet comprehend the meaning of "not." So now she was expressing the fear which her mother had unwittingly imparted by the words "...hurt the baby," for those were the very words she was now screaming, "Hu't-a-baby! Hu't-a-baby!"

Most Interesting Lesson to Complete in Thirty Minutes!

With that enlightening bit of background, I proceeded to the next step. I fondled the garment, pressing it gently against our various cheeks and associating with it such words as "soft," "nice," "kitty." But Marjorie was still terrorized. It would take sterner measures to eradicate a fear that was so deeply rooted. This fear had persisted for a number of weeks; I had bargained to get rid of it within thirty minutes. I glanced at the clock. Ten minutes of the thirty were already gone. (See Illustration 131.)

Shifting my strategy, I put Marjorie's relationship to me on the basis of strict obedience, "Step right over here, please; now step right over here." Because of the parents' own laxity along this line, Marjorie put up plenty of crying resistance to this exacting procedure. Eight minutes remained... Now only seven. I looked the child straight in the eye and said impressively, "Take these leggings to

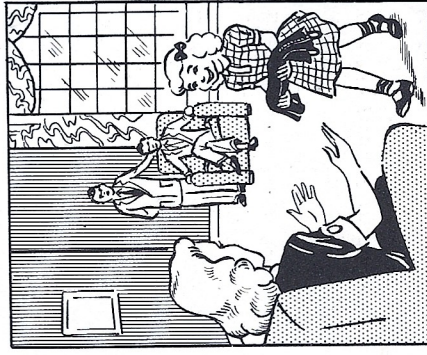


ILLUSTRATION 131

In the process of carrying out acts of obedience in connection with the leggings, she had overcome her fear of them.

Mother, please." Marjorie, still crying at the top of her voice, braced herself to refuse. But a firm, forward-moving pressure on her back, timed with an enthusiastic, "Oh, that's fine!" found her obeying in spite of herself. "Now take them to Daddy." With another deft impetus in the direction of her father, I exclaimed, "Look at that! Oh, isn't that fine!" By the time she had repeatedly carried the leggings first to one and then the other, she had somehow left off crying, and she did not mind having the garment put on her. The fear was entirely gone. Yes, as the mother gratefully reminded me, within thirty minutes by the clock.

As a footnote to this experience, I recall that several weeks later when I had occasion to be in Indianapolis, I dropped in to visit this family. When little Marjorie caught sight of me, she did a very charming thing. She trotted off to the wardrobe, without any coaching, and proudly brought me--of all things--her leggings!

Radio Programs and Fear

Most children's programs which come into our homes over the air are well planned and psychologically sound. Invariably there is a central figure who sets a good example in his words and actions. He usually proves that right prevails over wrong, even though this may take more than one fifteen-minute program. He is courageous and kind, with all of the good qualities which we want our own children to display.

Adult programs, however, are not always designed to teach or to inspire. This is evident in the many murder mysteries which hold us chilled and thrilled to the final climax. Unfortunately, many parents forget that their children also listen avidly to such programs. And herein lies the danger.

For a succession of nights one little six-year-old girl had horrible dreams. Screaming, she would awaken in a cold sweat. One night her parents heard her mutter in her disturbed sleep, "That man--that man! He's wearing a long white gown."

The parents suddenly remembered that an adult horror story had as its central character a man who dressed in this fashion and who committed a series of murders. Needless

to say, these parents, from that time on, were careful to avoid exposing their child to such programs.

Even more alarming are the broken-home stories, found so frequently in the day-time "soap operas." Thoughtlessly, many mothers turn on these programs and forget that their children may be listening, too. The children think about these insecure homes. "Would Daddy ever do that?" asked one little boy of his mother. It was only then that she realized her son had been drinking in this exciting radio drama based on a lurid triangle affair.

Comic Books

Most children are fascinated by comic books. But, as a parent, you will want to use good judgment in selecting from the many different types of comics that appear on the magazine stands. Some of these so-called comics are nothing but cheap, blood-and-thunder melodrama.

Bear in mind that children are highly impressionable. Just as a radio horror story can disturb a child's sleep and induce nightmare, so a series of color pictures can produce a similar result, if they depict a terrifying situation.

You will do well, then, to choose the less exciting books--humorous incidents or stories about animals in ludicrous circumstances. These are laugh-provoking and entertaining without producing harmful emotional reactions.

Bury These Phrases

If you have difficulty in routing fears from the life of your child, you might find it profitable to check up on your day-to-day conversation. Consider this list of negative phrases--thoughtless words which slip so easily from our lips. How many times are we guilty of using them?

"Don't be a baby."

"If you don't go to school, the truant officer will get you."

"Isn't that fire engine siren awful?"

"Uncle is terribly sick."

"You'll never be a brave boy if you do that."

"Don't play with matches. You might burn yourself badly."

"He's a bad doggie."

"Grandma's been awfully sick. She almost died."

"You don't want me to tell the policeman, do you?"

Such phrases are like poison. They produce all kinds of fears in the child, fears that he might never have developed had we not suggested them ourselves.

Lack of Self-Confidence in Pronouncing Words

The mother of a five-year-old boy had used some wrong suggestions about his lack of ability to pronounce words. She later asked me to help him overcome his feeling of inferiority.

When I saw this boy for the first time, he was playing with a toy train. I asked him what he called the end of the freight train that was painted red. He replied he could not say it. I asked him if it was a caboose? "Yes, that is it," he said. But he indicated that he never had been able to say the word himself.

Just for fun, I had him say "cow." Then I had him say "Boo." I said, "That's fine. That shows you can make the sounds in good shape. Then I had him say, "Kay," and after a pause, I had him say, "Boose." Then I had him repeat, "Kay" and "Boose" four or five times. Finally, I clapped my hands and said, "Good work, boy! You did it! You said "Kay-boose." Let's tell your mother about it! Won't she be surprised? Let's say it again--caboose. That's certainly fine--I knew you could do it."

First, you must have full confidence in yourself and fully expect your child to follow your lead so he will have no fear. Then exaggerate your lip movements in pronouncing the hard word. Make all suggestions positive and approve all efforts as well as final results. (See Illustration 131.)

Anxiety and Worry

Children, as a rule, take things to heart. A careless word spoken in front of the child may cause him untold worry. One mother unthinkingly remarked to her husband that a close relative died of a disease that "ran in the family." The child pondered moodily over the matter and began to fear that he, too, would die of this disease.



ILLUSTRATION 132

This mother is starting early to teach her child to pronounce words. She wisely praises his every effort even though the results of his effort are far from perfect. She keeps him in a happy spirit.

A certain father expressed concern about paying his bills. Little did he dream that his ten-year-old son who overheard the conversation should brood over the state of the family exchequer almost to the point of physical illness.

When our children develop the worry habit, it is high time that we parents examine ourselves and give them that sense of security which they so much need.

How can we do this? Why, focus the child's attention on something which has in it no element of worry. Family troubles should not be his. He will have his own share of them when he grows up. So, do something that will make him happy. Do something pleasant as a family. Enter into the spirit of wholesome gaiety. Play games. Pop some corn. Make some candy. Anything that will make for a cheerful, joyous atmosphere!

Beware of Superstition

Why do we mention superstition here? Because children imitate their parents in this respect, also. If parents display superstitious belief about the seven years of bad luck which supposedly follow the breaking of a mirror, the child will be likely to display this belief too. His belief is less easily shaken than that of his parents, because he cannot understand or reason as well as adults.

Even the trivial superstitious acts which we carry out playfully, such as keeping out of the path of a black cat in order to avoid bad luck, or throwing spilled salt over our shoulder to avoid quarrelling, might better be dispensed with altogether.

Remember, we must first rid ourselves of superstition if we want to help our children overcome it.

Precaution is a Different Matter

In this book we have discussed courage, and its opposite, fear. Now let us consider for a moment another extreme, that of fool-hardiness. Children may display bravado to gain attention and to impress others. They may go to extremes in their efforts to prove their bravery. As a parent, you can well afford to discuss with your child caution and common sense. Courage is one thing. Recklessness is another. Through the Principle of Substitution, the child's

acts of bravado can be directed into healthier channels. The child who "shows off" by jumping from unsafe heights can be encouraged to practise broad-jumping on the ground. Express approval at the great distance he has jumped. Encourage him to better his previous record. Refer to the great athletes who excel in the broad jump. This activity can be developed into an important talent, which may, in college days, merit success and admiration.

The Square Look

The person whose gaze shifts or moves downward on occasion is generally thought to be cowardly and fearful. The ability to look straight into another person's eyes will prove to be an asset in one's professional or social life.

You might play a game of "square look" with your child to impress him with the importance of developing his admirable quality. Focus your attention upon each other for a reasonable length of time. Carry on a conversation if you wish. The first person to shift his gaze loses a point to the other player. The winner is the one who has the highest number of points at the end of, say, five minutes.

The Spirit of "I Can"

As a parent, you will do well to strike from your own vocabulary the words "I can't." This little phrase carries with it a spirit of defeat that has meant the failure of thousands of people. Impress your child with the spirit of "I can." By prearrangement, you might have your husband ask you, in the presence of your child, "Can you work this problem in arithmetic, Mother?" You reply enthusiastically, "I should say I can!" Then you proceed to do so.

By habitually setting the "I can" example, you will help your child to gain this courageous and confident attitude.

How to Overcome Fear of Speaking in Public

How many of us can face an audience with composure and poise? This accomplishment truly sets one above the crowd, for few people have mastered this art. Think what such courage can mean to the person who is obliged to speak in public!

How can we develop this type of courage in our children? In the self-conscious 'teen-ager,' auto-suggestion has been helpful. The following assertions, worked out by a successful teacher of public speaking, are positive and useful.

1. I am here to tell you something that will interest all of you.
2. All that my listeners expect of me is that I say something of value and of special interest to them.
3. I have the privilege of speaking to them because I do have a message for them.
4. I want to speak distinctly and well, and forget myself absolutely, for I am simply the agent through which these people are to gain something for themselves.

Any person who can comprehend these statements will do well to ponder them frequently.

Not all children have talent for public speaking, but all children in a modern school system are called upon to take part in public to a certain extent. The exercises which follow will make it easier for them.

Definite Lessons in Self-confidence--First Exercise

Children may be taught--by definite lessons--to feel at ease when speaking before a group. By enjoyable exercises, starting with the simplest kind, and made more difficult only by very easy steps, they can succeed in a few days in doing what they could not possibly have done at first.

For example, a father with a couple of his own children and two or three neighbor children, may say to them, 'Let's have some fun playing 'LADIES AND GENTLEMEN'--I'll be 'it' first to set the pattern and the rest of you line up here according to your age. I want the oldest next to me and the youngest at the end of the line. That's fine! All right, now I'll stand on this rug here. This is supposed to be the speaker's platform. I put my hands out like this, keep my chin up, take a deep breath, smile and say loudly like this: 'Ladies and GENTLEMEN.''' (See Illustration 133.)



ILLUSTRATION 133

This father's spirit of play and enthusiasm inspires the children who can hardly wait for their turn to stand on the "speaker's platform" (rug) and with dramatic gestures say to the assembled audience, "Ladies and Gentlemen."

In this very first exercise, there are no other words at all in the "speech" except the three introductory words, "Ladies and Gentlemen." As soon as the father has demonstrated how to say those words, he immediately steps forward and says with a smile, "Our next speaker is my son. For this occasion, we will call him Professor Snifflehooper. His speech is entitled, 'Ladies and Gentlemen.'" When the father has reached his place at the back of the line, he continues by saying, "If we all like the way he gives his speech, we will let him know after he has finished, by clapping our hands. All right, we are ready now for your speech, Professor Snifflehooper." (See Illustration 134.)

The moment the young "Professor" finishes his three-word speech, the father quickly starts some loud clapping of hands in which he encourages all others in the line to participate. He rushes forward to shake hands with, and congratulate, Professor Snifflehooper on his speech, saying, "That was fine. Now your position in line is right back of me and our next speaker up in front is Dr. Broadsmile. (Give him any interesting name you wish, preferably one that you think may bring a smile or a chuckle.) All right, we are ready for your speech, Dr. Broadsmile." (See Illustration 135.)

No matter how great the tendency might be to criticize one of the children for lack of proper enthusiasm, do not yield to the temptation. However, if one child sets too poor an example for the next younger one to follow, you may say something like this: "You are all doing well and learning fast. Remember to put a lot of life into your speech like this." Demonstrate what you mean and then call up the next child while your own demonstration is fresh in mind.

The Second Exercise in Self-confidence

As soon as the youngest child has completed the first exercise, the three-word speech, the father says, "That was fine! All right, let's make just one more round and call it a day. Now watch me closely. This is to be a 14-word speech. I'll do it first and then each of you can do it in turn. Here goes, 'Ladies and Gentlemen, I have something to say that will interest you very much.'"

"All right, next speaker up. Remember you first say, 'Ladies and Gentlemen' and then you say, 'I have something



ILLUSTRATION 134

Here the oldest child is on a raised platform. Since the younger children see how much fun the older one is having in making his three-word speech, they are more than eager for their turn to come.

Be Sure to Avoid Coaxing

Coaxing is a harmful practice. If, for some good reason, a child does not want to display his talent before a group, the matter is best dropped at the moment. Pushing him to perform is far different from encouraging him to do what he naturally wants to do.

When dealing with children, all words, such as fear, nervousness, and embarrassment, could be totally avoided to advantage.

As has been shown throughout this course, you, as a parent, can either help or hinder your child's development. By thoughtless words you can implant all kinds of fears which will shackle him; or, by taking careful thought, and working along positive lines, you can instill within him those constructive qualities which will make him self-reliant and courageous.

Conclusion

As adults, we know that courage is a quality we cannot do without, not only in crises but often in our everyday tasks. Sometimes it is our only defense. How many times we all have ardently wished that we had more of it! So anything we can do by way of example, story, game, explanation, or drill, to instill courage in our children, will be one of our most important contributions to their entire lives.